



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



Student Learning Development

Writing Essays

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Student Learning Development



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Session objectives

- Focus on writing process instead of product
- Look at the phases of writing
- Explore strategies for starting writing earlier
- Understand the importance of structure to an academic essay
- Review examples
- Learn about some useful writing resources



Why do we write essays?

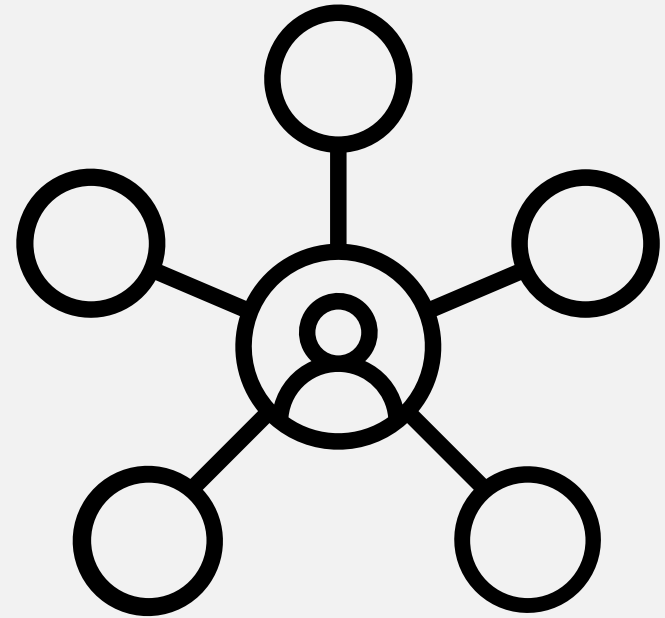


Why do we write essays?

Consider:

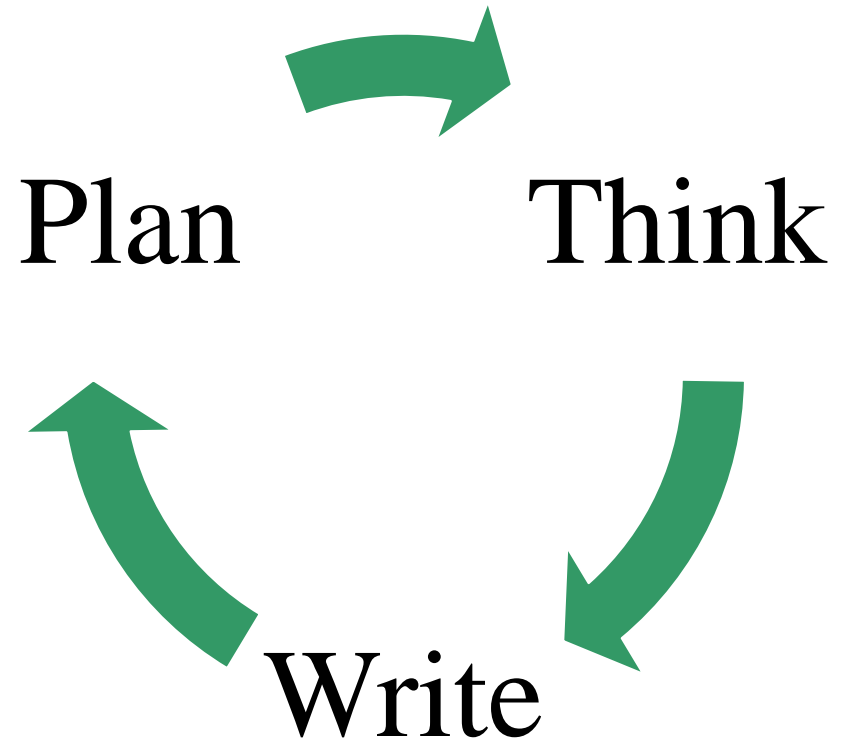
- Context
- Author
- Audience
- Purpose

We never write in a vacuum!

