

Postgraduate Seminar

WRITING SKILLS

15 /11/16

- *As a doctoral researcher you are probably familiar with academic writing for undergraduate essays or MA dissertations. This interactive session focuses on the types of writing you will do as a doctoral candidate, examining the styles and techniques appropriate to different text types and in different disciplines.*
- *i) explain why the session will not do be able to do this exactly*
- *li) draw attention to reference slide at end of presentation*

Structure of the Session

- 1) Clarity
- 2) Get writing
- 3) Styles
- 4) 'Academic voice'
- 5) Accuracy
- 6) Format
- 7) Questions

- 1) Eglurdeb
- 2) Ysgrifennu – bwrw iddi!
- 3) Arddull
- 4) 'Llais Academaidd'
- 5) Cywirdeb
- 6) Fformadu
- 7) Cwestiynau



Massachusetts Water Resources Authority

<http://water.usgs.gov/edu/qa-chemical-cloudy.html> accessed 12.11.16



<http://natbg.com/moonlight-clear-night-dock-lost-lake-whistler-british-columbia-relection-full-moon-sky-dual-monitor-background/> accessed 12.11.16

write with *clarity*

1) How clearly do I understand what I'm talking about ?

2) How clearly have I expressed it?



<http://www.mindthegaprocks.co.uk/> accessed 12.11.16

What do we see?

Lorem ipsum

July 16, 2007

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aenean adipiscing pede quis mi. Sed adipiscing est ut sapien. Vestibulum odio magna, tincidunt non, adipiscing eget, rutrum non, ipsum. Ut a ipsum in purus vehicula blandit. Quisque vel purus. Praesent imperdiet enim congue pede. Vivamus tincidunt semper nulla. Morbi a elit et risus dictum vestibulum. Nulla nec sem. Curabitur eu quam a dolor pharetra bibendum. Donec sapien dolor, vestibulum quis, mattis eget, lacinia non, lacus. Maecenas vehicula elementum massa. Vivamus mi. Suspendisse potenti.

Proin iaculis nisl a nisi. Nulla ullamcorper. Fusce interdum diam vel lacus. Curabitur nunc odio, luctus laoreet, consequat sed, nonummy quis, mi. Aliquam ac purus. Integer mi sem, aliquam venenatis, semper vitae, fermentum pretium, mauris. Integer vulputate, purus vitae gravida suscipit, pede enim gravida erat, nec aliquam lorem nunc nec nisi. Mauris neque mauris, laoreet quis, sollicitudin eget, placerat vel, sem. Curabitur a libero. Fusce dui massa, fringilla ut, pretium eget, tristique sit amet, nisl. Sed scelerisque. Nunc consequat neque rhoncus magna. Quisque quis mauris.

<http://laurentlazard.com/media/Lorem-Ipsum-Sample.html> accessed 12.11.16

Task 1

RED

write with clarity

Section 2

GETTING THE WRITING DONE

1) 'I think PhD students should realise that they need to develop as writers as well as scientist or social scientists or whatever. But there are as many ways to write as there are writers'.

2) 'Writing can be taught, but only to yourself.'

3) 'It's only after writing a PhD thesis that you know how to do it'.

<https://www.rlf.org.uk/resources/introduction-dissertation/>

accessed 12.11.16



<http://www.radiotimes.com/news/2016-08-04/mo-farah-on-drive-ambition-and-the-childhood-in-somalia-that-motivates-him> accessed 12.11.16

Deuparth Gwaith ei Ddechrau

Ni naid ochenaid rhag drwg.

Writing THROUGH



<http://www.treehugger.com/infrastructure/worlds-longest-tunnel-opens-switzerland.html>
accessed 12.11.16

