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Spring 2017 – Writing Creatively

Dr Jeannette Stirling, Senior Lecturer, Learning Development



UNIVERSITY
OF WOLLONGONG
AUSTRALIA

Spring semester, 2017

Talking about writing; talking about creativity

Dr Jeannette Stirling,

Senior lecturer,

Learning Development



Subject	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5
ENGL131	Week 5 Quiz 750 wds. 20%	Week 10 Close textual analysis essay 1500 wds. 40%			Exam Period Final exam 2 hrs. 40%
GEOG122	Week 5 Poster 20%	Week 9 Report 1200 wds. 30%	Week 12 'Pitch' Presentation 20%	Weeks 4, 9, 13 In-class quizzes 10% each 30%	
HAS121	Weeks 3, 6, 9 Reflections 250-300 wds .each 15% Total	Week 13 Mind map 15%	Week 12 Reflective essay 1000-1200 wds. 40%		Exam Period Final exam 30%
HIST111	Week 6 Short essay 750 wds. 25%	Week 11 Long essay 1500 wds. 35%	Ongoing Participation 10%		Exam Period Final exam 2 hrs. 30%
PSYC123	Weeks 3 & 6 Online quizzes Methods & Stats: 10% each 20%	Week 9 Take-home test 10%	Weeks 11 & 12 In-class tests: Statistics & Methods: 10% each 20%	Ongoing Weekly quizzes + research participation 10%	Exam period Final exam 2 hrs 40%
SCIE101	Weeks 2, 5, 7, 9 4 x quizzes: 7.5% each 30%	Weeks 3, 6, 8, 11 4 x short essays: 10% each 40%	Week 13 Major project 30%		
SOC104	Weeks 3-8 & 11-13 (incl) Online blog 20%	Week 8 Methods essay 1,500 words. 40%	Week 13 Research Proposal 1,500 words. 40%		

Subject	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5
MARK101	Weeks 2-5, 7-9, 11-13 Tutorial Lab Tasks Tutorial Participation 10%	Week 6 Mid-session Test MC Questions, 75 minutes 20%	Week 9 Authentic Group Task Poster A3 size 15%	Week 10 Group Written Report 4 pages each individual part 4 pages common part 25%	Exam Period Final exam 30%
COMM101	Lab Tasks Homework 21% Minor Essay – in class 7% 28%		Week 10 Major Essay About 1000 words ? 22% ?		Exam Period Final Exam 50%
COMM121	Tutorial/Lab Tasks – Tutorial Preparation 10%	In Session Tests – Online Web Quizzes 20 minutes & 5% each 15%	Online Mid Session Exam MC Questions &/or T/F &/or Short Answer 60 minutes 15%	In Session Tests – Excel/PHStat Exam Short Answer 40 minutes 10%	Exam Period Final Exam 3 hours 50%
ECON102	Week TBA Tutorial/Lab Tasks Group Presentation 10-15 minutes, 1 page outline each 15% Total		Week TBA Mid-session Exam Short Answer/Short Essay 30%		Exam Period Final exam 3 hours 50%
OPS113	Week Essay / Report ? 1,000 words 10%	In Session Tests Mid-semester Exam MC 40 questions 15%	Group Authentic Tasks – Web System Development 3000words & web site design 25%		Exam Period Final exam 3 hours 50%
CRL100	Week 2 Career Smart–Career Discovery Tool	Weeks 3, 6, 10 Reflection Tasks 300-400 words each 5%, 10% 15% 30%	Weeks 11 & 12 Group Presentation & Visual Display 15-17 minutes 40%	Before Week 10 End of Study Break, Individual Research Report 1300-1700 words 30%	

Before we get started ...

- * How is the regular reviewing of your lecture notes going for the upcoming quizzes?
- * Feeling reasonably comfortable about the 1st HAS121 reflection?
- * Any tricky bits with preparations for short essays you'd like to discuss?



And just to crank up the interest:

'Nature' in the

Anthropocene

Have you had a chance to think about the GEOG 122



Let's talk a bit more about writing

Academic writing structures

Jeannette Stirling



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???

This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!

...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.