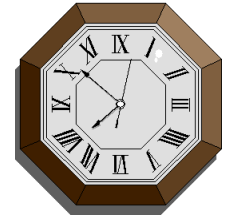


Essay Writing Phases

- Planning
- Thinking
- Researching
- Writing
- Editing

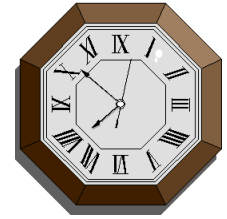


Planning time frame



- [illegible]

Planning time frame



Type in the date you will begin the assignment:

Type in the date your assignment is due:

Calculate assignment schedule

Planning the assignment

- Requirements
 - Length, Wording
 - Referencing
- Understand the question
 - Breakdown
 - Verbs



Example of Topic

Examine the views of stress and the general categories of stressors that can be experienced by an individual at work. **Describe** the likely consequences of **prolonged** stress levels for that individual.

Examine = Present in depth & investigate implications

Describe = set out main aspects of topic or sequence of things

Analyse the assignment

- Write down in your own words what you think the assignment is asking you to do
- What do you already know about the subject matter?
- What background info do you need to help you complete the assignment?
- How are you going to choose your reading material?



Thinking

- Initial ideas
- Brainstorm
 - Mind maps
 - Lists
 - Drawings
 - Discussion/Audio
 - Post-it notes
- Initial plan!
- Preliminary reading



Outlines are your recipe

planning



What do you
want to say?

Structure

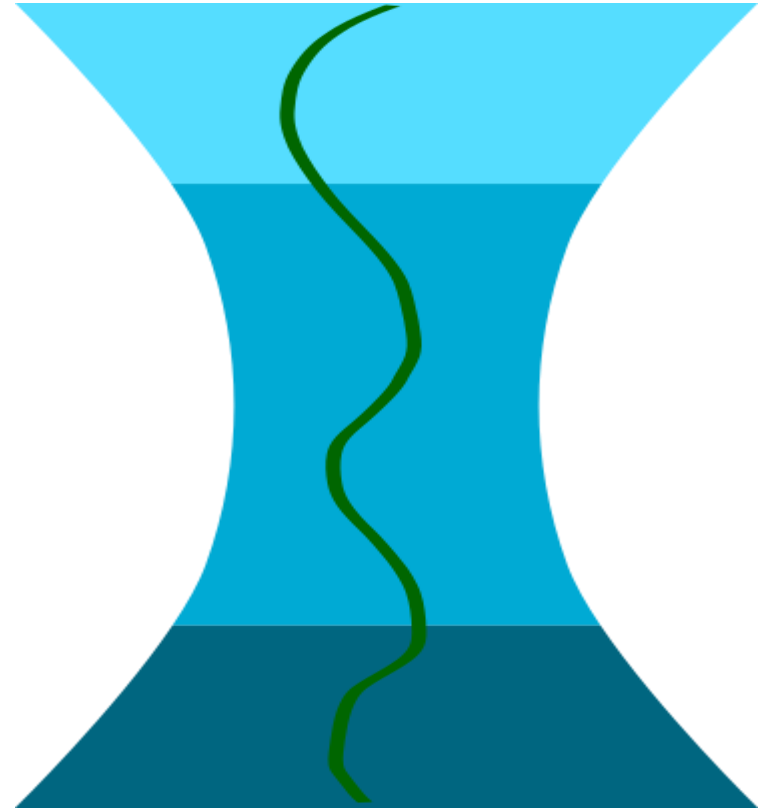
writing



Communicating
your ideas

Structure

- Introduction
 - outline of essay
- Main section
 - Main point A
 - details, evidence
 - Main point B
- Conclusion
 - summary of main points
 - restate your position