TASK 2

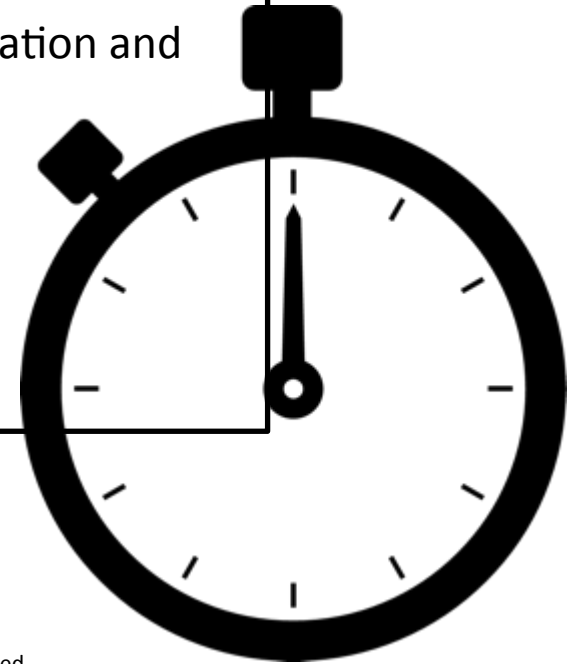
You're in a cocktail party and somebody asks you about your PhD. Write down what you would tell them – i.e. an outline of your hypothesis, or what is the question that's on your mind, and a summary of where you have got to so far in your attempt to answer it.

Remember, you want to engage this person in your conversation and the room is buzzing with interesting people.

Time is at a premium.

NO TECHNICAL WORDS.

BE BRIEF AND CLEAR!



http://www.clipartpanda.com/clipart_images/clipart-of-clock-timer-23883749 accessed 12.11.16

TASK 3

You have been invited on to a Radio 4 programme, something linked in some way to your field of research – a broadly scientific programme – or a programme with an interest in the arts etc.

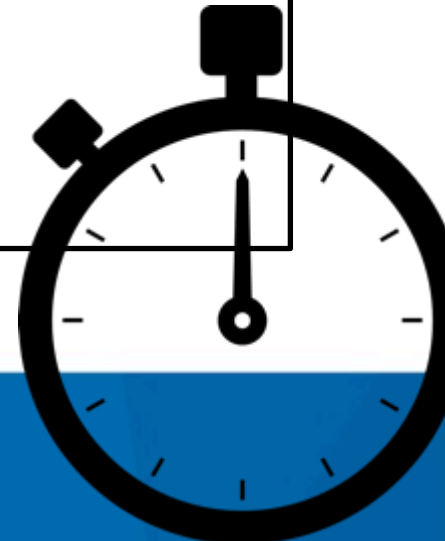
Now prepare a paragraph, perhaps a version of the cocktail party one, but this take them a bit further along the journey.

Signpost it with the perceived titles of your chapters and perhaps the subheadings of one of those chapters.

You can afford to use one or two technical terms. BUT, imagine the listener. This will help you discern what is a technical term and what is not.

Think about your grandmother, your uncle, the next door neighbour– anybody who has NO IDEA about your field of study.

Sense them listening, and any words you feel they might not understand, pause and write a short, jargon free, lay man's explication.



