Untangling your answers: academic writing structures & beginning the referencing journey
This seminar will....

- Delve more deeply into academic writing structures & styles in the Humanities, Social Sciences & Commerce.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
<th>Assessment 4</th>
<th>Assessment 5</th>
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<tbody>
<tr>
<td>AUST101</td>
<td><strong>Week 5</strong>&lt;br&gt;Review essay&lt;br&gt;1000wds.&lt;br&gt;20%</td>
<td><strong>Week 12</strong>&lt;br&gt;Research essay&lt;br&gt;2000wds.&lt;br&gt;40%</td>
<td><strong>Ongoing</strong>&lt;br&gt;Tut. Participation&lt;br&gt;10%</td>
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<td><strong>Exam Period</strong>&lt;br&gt;Final exam&lt;br&gt;2 hrs.&lt;br&gt;30%</td>
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<td>ELL182</td>
<td><strong>Week 4</strong>&lt;br&gt;In-class quiz&lt;br&gt;10%</td>
<td><strong>Week 6</strong>&lt;br&gt;Report&lt;br&gt;500+400wds.&lt;br&gt;20%</td>
<td><strong>Week 10</strong>&lt;br&gt;Report&lt;br&gt;600+400wds.&lt;br&gt;25%</td>
<td><strong>Week 13</strong>&lt;br&gt;Persuasive text&lt;br&gt;800+600wds.&lt;br&gt;30%</td>
<td><strong>Week 15</strong>&lt;br&gt;Portfolio / Participation&lt;br&gt;15%</td>
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<td>ENGL120</td>
<td><strong>Week 5</strong>&lt;br&gt;In-class test&lt;br&gt;15%</td>
<td><strong>Week 9</strong>&lt;br&gt;Close-reading Essay&lt;br&gt;1200wds.&lt;br&gt;35%</td>
<td><strong>Ongoing</strong>&lt;br&gt;Tut. Participation&lt;br&gt;10%</td>
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<td><strong>Exam Period</strong>&lt;br&gt;Final exam&lt;br&gt;1500-2000wds.&lt;br&gt;40%</td>
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<td>INDS150</td>
<td><strong>Week 4</strong>&lt;br&gt;Reflective essay&lt;br&gt;1000wds.&lt;br&gt;30%</td>
<td><strong>Comm. Week 4</strong>&lt;br&gt;Group research&lt;br&gt;presentation&lt;br&gt;30%</td>
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<td><strong>Exam Period</strong>&lt;br&gt;Final exam&lt;br&gt;1 hr.&lt;br&gt;40%</td>
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<td>SOC103</td>
<td><strong>Due Week 6</strong>&lt;br&gt;A) Reading summaries X 3&lt;br&gt;(250wds. each)&lt;br&gt;30%</td>
<td><strong>Due Week 6</strong>&lt;br&gt;B) 1 x tutorial summary/personal reflection (400-500wds.)</td>
<td><strong>Week 12</strong>&lt;br&gt;Questions &amp; summarized answers&lt;br&gt;30%</td>
<td><strong>Ongoing</strong>&lt;br&gt;Tutorial participation&lt;br&gt;10%</td>
<td><strong>Exam Period</strong>&lt;br&gt;Final exam&lt;br&gt;1 hr.&lt;br&gt;30%</td>
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<td>GEOG121</td>
<td><strong>Week 4</strong>&lt;br&gt;Tut. Report 1&lt;br&gt;1000wds.&lt;br&gt;20%</td>
<td><strong>Week 9</strong>&lt;br&gt;Tut. Report 2&lt;br&gt;1000wds.&lt;br&gt;20%</td>
<td><strong>Week 13</strong>&lt;br&gt;Tut. Report 3&lt;br&gt;1000wds.&lt;br&gt;20%</td>
<td><strong>Weeks 5, 9, 13</strong>&lt;br&gt;Online quizzes&lt;br&gt;5% each&lt;br&gt;15%</td>
<td><strong>Exam Period</strong>&lt;br&gt;Final exam&lt;br&gt;2 hrs.&lt;br&gt;25%</td>
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<td>HAS130</td>
<td><strong>Weeks 3, 5, 12</strong>&lt;br&gt;3 x written exercises&lt;br&gt;10% each&lt;br&gt;30%</td>
<td><strong>Ongoing</strong>&lt;br&gt;5 x in-class quizzes.&lt;br&gt;2% each&lt;br&gt;10%</td>
<td><strong>Week 5</strong>&lt;br&gt;Online blog&lt;br&gt;5%</td>
<td><strong>Weeks 9 &amp; 10</strong>&lt;br&gt;Group presentations&lt;br&gt;30%</td>
<td><strong>Week 13</strong>&lt;br&gt;Media project&lt;br&gt;25%</td>
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Ben! I've got 4 assignments due in Week 4!!!