I. Introduction

Definitions of Stress

Views of Stress

General Categories of Stressor

Consequences of Stress

II. Main Point (A) - Views of Stress

1. Physiological

2. Psychological

3. Job Stress

Summary

III. Main Point (B) - Categories

1. Organisational

2. Home-work, Interface, Life stress

3. Individual

Evaluation of categories and their impact

IV. Main Point (C) - Consequences

1. Physical

2. Behavioural

3. Psychological

Summary of impact

V. Conclusion

Summary of main points and conclusions

Reading & Researching

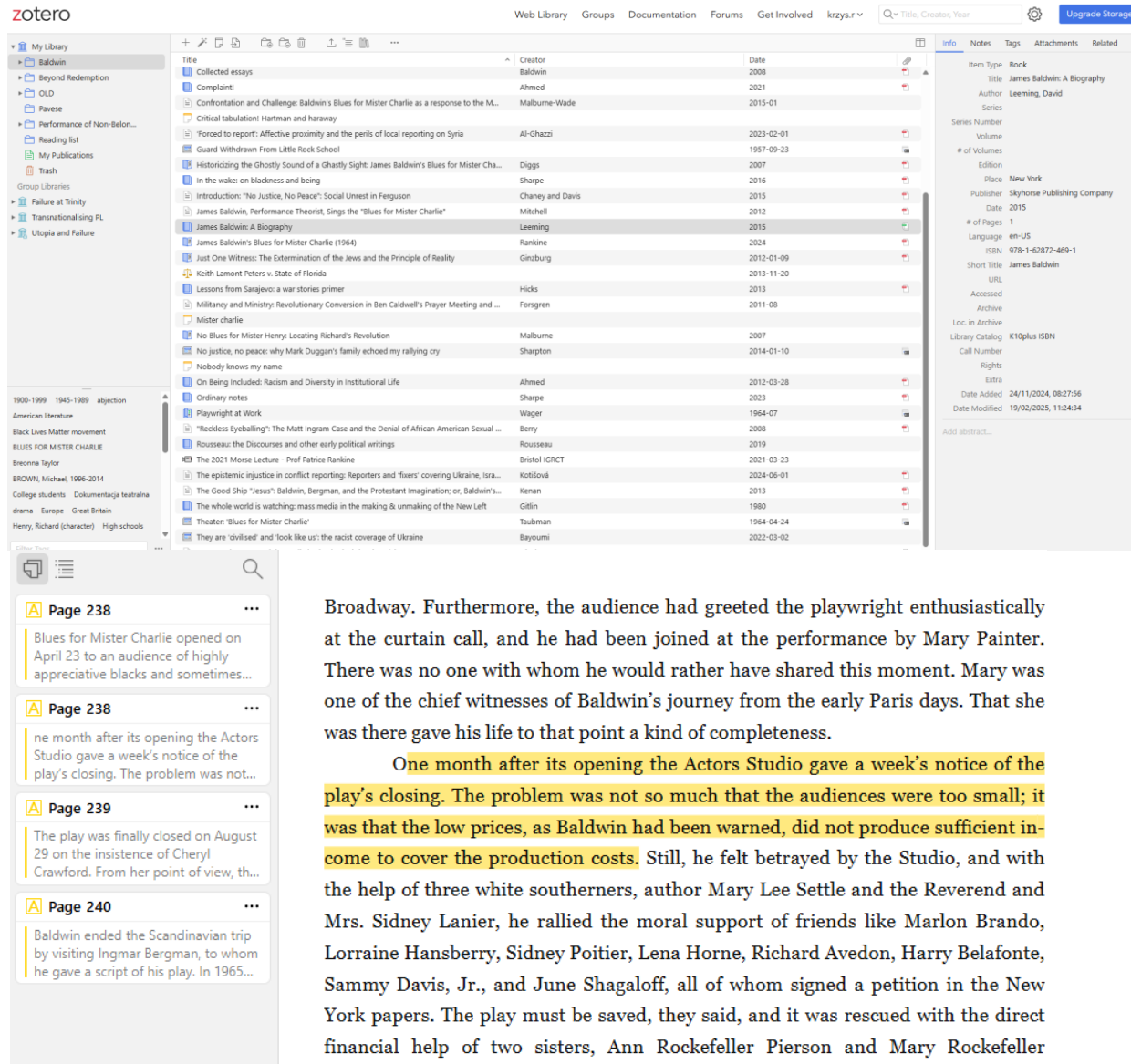


- Use rough **outline** as guide
- Gather information relevant to topic
- Keep good notes
 - Organise content according to outline
 - **Choose** what to include
- Types of **evidence** to support points?
 - Quotes
 - Tables
 - Paraphrasing
 - Facts, statistics



Reading & Researching

- Keep references!
- Digest and reflect on information
- Continue your thinking!



