

<u>Narration</u>	19
<u>Argumentation</u>	21
<u>Logic in Argumentative Writing</u>	23
<u>Reaching Logical Conclusions</u>	24
<u>HOW TO WRITE AN ESSAY</u>	26
<u>Essay Outline</u>	29
<u>HOW TO WRITE A TERM PAPER</u>	37
<u>The Writing Process</u>	38
<u>Prewriting</u>	39
<u>Outline</u>	39
<u>Drafting</u>	40
<u>Revising</u>	41
<u>Editing</u>	42
<u>Proofreading</u>	42
<u>Publishing</u>	42
<u>REFERENCING</u>	43
<u>Introduction</u>	43
<u>Effective use of quotation and paraphrasing</u>	43
<u>Direct Quotation of Sources</u>	44
<u>Paraphrasing</u>	46
<u>Techniques for paraphrasing</u>	46
<u>REFERENCING STYLES</u>	48
<u>Overview of main features of each referencing style</u>	49
1. <u>Harvard style</u>	49

Preview from Notesale.co.uk
Page 2 of 102

subject based on official documents or interviews with people)

34. Textbooks

35. How-to articles/ feature (a type of feature that is educational because it teaches readers how to do things e.g. how to cook certain dishes, keep a garden, drive a car, eat healthy, keep calm in crisis etc. (How-to is short for how-to-do-it)

36. Recipes (are also how-tos)

37. News stories (not editorials)

38. Business, technical, or scientific writing

STYLE OF ACADEMIC WRITING

Although the accepted form of academic writing in the social sciences can vary considerably depending on the methodological framework and the intended audience, most college-level research papers require careful attention to the following stylistic elements:

1. Formal and logical

Unlike fiction or journalistic writing, the overall structure of academic writing is formal and logical. It must be cohesive and possess a logically organized flow of ideas; this means that the

situations or communal folklore.

- e) Oral history; gathering personal experiences of events and their causes and effects from one individual or several individuals.

Guidelines for writing a narrative article.

1. If written as a story, the essay should include all the parts of a story.

This means that you must include an introduction, plot, characters, setting, climax, and conclusion. However, there are events that cannot use the narrative genre in writing.

2. The essay should be written from a clear point of view.

The norm is to write from the point of view of the author; however, this is not the sole perspective to be considered. Creativity in narrative essays often times manifests itself in the form of authorial perspective.

3. Use clear and concise language throughout the essay.

Just like the descriptive essay, narrative essays are effective when the language is carefully, particularly, and artfully chosen. Use specific language to evoke specific emotions and senses in

- i) Establish facts and support them
- ii) Clarify relevant values
- iii) Prioritize and sequence the facts and values in importance to build the argument
- iv) Form and state conclusion

Points to remember:

- Your primary purpose of writing an argumentative article is to “win” it –to sway the reader to accept their point of view.

Having an opinion is one thing. Arguing effectively is another. It is easy to name – call to ignore the point of view or research of others and extremely easy to accept one’s own opinion as gospel – even if the writer has not checked his/her premier in a couple of years – the case with many young writers – never questioned the beliefs inherited from others.

When you pick a topic, avoid writing about issues that cannot be won, no matter how strongly you might feel about them. E.g. abortions, capital punishment, euthanasia, gun control, freedom of speech, etc. very hot topics but which very many writers have written their pros and cons about.

Each of these issues touches on matters of faith and beliefs that

issue or argument.

LOGIC IN ARGUMENTATIVE WRITING

Logic is a formal system of analysis that helps writers invent, demonstrate, and prove arguments. It works by testing propositions against one another to determine their accuracy. People often think they are using logic when they avoid emotion or make arguments based on their common sense. However, unemotional or common sense statements are not always equivalent to logical statements. To be logical, a proposition must be tested within a logical sequence.

The most famous logical sequence, called the **syllogism**, was developed by the Greek philosopher Aristotle. His most famous syllogism is:

Premise 1: All men are mortal.

Premise 2: Socrates is a man.

Conclusion: Therefore, Socrates is mortal.

In this sequence, premise 2 is tested against premise 1 to reach the logical conclusion. Within this system, if both premises are considered valid, there is no other logical conclusion than determining that Socrates is a mortal.

essay. Start each paragraph with a topic sentence, then write down a supporting point for that idea and end up with writing an elaboration (it can be a description, explanation or example).