Lenticular Clouds



<http://www.crystalinks.com/lenticular.html> accessed 12.11.16

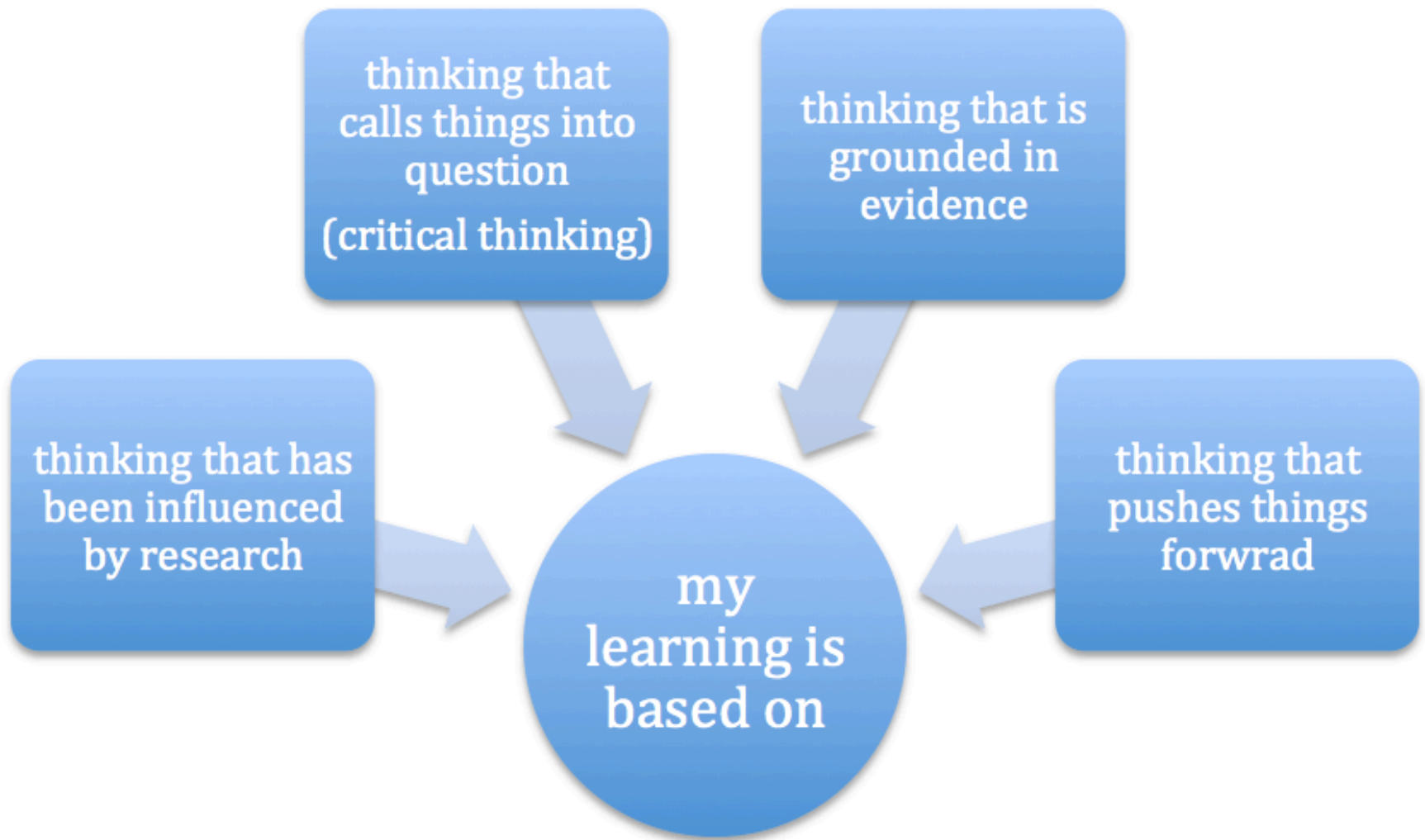