The screenshot displays the Zotero web interface. The top navigation bar includes links for 'Web Library', 'Groups', 'Documentation', 'Forums', 'Get Involved', and a user profile 'krzyz.r.v'. A search bar on the right allows filtering by 'Title, Creator, Year'. The main content area is divided into a left sidebar with a 'My Library' tree (containing folders like 'Baldwin', 'Beyond Redemption', 'OLD', 'Pavesse', 'Performance of Non-Belon...', 'Reading list', 'My Publications', 'Trash', and 'Group Libraries') and a central list of references. The references are sorted by 'Date' and include titles, creators, and dates. A right sidebar provides detailed metadata for the selected item, 'James Baldwin: A Biography' by Leeming, David, including series information, volume details, edition, place, publisher, date, page count, language, ISBN, and a short title. Below the references, a 'Notes' section is visible, showing a list of notes with their page numbers and titles. The notes are: 'Page 238: Blues for Mister Charlie opened on April 23 to an audience of highly appreciative blacks and sometimes...', 'Page 238: ne month after its opening the Actors Studio gave a week's notice of the play's closing. The problem was not...', 'Page 239: The play was finally closed on August 29 on the insistence of Cheryl Crawford. From her point of view, th...', and 'Page 240: Baldwin ended the Scandinavian trip by visiting Ingmar Bergman, to whom he gave a script of his play. In 1965...'

Broadway. Furthermore, the audience had greeted the playwright enthusiastically at the curtain call, and he had been joined at the performance by Mary Painter. There was no one with whom he would rather have shared this moment. Mary was one of the chief witnesses of Baldwin's journey from the early Paris days. That she was there gave his life to that point a kind of completeness.

One month after its opening the Actors Studio gave a week's notice of the play's closing. The problem was not so much that the audiences were too small; it was that the low prices, as Baldwin had been warned, did not produce sufficient income to cover the production costs. Still, he felt betrayed by the Studio, and with the help of three white southerners, author Mary Lee Settle and the Reverend and Mrs. Sidney Lanier, he rallied the moral support of friends like Marlon Brando, Lorraine Hansberry, Sidney Poitier, Lena Horne, Richard Avedon, Harry Belafonte, Sammy Davis, Jr., and June Shagaloff, all of whom signed a petition in the New York papers. The play must be saved, they said, and it was rescued with the direct financial help of two sisters, Ann Rockefeller Pierson and Mary Rockefeller



Writing

- Start writing early
 - extend outline
 - one idea or section at a time
 - get something down!
- Write first, rough draft
- Revise & improve draft



Writing to prompts

- What writing have I done and what would I like to do?
- Where do my ideas come from?
- How does what I read compare with my own views?
- What I want to write about next is...
- What do I want to write about next?



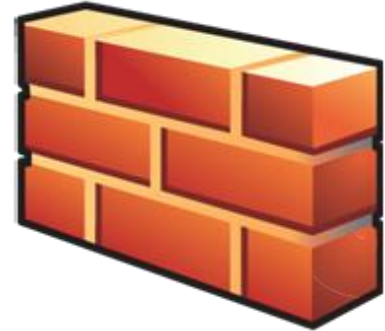
Freewriting

- Writing for 5 minutes
- Without stopping
- In sentences
- Private – no external reader
- No structure needed
- Topic related to your research or to a prompt
- Like brainstorming in sentences

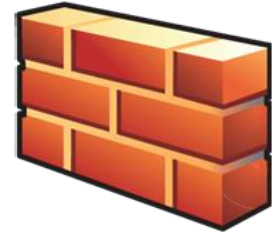


What is a paragraph?