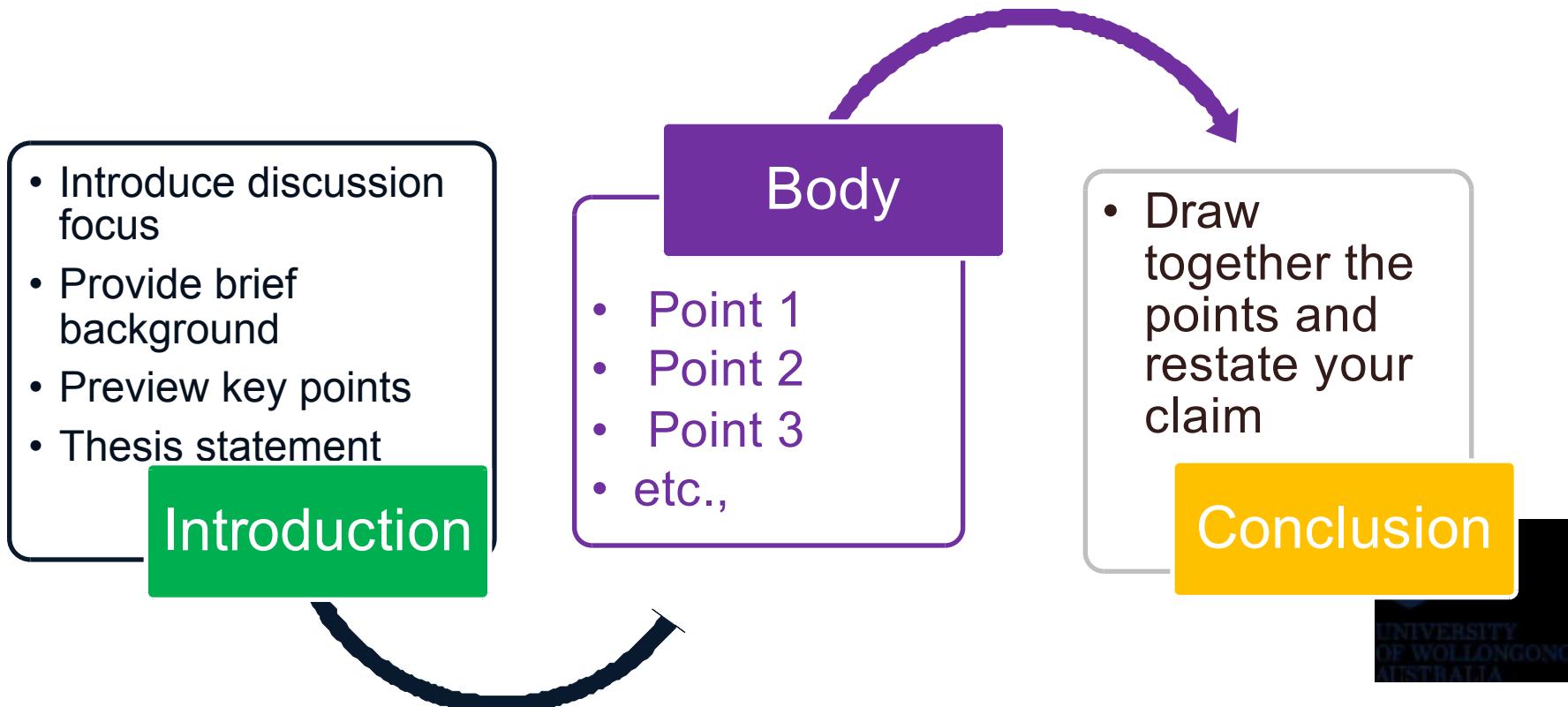
Case Study

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

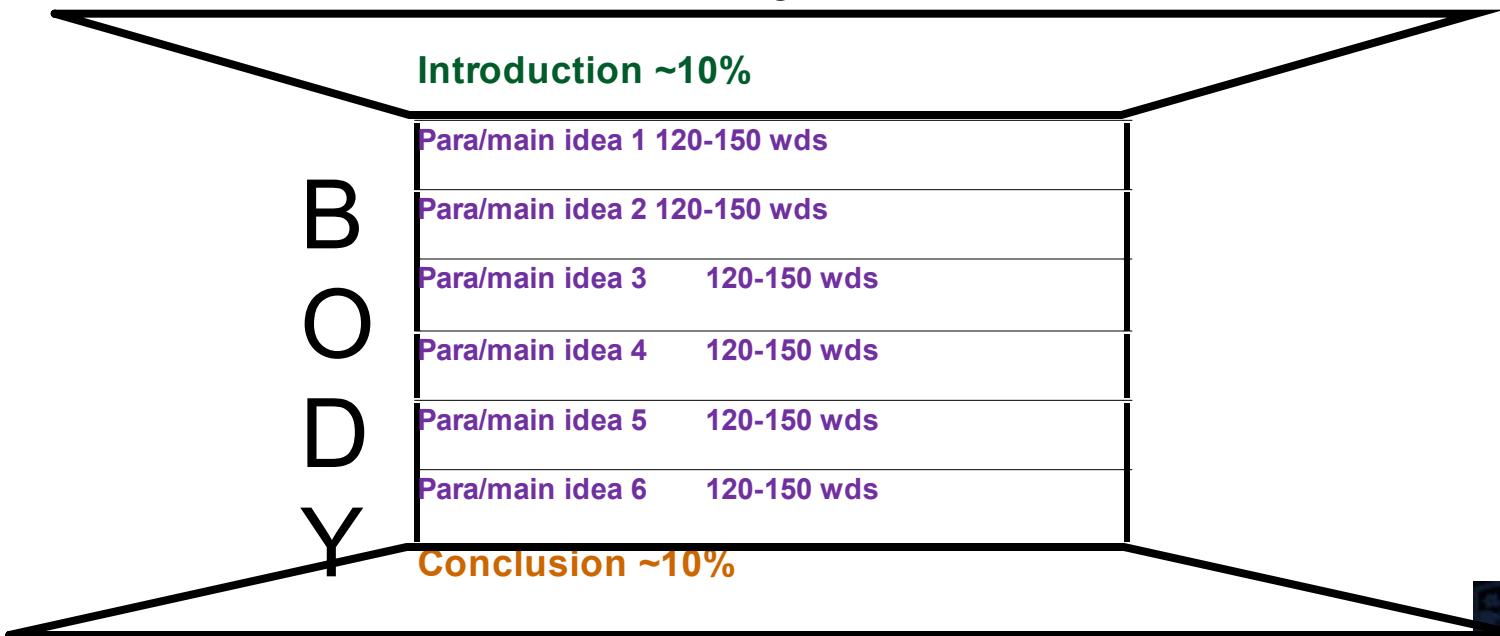
Literature review

- Summarises, interprets, compares, & evaluates the main ideas in a related body of research literature to establish current level of knowledge on a topic.

Revisiting structural & analytical conventions of the academic essay



For 2000 words, something
like.....



The anatomy & physiology of an essay

Introduction ...

- * *Introduces* the topic and lets your reader know what your paper is about;
- * *provides* a direct & relevant response to the topic;
- * *briefly* outlines the scope of your discussion;
- * *states* the approach or position you will take to the topic (*your argument*).



Use the Introduction to schematise your discussion

Have you stated your topic?

Provided some background?

Have you organised your discussion points logically?

What is your position?

What is your argument?



Sample Introduction from student essay

Jay Arthur displays a passion for telling histories in a three-dimensional aspect. This chapter challenges the use of only one perspective and presents a need for acceptance of different stories and approaches to story telling. 'A lexicon of audit' demonstrates the opportunities to examine not only the objects of the landscape but the multiple ways in which people interact with these landscapes. Arthur also looks at the context of this language. Her arguments include many examples of how the lexicon of words are a selection of language terms used in a particular style, such as the use of the 'un' words, negative portrayals, and dysfunctional theories. The chapter discussed can be argued to be well referenced with a broad range of primary sources.