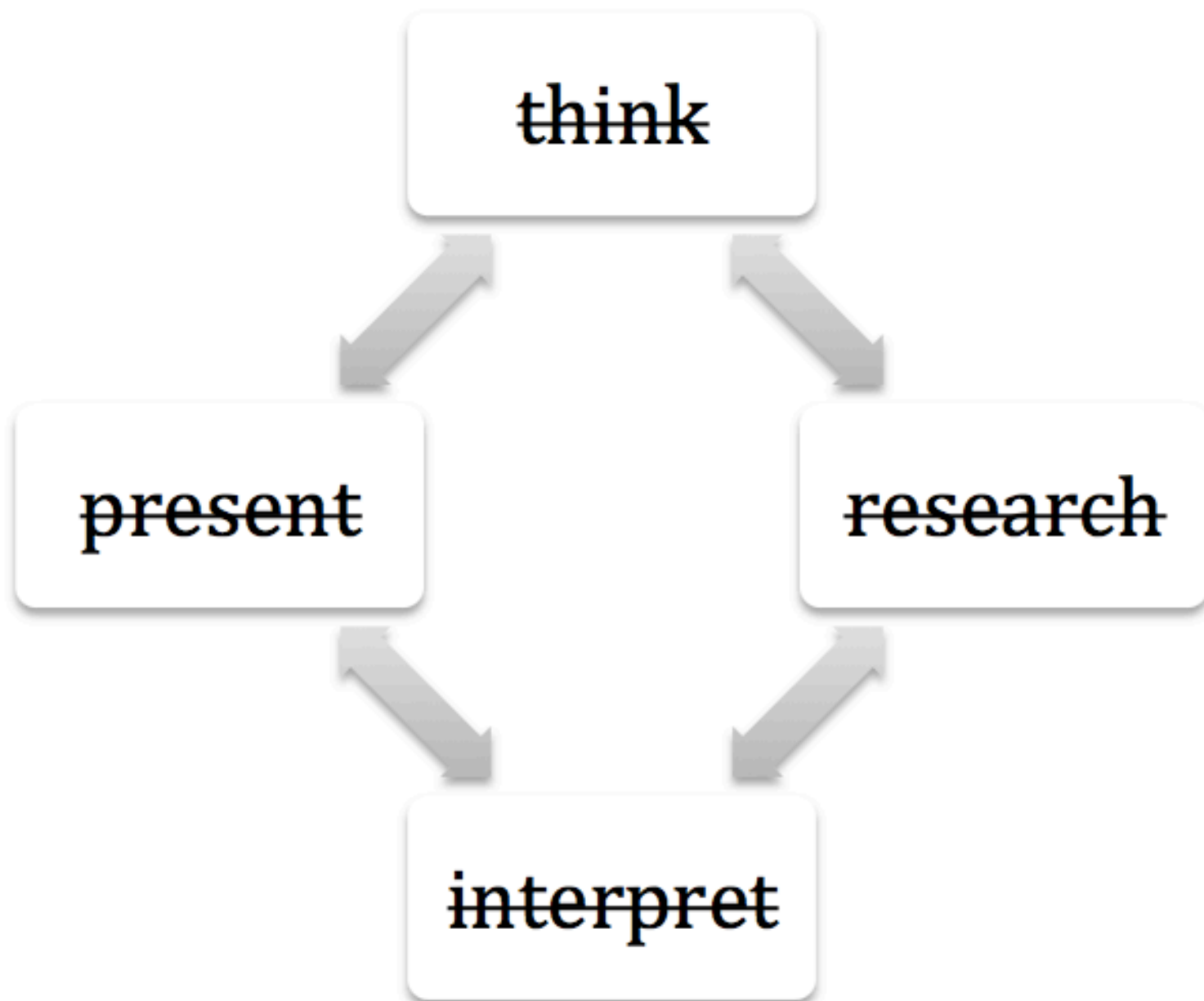


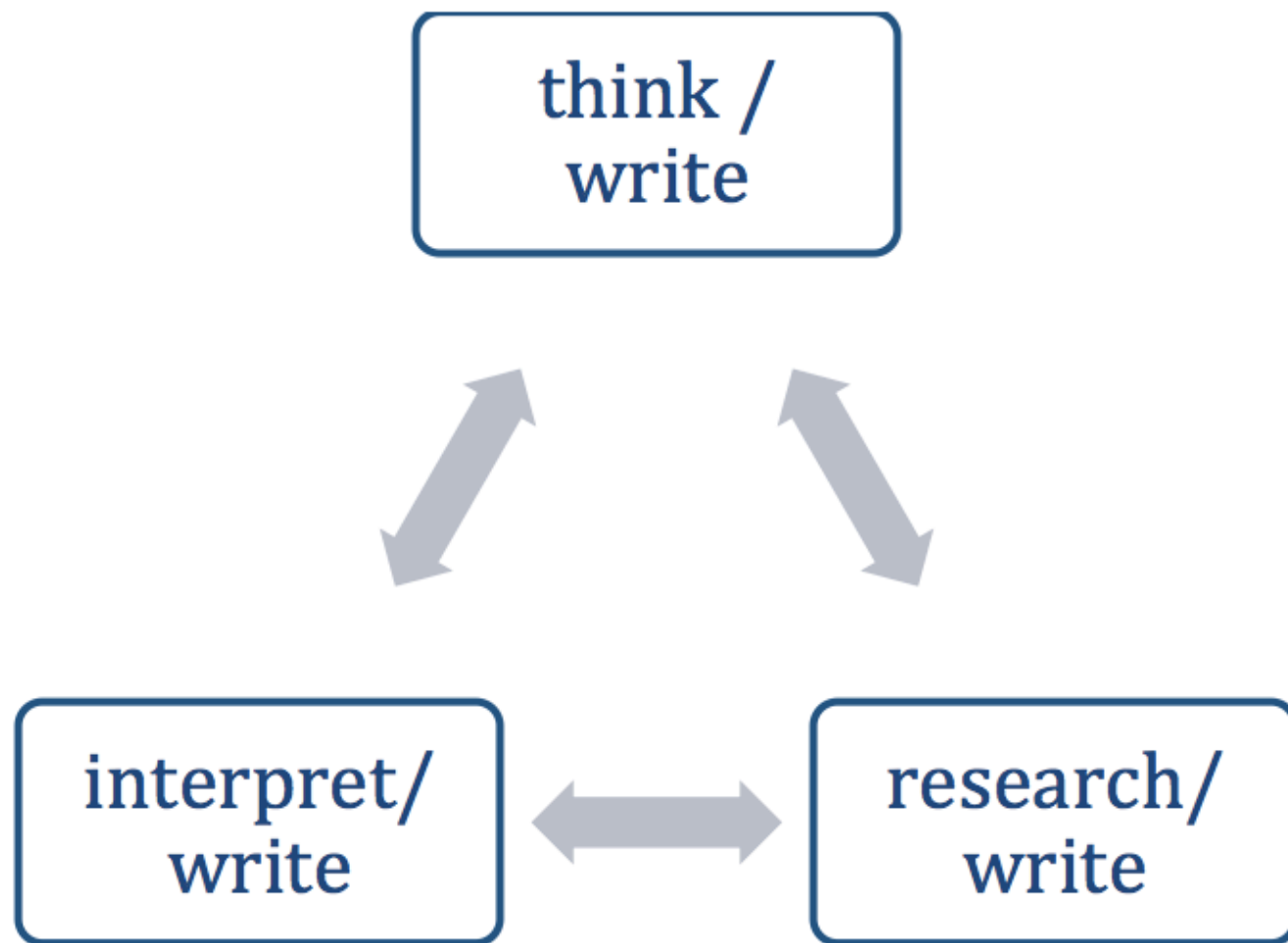
<http://www.clipartkid.com/jigsaw-puzzle-pieces-cliparts/> accessed 12.11.16