- A group of sentences
- What groups them?
- One idea

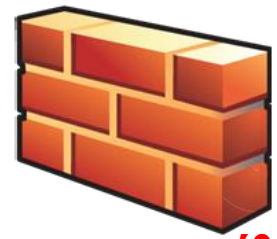


Paragraph structure



Students require more recreational time in order to better focus on lessons in class. In fact, studies have shown that students who enjoy a recess of more than 45 minutes consistently score better on tests immediately following the recess period. Clinical analysis further suggests that physical exercise greatly improves the ability to focus on academic materials. Longer periods of recess are clearly required to allow students the best possible chances of success in their studies. Clearly, physical exercise is just one of the necessary ingredients for improving student scores on standardized tests.

Paragraph structure



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TOPIC
SENTENCE

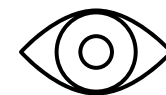
SUPPORTING
SENTENCES

CONCLUDING
SENTENCE

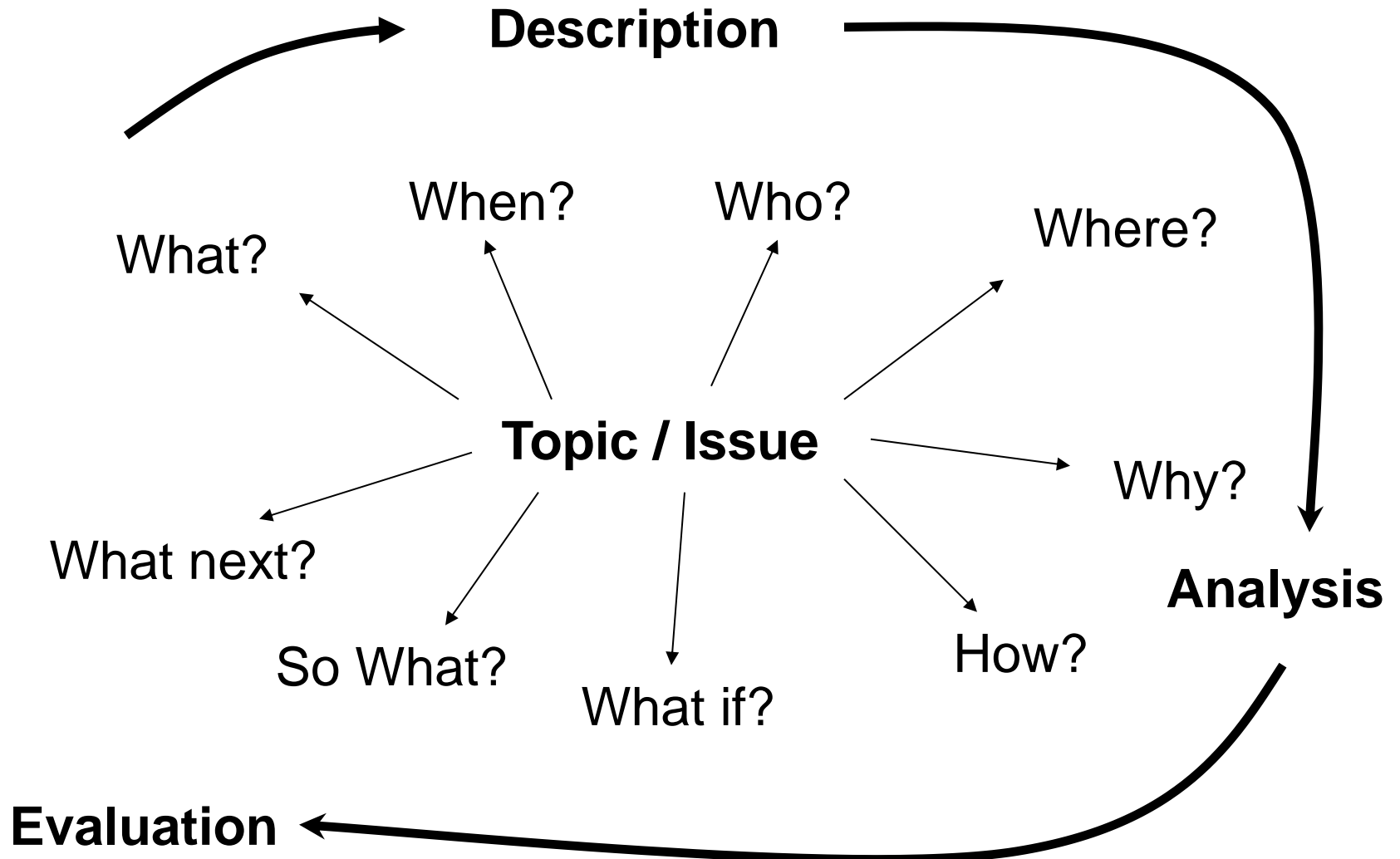
TRANSITION
SENTENCE



STATEMENT — **E**VIDENCE — **E**XPLANATION



Model to generate critical thinking



Develop your argument

- Use source material
- Compare and contrast
- Show awareness of complexities
- Show line of reasoning
 - link points
 - central guiding line
- Your conclusions - based on evidence



Structure your argument

- Reasons for and evidence/Reasons against and evidence
- Compare & contrast
- Outline of points, charts, diagrams

| | | |
|----------------------------------|---|---|
| Introduction: | | |
| Main themes: | | |
| Areas to be compare and contrast | A | B |
| Similarities | | |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| Differences | | |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| Significance of these | | |
| Conclusion: | | |



| | | |
|--|--|---|
| Comparing one piece of information against another | <p>In order to understand how ideal beauty is a cultural construct, the nature of beauty itself must be understood. Vacker and Key (1993, p. 473) propose that 'the nature of beauty is entirely dependent upon the contents of human consciousness'. Goines (1995) and Englis (1994) agree that what