When Arthur stated that the lexicon establishes that 'the country is in need of something', it is possible she meant this is due to the narrow minded perceptions evident in the colonialist's writings Arthur 2003, p. 96). Alternatively Arthur wishes to explore the exhibition within the language of Australian landscape. It is suggested she believes there are many different possible responses; intellectual or even emotional.



Note the more sophisticated language & richer detail in the rewritten version

Jay Arthur (2003) conveys a passion for recounting histories as three-dimensional events. The chapter discussed in this essay challenges the use of a sole or dominant perspective and presents an argument for acceptance of different stories and approaches to storytelling. To this end, her 'lexicon of audit' demonstrates opportunities to examine not only the objects of the landscape but also the multiple ways in which people interact with these landscapes. She argues that the colonialist language used to describe the Australian landscape conveyed a negativity that had at its core a lack of understanding. Like Arthur, Bill Lines (1992) argues that the early Europeans felt alienated by their new environment and the evidence suggests a lack of respect and understanding for this land and the water resources. Alternatively, some cultural historians like Tim Bonyhady (2000), dispute the common belief that all settlers hated this new land. He contends that some felt a deep affection for certain regions, wishing to protect the environment. The following discussion examines Arthur's arguments in relation to the prevailing colonialist accounts of Australia and the landscape. Specifically, this essay will explore Arthur's arguments regarding the language used as a result of colonists' attitudes towards the Australian landscape, with specific reference to the inland sea.