What is your end goal?	A <i>written (!)</i> dissertation of 80,000 words	
What do you think your message will be?	It will be a CLEAR analysis of problem x It will demonstrate i) a critique of the research ii) original thinking iii) findings iv) evidence.	See circle in slide2 4
Who's your end reader/audience?	Other experts and researchers in the field who would like to learn about this area.	

What are you writing right now?	NOTES A PARAGRAPH on A SECTION on A SENTENCE on I'm putting the whole dissertation together. I'm editing Chapter 1 I'm revisiting this section because upon reflection it's too repetitious.	More on Notes coming up!
Who's your audience/reader?	My tutor. My colleagues in the faculty (not all of whom are experts in this field)	
What's your message?		







THE BLANK PIECE OF PAPER

Tell me,
what's on
your mind?

Mmm,
I see.

Ah! Would you
mind rephrasing
that? Didn't quite
follow ...

The *art* of note taking.

NOTE TAKING as part of the writing process

Not Doctor of Cutting and Pasting
Not Doctor of Googling
Not Doctor of Photocopying

1

“I think **notetaking is as creative as writing** because effectively you should be starting the creative process when you take notes. Say you’re in a library with a book in front of you. It’s not a random act that you’ve got that particular book out of 50,000 books – it’s because of your work. **When you’re reading, your brain should be actively whirring away, assessing whether this book is relevant to the project you are working on.** If it seems interesting and relevant, if there’s some kind of spark, then go for it and take detailed notes. If there isn’t a spark then don’t. The process should be under way. That for me is always the huge argument in favour of taking notes rather than photocopying. **I keep photocopying down to a minimum because it’s a bit like tourists taking endless photographs but not really seeing the place.”**

See <https://www.rlf.org.uk/resources/introduction-dissertation/> accessed
12.11.2016

“I think the key thing about notetaking is to be **active rather than passive**. That’s the difference between notetaking and composition. Notetaking can be a mechanical, routine act whereas composition is an active, creative act. As I get more experienced I’m composing as I read. If I take notes they are a mix of verbatim quotes, summary notes and (usually in square brackets) first attempts at writing. Even when taking notes, you can keep the writing habit going.”

<https://www.rlf.org.uk/resources/introduction-dissertation/> accessed

12.11.16

THE NOTE TAKING PIECE OF PAPER	
REFERENCE	Author, title, date and place of publication Etc (where you found it – library, shelf mark)
Why am I reading this?	
Have I got what I wanted out of this?	
Have I highlighted themes in my notes?	

[see quotation on previous slide](#)

<https://www.rlf.org.uk/resources/introduction-dissertation/> accessed 12.11.16

SECION 3

STYLES

Entertain and Inform/ Inform and Entertain

- An expository text:
explains a concept or ideal with evidence
- A persuasive text:
often expresses an opinion and tries to persuade the reader to agree with the writer's point of view
- A descriptive text:
paints a picture
- A narrative text:
tells a story

TASK 4

Text types and style

Describe the style.