is defined as beautiful is dependent on culture or 'culture-bound' (Goines 1995, p.12). Englis, Solomon and Ashmore (1994) take this a step further arguing that ideal beauty is not only culture bound, but also culturally constructed. This cultural construct of ideal beauty is seen in the changing concepts of beauty ideals over time and the variations which exist across cultures (Frith, Shaw & Cheng 2005; Mazur 1986). Lin and Yeh (2009, p.66) also acknowledge that what is considered beautiful is dependent on 'cultures, nations, societies, and individuals'. Thus, beauty ideals and their representations have reflected the historical and social context of a culture, particularly social priorities, gender roles and dominant ideologies (Frith, Shaw & Cheng 2005). One such example is Prada's Candy advertisement (Figure 1) with its link to social priorities. This design places black bars along the top and bottom suggestive of a wide screen film, which refers to the ideal beauty of actresses. Therefore, the social priorities this advertisement taps into are beauty as a means of success and a quality to be admired.</p> | Group similar points |
| Present a case according to evidence | | Present case by providing reasons, using evidence, comparing and evaluating arguments |
| Evaluating the significance of its parts | | |
| Draw conclusions | | |
| Identifying why and how it is relevant | | Indicate and navigate sequence of the argument using signpost or linking words |
| Draw conclusions | | |

University of South Australia, Study Help.

[Demonstrating critical thinking in writing 2022.pdf](#)

References

Why?

- Credit sources of information & ideas
- Reader can locate for further information if required
- Demonstrate breadth of reading & knowledge

lization of the lost past, it is also marked by a clear political commitment, avoiding the trap of a nihilist removal from politics, often associated with simplistic notions of nostalgia (Sindbæk Andersen and Ortnér 2019). The provocative rhetorical que-

Michnik Adam (1986): *Czytajqc. "Zeszyty Literackie"* 1986, vol. 13, pp. 10–43.