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When Arthur stated that the lexicon establishes that 'the country is in need of something', it is possible she meant this is due to the narrow minded perceptions evident in the colonialist's writings (Arthur 2003, p. 96). Alternatively Arthur wishes to explore the exhibition within the language of Australian landscape. It is suggested she believes there are many different possible responses; intellectual or even emotional.

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This version is also more effective because it ...

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Introduces the topic;

provides context & an overview of the key debates that will inform discussion;

& a clear statement of argument: the 'thesis' statement.



Sociology example

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.

Introduces the topic & identifies the essay's purpose;

outlines the focus of discussion;
provides some background;
indicates how discussion will progress;

and provides a clear statement of argument: the 'thesis' statement.



Introduction activity #1

John Clare and John Keats, though both writers in the Romantic period, take significantly different approaches to Nature in their poems. Clare's poetry focuses on the physical aspects of nature and often works with literal representations, whereas Keats tends to focus on the metaphysical aspects of nature and draws on a wide range of figurative language. Clare's poetry is both political and pleasurable. He elevates the freedom of being able to traverse unenclosed lands and celebrates the impact of being 'in nature' on the senses. Keats' poetry is concerned with philosophical exploration; for him, nature provides the inspiration for creativity and enhances metaphysical awareness. Clare places Nature front and centre in his poems, it is something to be valued and protected. Keats' takes a "humanist" perspective and Nature is secondary to human experience. Keats declared "I write what I imagine" (ref), while Clare insisted that "I find the poems in the field and write them down" (ref). In order to further explore the differences encapsulated by these quotes, this essay will discuss Clare's poems *Grasshoppers* and *A Gloomy Day in Summer*, and also *On the Grasshopper and Cricket* and *To Autumn* by Keats.

Identify the sentence/s that clearly states the position to be argued.

Identify the sentence/s that contextualise the topic for the reader.

Identify the sentence/s that denote the structure of the rest of the text.



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Identify the sentence/s that clearly states the position to be argued.

Identify the sentence/s that contextualise the topic for the reader.

Identify the sentence/s that denote the structure of the rest of the text.



Introduction activity #2

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 peoples. This research has also highlighted the main health issues affecting Aboriginal and Torres Strait Island peoples, the causes of these health issues, as well as suggest possible solutions for improving health outcomes. Sociologists involved in this field of research 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 came 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.

Identify the sentence/s that clearly states the position to be argued.

Identify the sentence/s that contextualise the topic for the reader.

Identify the sentence/s that denote the structure of the rest of the text.



The function of paragraphs in academic writing is to

...

Identify the main idea/point (topic sentence).

Provide some evidence to support your point.

Synthesis:

connect this point to your wider discussion / the topic
(analysis)



Anatomy of a paragraph: topic sentence?

Alperovitz asserts that Byrnes, Truman, and Stimpson believed that the dropping of atomic bombs on Japan would advance America's political position in the Far East and their ability to partake in negotiations concerning the fate of Europe, and in particular, Eastern Europe.¹ In a direct response to Alperovitz, Bernstein emphasizes the atomic bomb itself as being its own imperative in the decimation of Japan.² Bernstein challenges the theory that the atomic bombs were dropped on Japan as an anti-Soviet strategy, seeing this as a relevant but not essential element in explaining the event.³ President Roosevelt allowed the secret production of the atomic bomb with the intention of using it to end war quickly when the time came.⁴ Operating under this premise, Bernstein asserts that Germany was the initial target for the attack but surrendered before the bomb was able to be tested, shifting the attention directly onto Japan; this would explain America's lack of interest in finding alternatives to the use of the atomic bomb.⁵ Miles also comments on this theory, asserting that for America it was not a case of whether to use the bomb, it was a case of when.⁶ This argument has merit, however, Bernstein does not place enough emphasis on the strong anti-Soviet sentiment that was rife within the American government at this time. While this facet of the argument should not be considered the primary reason for the bombing of Japan its relevance, in combination with America's relationship to Russia, is of great significance to this debate.



Anatomy of a paragraph: evidence & extrapolation?