Yeah, I've got an essay & report due about that time too .... and a case study about a week later.

Have you ever written a report or case study before?

Ummmm .... They're pretty much the same. Aren't they???
Well, no …
common academic text types include:

**Essay**
- Presents a point of view / argument (supported by evidence) on a particular topic.

**Report**
- Investigates an issue, product, situation.
- Collates & analyses findings.
- Draws conclusions & makes recommendations based on those findings.

**Case Study**
- Provides a detailed & theorised account of a particular individual; clinical event; workplace procedure.

**Literature review**
- Summarises, interprets, compares, & evaluates the main ideas in a related body of research literature to establish current level of knowledge on a topic.
Regardless of genre differences, however, all academic discussion should be:

- structured,
- logically sequenced,
- cogent
- supported by evidence
So. Remember....

In academic discussion, always plot your navigational points.

**Analyse the task:**
- **PLAN** each stage of your essay so that when you begin writing, you can be fairly sure that you’re going to address all aspects of the topic.

**Briefly map your plan of action:**
- **WHAT** will be the organising focus for your discussion?
- **HOW** do you need to order your response?

**Consider the terms of your topic:**
- **DO YOU UNDERSTAND** the meaning of all the terms / ideas relevant to the task?
Structuring an academic discussion ...

**Introduction**
- Introduce discussion focus
- Provide brief background
- Preview key points
- Thesis statement

**Body**
- Point 1
- Point 2
- Point 3
- etc.

**Conclusion**
- Draw together the points and restate your claim
How much is enough?

For example, a 2000 word essay would be something like …

<table>
<thead>
<tr>
<th>B O D Y</th>
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<tbody>
<tr>
<td>Introduction ~ 10%</td>
</tr>
<tr>
<td>(approx. 180-200 wds)</td>
</tr>
<tr>
<td>Para/main idea 1 120-150 wds.</td>
</tr>
<tr>
<td>Para/main idea 2 120-150 wds.</td>
</tr>
<tr>
<td>Para/main idea 3 120-150 wds.</td>
</tr>
<tr>
<td>Para/main idea 4 120-150 wds.</td>
</tr>
<tr>
<td>Conclusion ~ 10%</td>
</tr>
<tr>
<td>(approx. 150-200 wds)</td>
</tr>
</tbody>
</table>

Approx. 1650 wds.
To get started though, first impressions count.

The function of an Introduction is to…

✓ **Introduce** the topic and let the reader know what your paper is about;

✓ **briefly** outline the scope & focus of your discussion;

✓ **state** the approach or position you will take to the topic (**your ‘thesis’**).
But why is the ‘Thesis Statement’ important?

✓ An effective thesis statement will make a claim to be discussed.

✓ An effective thesis statement will therefore control the entire argument.

✓ An effective thesis statement will also provide focus & structure for your discussion.
Use the Introduction to schematise your discussion

Context

- *Have you outlined* your question?
- *Provided* some background?

Preview

- *How you organised* your discussion points logically?

Thesis statement

- *What* is your position?
- *What* is your argument?
Throughout 2010 Australian values have been at the forefront of government agendas and media discussions. Clearly identify a selection of these values and critically discuss in relation to immigration.
Non-English speaking migrant women are confronted with a vast array of problems concerning the workforce and their participation in it. These problems are all directly or indirectly associated with language difficulties, however many major problems which migrant women face involve mistreatment, unfairness, ignorance and lack of recognition.
It certainly makes a start on developing a point.

The student then proceeds to make some statements based on observations about migrant women from non-English speaking backgrounds.
However...

- It’s too general & from a functional perspective, the paragraph does not really ‘do’ what an **Introduction** is supposed to ‘do’.

- That is, provide a **clear outline** of the essay’s topic & line of argument.