Orliński Wojciech (2000): *Bolszewik z monoklem. "Gazeta Wyborcza"* [online] 30 December. Available from: <http://wyborcza.pl/1,76842,85305.html> [Accessed: 11.12.2019].

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Pasolini Pier Paolo (1963): *Ragazzi di vita: romanzo*. Milano: Garzanti.

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Pasolini Pier Paolo (2009): *Saggi sulla politica e sulla società* [online]. 5th edn. Milano: Mondadori. Available from: http://bvbr.bib-bvb.de:8991/F?func=service&doc_library=BVB01&local_base=BVB01&doc_number=020174673&line_number=0001&func_code=DB_RECORDS&service_type=MEDIA [Accessed: 3.10.2023].

Pasolini Pier Paolo (2016): *The Street Kids*. Translated by Ann Goldstein. Europa Editions, New York, NY.



Plagiarism ???

- Using someone's words or ideas and presenting them as your own (Marshall & Rowland, 1998)
- Inappropriate use of ideas from books, articles, internet, or other students' work

<http://tcd-ie.libguides.com/plagiarism>



Sample marking criteria

- Focusing on a topic
- Structuring an essay
- Content
- Formulating arguments
- Presentation
- Referencing
- Evidence of language skills
- Use of learning resources



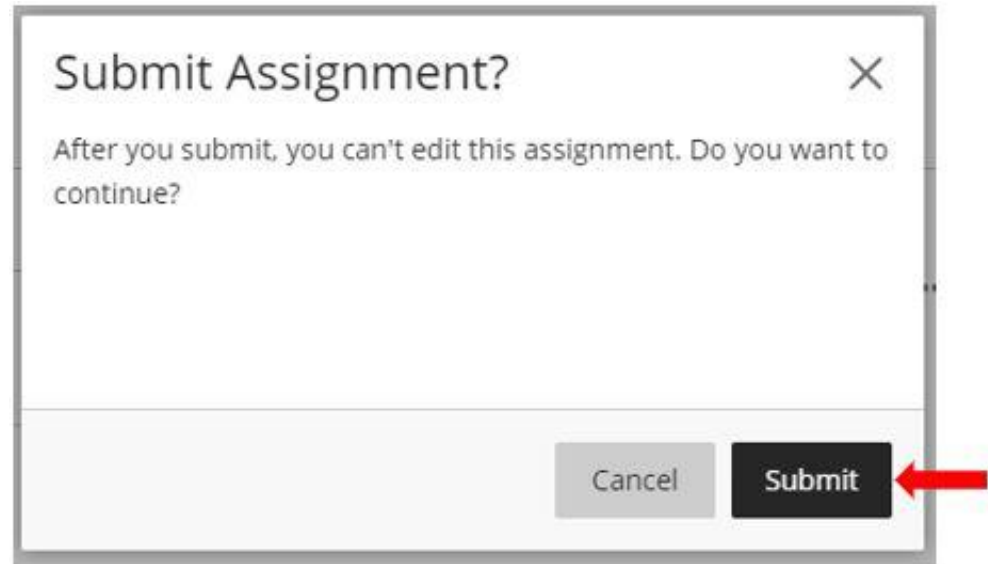
Editing

- Proofread
 - out loud
 - time out
 - peer
- Write up references
- Final draft
 - presentation



Submit!

- Final deadline
- Checklist
- Feedback



Useful websites

- <http://owl.english.purdue.edu/owl/resource/679/01/> general advice & grammar
- <http://www.phrasebank.manchester.ac.uk> academic phrases
- <http://vimeo.com/44666462> the power of the paragraph
- [Linking words - Learning Lab - RMIT University](#) linking words & phrases
- <https://writingcenter.unc.edu/tips-and-tools/>



Examples of student essays

- [Sample Literary Studies essay - Student Academic Success](#)
- [SAGE Writing Sample Library](#)
- [UOW - Sample Engineering Essay](#)



Where to find us



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ASSL-SLD: Academic Skills for Successful Learning



Feedback, please!

<https://www.surveymonkey.com/r/FF3Z82Z>