The structure of the body paragraphs should look like this:

- A clear topic sentence;
- Specific evidence or supporting detail;
- Transitions between sentences and paragraphs;
- Concluding sentences that will tie the evidence or details back to the main point and brings the paragraph to the logic end.

Argument/Main Body

Contains the points outlined in your introduction, divided into paragraphs:

- Paragraph 1

Covers the first thing you said you would address.

The first sentence (the topic sentence) introduces the main idea of the paragraph.

Other sentences develop the topic.

Include relevant examples, details, evidence, quotations, and

references.

- Paragraph 2 and other paragraphs

The first sentence links the paragraph to the previous paragraph then introduces the main idea of the paragraph.

Conclusion

This part brings the reader to the end of your essay. Restate your thesis statement and main ideas of the essay that were written in the body. Then sum up your points and provide a final look on your topic. To conclude your essay, you will need three or four strong sentences.

The conclusion should.

- Draw everything together
- Summarize the main themes
- State your general conclusions
- Make it clear why those conclusions are important or significant
- Do not introduce new material
- In the last sentence, sum up your argument very briefly, linking it to the title

- Thesis
- Introduction
- Arguments
- Sub-headings
- Conclusion
- Appendix
- Works cited (bibliography)

Key words in essay titles

NB. You might find that the title you have been given does not contain any of these key words. You will have to look carefully at the way the question is phrased along with any accompanying guidance as to what is expected to establish what sort of approach is required.

Account for

Give reasons for; explain why something happens.

Analyze

Break up into parts; investigate.

Comment on

Identify and write about the main issues; give your reactions based on what you have read/heard in lectures. Avoid just

Discuss

Investigate or examine by argument; sift and debate; give reasons for and against; examine the implications.

Distinguish between

Bring out the differences between.

Evaluate

Assess and give your judgment about the merit, importance or usefulness of something. Back your judgment with evidence.

Examine

Look closely into something.

Explain

Make clear why something happens, or is the way it is; interpret and account for; give reasons for.

Explore

Examine thoroughly; consider from a variety of viewpoints.

Illustrate

Make something clear and explicit, giving examples of evidence

Interpret

handwriting.

Select the total number of pages you will need. Draw out pages showing what topics you'll include on each page.

- Sort your research notes – use the code colour, number or letter to relate them to your plan.

- Start drafting!

Stage 5 - Drafting

- If you have a mental block with the introduction, start with the “middle”, with a topic/idea you feel most comfortable with.

- Take each main topic/idea and write a paragraph about it.

- Do not worry about style/spelling at this stage – let the ideas flow.

- For each paragraph include a “topic sentence” that makes it clear what that paragraph is about. The rest of the paragraph will include information and evidence related to that “topic”.

- Leave space for editing.

- Write the conclusion – it should sum up the content of the “middle”

and relate back to the title.

REFERENCING

This is a standardized method of acknowledging sources of information and ideas that have been used in an essay in a way that uniquely identifies their source.

When writing an essay, report or other assignment you will often need to support your arguments by referring to other published work such as books, journal or newspaper articles, government reports, dissertations and theses, and material from the Internet.

You will need to give accurate references:

- To give credit to other authors' concepts and ideas
- To provide the reader (often the marker/examiner of the assignment) with evidence of the breadth and depth of your reading
- To enable the readers of your work to locate the references easily
- To avoid being accused of plagiarism, an academic offence which can lead to loss of marks or failure

THE WRITING PROCESS

with

- is structured in the best way for my topic

PROOFREADING

During editing check the following: grammar, sentence structure, word choice, punctuation, spelling, citation and document format

PUBLISHING

Submitting work to a lecturer for marking

This involves releasing the essay/paper to others to read

It can also involve entering an essay for a contest

Sending a letter to an editor

Posting a piece of writing to the internet

REFERENCING

INTRODUCTION

It is an expected academic practice that students will refer to (or cite) the **sources** of ideas, data and other evidence in written assignments. Referencing is the practice of acknowledging in your own writing the intellectual work of others; work that has been presented in some way into the public domain. Authors do

PARAPHRASING

Paraphrasing means changing the wording of a text so that it is significantly different from the original source, without changing the meaning. Effective paraphrasing is a key academic skill needed to avoid the risk of plagiarism: it demonstrates your understanding of a source.