The student was advised to rewrite.
A Government web site (2009) that provides information to migrants about becoming an Australian citizen outlines those values that define national identity. These values include “equality of men and women”, “equality of opportunity”, “tolerance and mutual respect”. Future citizens are also told that these values are central to the security and ongoing prosperity of the nation. This essay examines these values in relation to the experiences of migrant women from non-English speaking backgrounds. Many of these women are subjected to exploitation in the workplace. They often remain invisible to unions and other organisations interested in workplace equity. Often they will also experience social isolation. Their difficulties in finding a way to live in ‘this place’ are reinforced by gender and the language barrier. It will be argued that the experiences of many migrant women from non-English speaking backgrounds fall short of the ideals of equality, tolerance and mutual respect.
The social research and analyses of the health of Indigenous Australians over the past two decades have provided the government, the health care system, and the community in general with an understanding of the poor health of Australia’s Aboriginal and Torres Strait Island people. Social research has highlighted the main health issues affecting Aboriginal and Torres Strait Island people, the causes of these health issues and suggested possible solutions to improving health outcomes. It has also revealed the significant discrepancies between the health of Australian Aboriginal peoples and the general population. As a result, the country’s main Indigenous and non-Indigenous health bodies, non-government agencies and human rights organizations have come together in 2007 to promote a campaign called ‘Close the Gap’ in an effort to improve the health and life expectancy of Australia’s Indigenous peoples. The following discussion examines a selection of the key policies which have arisen from the social research and analyses that have contributed to the ‘Close the Gap’ initiative.
The ‘body’ of your essay...

- This is where you build your argument point by point.

- Rule of thumb in academic writing: 1 main point or key idea per paragraph.

- This means that every sentence in the paragraph should somehow relate to the main point / key idea.
A well-structured body paragraph generally contains:

- **a topic sentence:** which carries the main idea of the paragraph - usually the first sentence of the paragraph;

- **supporting sentences:** that explain, provide evidence for, and/or elaborate upon the main idea, and so on;

- **a conclusionary sentence:** interpreting the importance of this main idea, or linking this paragraph to the next paragraph.
Migrant women are frequently unaware of their rights in the workplace. They are commonly put in negative situations involving illegal pay rates; excessive working hours; sub-standard workplace conditions; racism and harassment (Singerman 1992). Gender, language and cultural factors can all play a part in keeping them from knowledge about their rights. For example, migrant women make up the majority of outworkers in the fashion industry and are often subjected to sub-standard working and pay conditions (Keane 1996). As Dyson has argued, these workers are “deprived of the most basic rights enjoyed by Australian factory workers” (2003, p137). These women can be expected to work twelve and eighteen hour days, seven days a week and be paid as little as a third of the award rate (Fares 1994; Keane 1996; Pender 2005).
This final paragraph will draw together the key strands of the preceding discussion and indicate how these key ideas support or prove your stated thesis claim.

This final paragraph will not introduce new evidence.
Where to next???
ENGL120 in-class test: *unpacking the questions*....

| The Raven       | • Look up at least one word from the poem in an etymological dictionary. Explain its significance to the poem. |
|                | • How is tension built? How is fear demonstrated? (Don’t just think ‘what’, think ‘how’) |
|                | • Discuss the significance of one of the key symbols of the poem. |

| The Chosen Vessel | • Why do you think Baynton chose the title of the story? |
|                  | • What elements of religious iconography can you identify? What is their significance to the story as a whole? |
|                  | • What is the importance of setting in the story? How does the presentation of ‘entrapment’ differ from that in ‘The Raven’? |

| The Old Dark House. | • How does the film direct the sympathies of the audience? |
|                    | • How is sexuality represented in the film? (Think about the spatial configuration of the house as well as interactions between characters.) |
|                    | • Considering the texts read so far, what do you think ‘the Gothic’ means? |
• Have you noted how the word / imagery / title relates to the whole text?

• Have you clearly stated why the word / imagery / title is significant?

• Have you arranged your ideas in a logical order?

• How will you connect one paragraph to another?
Plan ahead: tasks & individual responsibilities

What will your presentation look like (style; graphics; etc.)?

What will the focus of your presentation be & how will you organise an effective time frame?

Will you use technology in your presentation?
Closely read the following two texts:

The encyclopedia entry:

And the introductory chapter to a key Australian Studies textbook:

Discuss how these two authors explain the concept of national identity.

The following slides provide strategies for effective & close reading techniques.
<table>
<thead>
<tr>
<th>Planning your approach ....</th>
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<tbody>
<tr>
<td><strong>Carter describes the concept of national identity as ...</strong></td>
</tr>
<tr>
<td>• <strong>How</strong> does he go about defining the concept?</td>
</tr>
<tr>
<td>• <strong>What</strong> sort of criteria does he draw on to develop his description?</td>
</tr>
<tr>
<td><strong>The key points in his argument are ...</strong></td>
</tr>
<tr>
<td>• <strong>What</strong> are the key ideas / points in his argument?</td>
</tr>
<tr>
<td><strong>His concept is similar to / differs from Davison’s ...</strong></td>
</tr>
<tr>
<td>• <strong>His argument is similar</strong> to Davison’s in that ... .</td>
</tr>
<tr>
<td>• <strong>However, he differs</strong> from Davison in that ... .</td>
</tr>
</tbody>
</table>
What do you think you will need to do for next week?