Alperovitz asserts that Byrnes, Truman, and Stimpson believed that the dropping of atomic bombs on Japan would advance America's political position in the Far East and their ability to partake in negotiations concerning the fate of Europe, and in particular, Eastern Europe. In a direct response to Alperovitz, Bernstein emphasizes the atomic bomb itself as being its own imperative in the decimation of Japan. Bernstein challenges the theory that the atomic bombs were dropped on Japan as an anti-Soviet strategy, seeing this as a relevant but not essential element in explaining the event. President Roosevelt allowed the secret production of the atomic bomb with the intention of using it to end war quickly when the time came. Operating under this premise, Bernstein asserts that Germany was the initial target for the attack but surrendered before the bomb was able to be tested, shifting the attention directly onto Japan; this would explain America's lack of interest in finding alternatives to the use of the atomic bomb. Miles also comments on this theory, asserting that for America it was not a case of whether to use the bomb, it was a case of when. While this argument has merit, Bernstein does not place enough emphasis on the strong anti-Soviet sentiment that was rife within the American government at this time. While this facet of the argument should not be considered the primary reason for the bombing of Japan its relevance, in combination with America's relationship to Russia, is of great significance to this debate.

Anatomy of a paragraph: relevance / synthesis?

Alperovitz asserts that Byrnes, Truman, and Stimpson believed that the dropping of atomic bombs on Japan would advance America's political position in the Far East and their ability to partake in negotiations concerning the fate of Europe, and in particular, Eastern Europe.¹ In a direct response to Alperovitz, Bernstein emphasizes the atomic bomb itself as being its own imperative in the decimation of Japan.² Bernstein challenges the theory that the atomic bombs were dropped on Japan as an anti-Soviet strategy, seeing this as a relevant but not essential element in explaining the event.³ President Roosevelt allowed the secret production of the atomic bomb with the intention of using it to end war quickly when the time came.⁴ Operating under this premise, Bernstein asserts that Germany was the initial target for the attack but surrendered before the bomb was able to be tested, shifting the attention directly onto Japan; this would explain America's lack of interest in finding alternatives to the use of the atomic bomb.⁵ Miles also comments on this theory, asserting that for America it was not a case of whether to use the bomb, it was a case of when.⁶ This argument has merit, however, Bernstein does not place enough emphasis on the strong anti-Soviet sentiment that was rife within the American government at this time. While this facet of the argument should not be considered the primary reason for the bombing of Japan its relevance, in combination with America's relationship to Russia, is of great significance to this debate.



Can you see how the student acknowledges the relevant sources here?

Anatomy of a paragraph: the ‘so what?’ moment?

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Note how the student signals the evaluation of the evidence.

Alperovitz asserts that Byrnes, Truman, and Stimpson believed that the dropping of atomic bombs on Japan would advance America's political position in the Far East and their ability to partake in negotiations concerning the fate of Europe, and in particular, Eastern Europe. **In a direct response** to Alperovitz, Bernstein emphasizes the atomic bomb itself as being its own imperative in the decimation of Japan. **Bernstein challenges** the theory that the atomic bombs were dropped on Japan as an anti-Soviet strategy, seeing this as a relevant but not essential element in explaining the event. President Roosevelt allowed the secret production of the atomic bomb with the intention of using it to end war quickly when the time came. Operating under this premise, **Bernstein asserts** that Germany was the initial target for the attack but surrendered before the bomb was able to be tested, shifting the attention directly onto Japan; **this would explain** America's lack of interest in finding alternatives to the use of the atomic bomb. Miles also comments on this theory, asserting that for America it was not a case of whether to use the bomb, it was a case of when. **While this argument has merit**, Bernstein does not place enough emphasis on the strong anti-Soviet sentiment that was rife within the American government at this time. **While this facet of the argument should not be considered the primary reason** for the bombing of Japan its relevance, in combination with America's relationship to Russia, is of great significance to this debate.

Remember, too, that the Conclusion.....

- * **Will** draw together the key strands of the preceding discussion and **indicate** how these key ideas support or prove your stated thesis claim.

- X **Will not** introduce new evidence.

Introduction

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.

Conclusion

The difficulties which migrant women from non-English speaking backgrounds face in their working lives can make adjusting to a new country and culture an overwhelmingly negative experience. The employment sector of the Australian community often fails to recognise the abilities, skills, potential, strengths and intelligence that these women can bring to their working lives. As Australia’s population becomes increasingly multi-lingual and culturally diverse, the situation for these women in the workforce has to have the potential to improve. However, significant changes have to be made on many levels of the employment sphere to address the problems and difficulties faced by these women and to make employment a satisfactory, lawful, and even satisfying experience. It is only through making these changes that the workplace for these women will reflect those ideals of equality, tolerance and mutual respect that future citizens are told represent Australia’s values.



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Next week ...

*Perhaps effective
use of evidence;
referencing?*



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