Think about

- i) what is the desired effect?
- ii) who is the intended audience?

Once you adopt a pet from the Animal Rescue League, it will quickly become a part of your family. If you are thinking of adopting a pet, you might consider choosing a dog or a cat. Dogs and cats can bring lots of happy times to a family, and they can be excellent companions for a person who lives alone or someone who has lost a loved one. Dogs are also a wonderful source of protection. Cats are funny, and they may help to calm people down when they are sad or mad.

Please consider adopting an animal. If you remember all of the advantages of adopting a pet from the pound, you might find the bird, mouse, hamster, dog, or cat of your choice.

<http://www.pdst.ie/persuasivewriting> accessed 12.11.16

A Friendly Clown

¹ On one corner of my dresser sits a smiling toy clown on a tiny unicycle--a gift I received last Christmas from a close friend. ² The clown's short yellow hair, made of yarn, covers its ears but is parted above the eyes. ³ The blue eyes are outlined in black with thin, dark lashes flowing from the brows. ⁴ It has cherry-red cheeks, nose, and lips, and its broad grin disappears into the wide, white ruffle around its neck. ⁵ The clown wears a fluffy, two-tone nylon costume. ⁶ The left side of the outfit is light blue, and the right side is red. ⁷ The two colors merge in a dark line that runs down the center of the small outfit. ⁸ Surrounding its ankles and disguising its long black shoes are big pink bows. ⁹ The white spokes on the wheels of the unicycle gather in the center and expand to the black tire so that the wheel somewhat resembles the inner half of a grapefruit. ¹⁰ The clown and unicycle together stand about a foot high. ¹¹ As a cherished gift from my good friend Tran, this colorful figure greets me with a smile every time I enter my room.

<http://grammar.about.com/od/developingparagraphs/a/samdescpars.htm>

Once upon a time, there was a young girl by the name of Cinderella. She lived in an enormous house with her step mother and two step sisters.

The step mother and sisters were unkind, spiteful and thought only about themselves. They treated Cinderella with contempt. Poor Cinderella would be forced to do all the hard, domestic work. The two ugly step sisters, on the other hand, did nothing at all and their mother spent all her time buying new clothes for them and spoiling them in every way.

Then one day, an invitation came ...

TASK 5

Let's inhabit the world of toys
Start a descriptive passage on it
Start an expository passage on it
Start a narrative on it
Start a persuasive text on it.



<http://unisci24.com/351044.html>



accessed 12.11.16

SECTION 4

WHAT IS MEANT BY 'ACADEMIC'?