The elements of effective paraphrasing

Paraphrasing and summarising are normally used together in essay writing, but while summarising aims to **reduce** information to a suitable length, paraphrasing attempts to **restate** the relevant information. For example, the following sentence:

There has been much debate about the reasons for the industrial revolution happening in eighteenth-century Britain, rather than in France or Germany.

could be paraphrased:

Why the industrial revolution occurred in Britain in the eighteenth century, instead of on the continent, has been the subject of considerable discussion.

Therefore, an effective paraphrase usually:

- has a different structure to the original

Major differences between Harvard and APA style

Harvard style	APA	Differences
HANDY (1995)	(Handy, 1995)	(Note minor difference in punctuation
(SHERMAN AND JUDKINS 1995) or (SHERMAN & JUDKINS 1995)	(Sherman & Judkins, 1995)	Note minor difference in punctuation and use of ampersand '&' to connect the names. APA recommendation is to use ampersands; British Standard recommendation offers you a choice whether to use it or not.
SAUNDERS <i>et al.</i> (2003)	(Saunders, Lewis & Thornhill, 2003)	Note punctuation, use of ampersand and use of all names in the citation for first occurrence.

‘Works cited’, or ‘Works consulted’. Proper words in the titles of works cited are capitalized and underlined.

The last name of an author is followed by the full first name(s), for example:

Handy, Charles. Beyond Certainty: The Changing Worlds of Organisations. London: Hutchinson, 1995.

Citations

- Although the author(s) name(s) are shown in the text, this is followed by **page number(s)** (instead of year of publication), e.g. (Handy 149) with no punctuation between author’s name and page number(s). Where no page number is available, just give the author’s name.

- If no author name is shown, the title, or shortened version of a **title**, can be used as a citation.

- If two authors have the same name, you can add initials to distinguish between them in the text, e.g. (K. Smith 53).

- When summarizing an author’s ideas made over a number of different pages, this can be done within brackets, as follows (HANDY 29, 67, 113).

- If you cite two or more works by the same author, you can

include a full, shortened or abbreviated title, depending on its length e.g. (HANDY, *Beyond Certainty* 44–45),

In referencing

1 Gibaldi, Joseph. MLA Handbook for Writers of Research Papers, Sixth Edition. New York: MLA, 2003.

2 Loach, Ken. (Director) and Sally Hibbin (Producer). *Raining Stones*. DVD. London: Channel Four Television (FilmFour), 1993.

3. American Psychological Association (APA) style

CITING REFERENCES IN TEXT

Citing the source as you write involves giving a partial or shortened reference (last name of author(s) and year of publication) in the main body of your written assignment and then giving full details of the source in full at the end of the assignment in a 'References' or 'Bibliography' section. You can abbreviate lengthy organizational names in the citations providing you explain the citation in the full reference

Relatively small differences exist between Harvard and APA style, and in practice, they often merge into a hybrid. The main noticeable differences tend to be with citation punctuation, the way multiple authors are cited and referenced, and with referencing electronic sources (See the table under Harvard

4. When giving emphasis to a particular theory, model or practice that has found a measure of agreement and support among commentators
5. To inform the reader of sources of direct quotations or definitions in your assignment
6. When paraphrasing another person's work, which is outside the realm of common knowledge, and that you feel is particularly significant or likely to be a subject of debate.

This can also include definitions.

Examples (in the Harvard style of referencing)

Example: To inform the reader of sources of tables, photographs, statistics or diagrams presented in your assignment (either copied in their original form or collated by you)

The surface temperatures in the world have increased by 1 degree Fahrenheit, or 0.6 degrees Celsius, since the mid-1970s, and the highest surface temperature ever recorded by the National Aeronautics and Space Administration (NASA) was in 2005.

Climatologists generally agree that the five warmest years since the late nineteenth century have been within the decade, 1995–2005, with the National Oceanic and Atmospheric Administration (NOAA) and the World Meteorological Organization (WMO) ranking 2005 as the second warmest year,