TASK 6

1. siehts

t _ _ _ _ _

2. rtisdaetions

d _ _ _ _ _ _ _ _ _ _

3. mguanetr

a _ _ _ _ _ _ _

4. aioinlrg

o _ _ _ _ _ _ _

5. eievcojbt

o _ _ _ _ _ _ _ _

6. aieccadm

a _ _ _ _ _ _ _

7. nneoccv

c _ _ _ _ _ _ _

8. edieevcn

e _ _ _ _ _ _ _

9. Issayani

a _ _ _ _ _ _ _

10. eaclr

c _ _ _ _

11. ersacreh

r _ _ _ _ _ _ _

12. snhtigi

i _ _ _ _ _ _



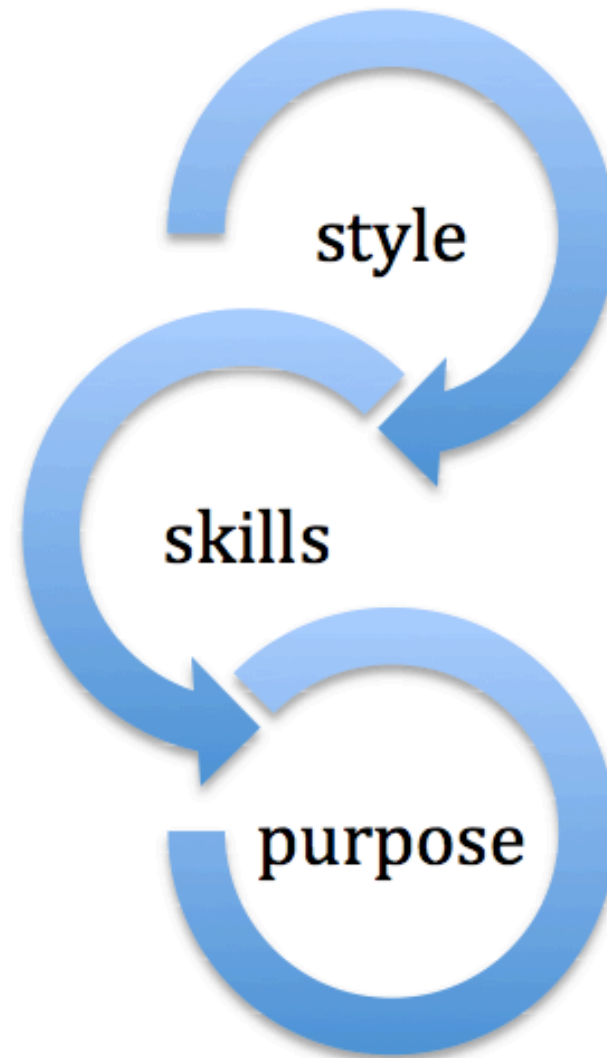
Thesis or dissertation – what’s the difference?

“I’ve found that MA students and undergraduates tend to use the term ‘dissertation’, and PhD students and DPhil students at Oxford tend to talk of their ‘thesis’. It’s almost as though 20,000 words means a dissertation, and 80,000 words is a thesis.”

“I think the meanings of these words are interchangeable. Brian Allison uses the terms synonymously in his book on preparing dissertations and theses. I suppose it all comes down to what language your department uses. But the guidelines – how many words you should you write, what form it should be in, etc. – are more important than what you call it.”

<https://www.rlf.org.uk/resources/introduction-dissertation/>accessed 12.11.16

Remember:



Approaching the academic thesis ...

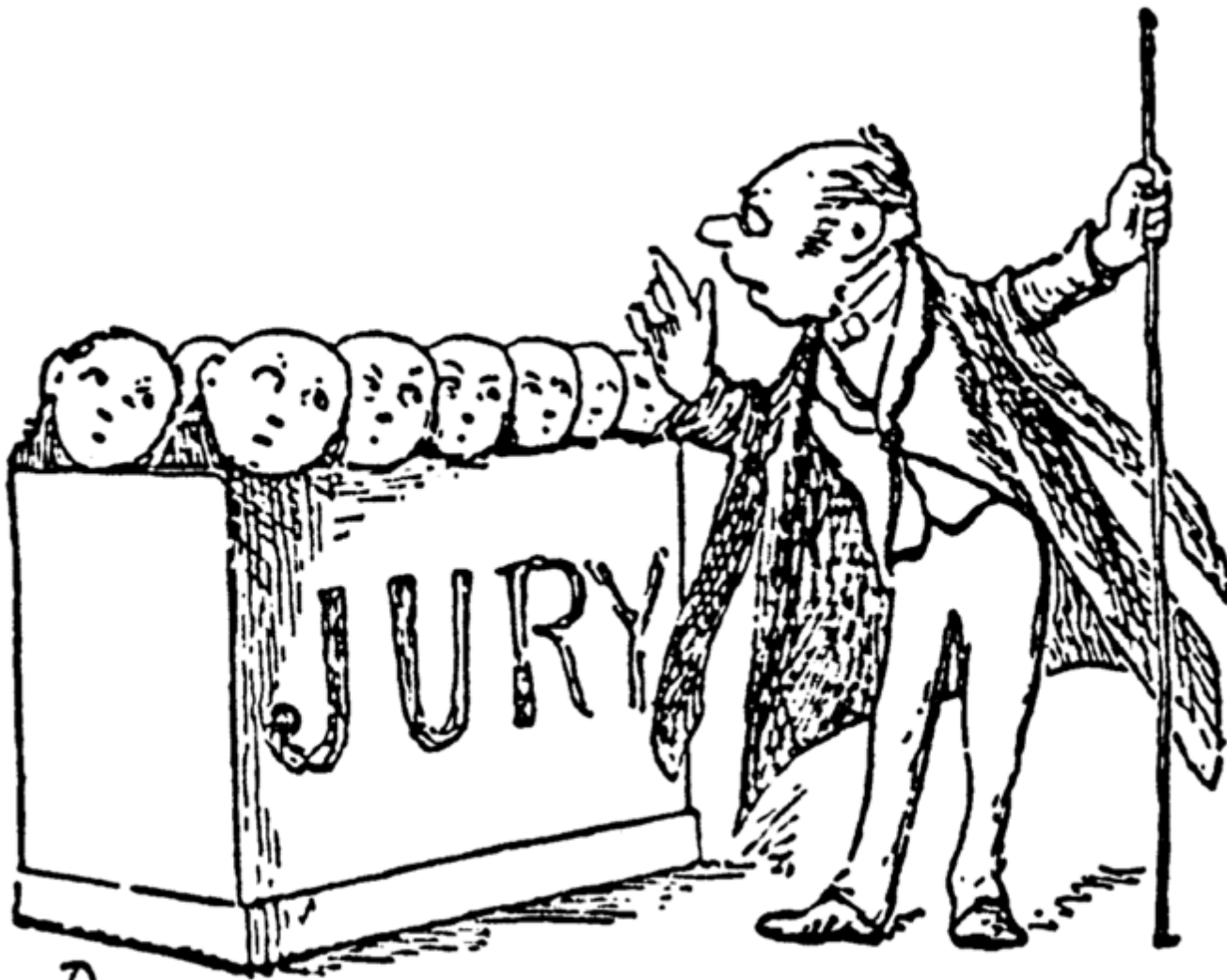
Come to the subject with an open mind.

Identify what's relevant to read (you will have to read some irrelevant bits to get to that).

Examine both



<http://www.mindthegaprocks.co.uk/>accessed 12.11.16



Bob

<http://www.clipartkid.com/10-amendments-13-court-cases-flashcards-by-proprofs-Sp2viA-clipart/>accessed 12.11.16

Develop your argument.

What is an 'argument'?

A structured presentation of a viewpoint supported with evidence.

In this case you 'win' your argument by getting the reader to consider seriously your viewpoint – i.e. the reader should not be able to dismiss it on account of its lack of reasoning.

You want the reader to gain a better understanding of the subject in question, because your research and thinking should have given you a better understanding of the subject.

It is this better understanding that you're conveying in your writing.

Convince

V

Persuade

What is a thesis?

A piece of writing based upon your analysis of research

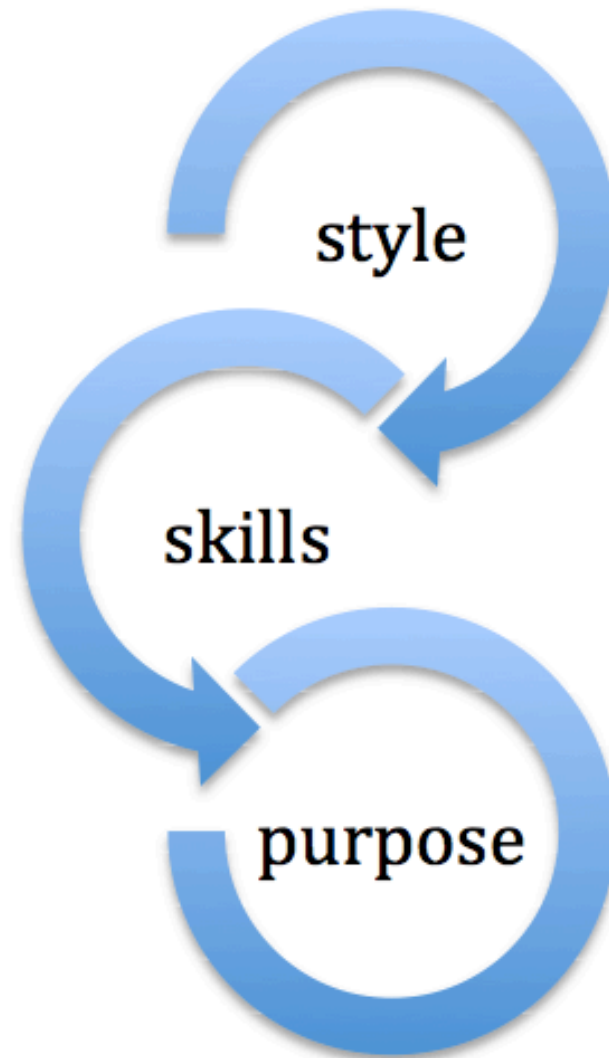
You present a claim and support it with sound reasoning

This reasoning in turn is based on appropriate evidence which must be expressed and referenced.

Consider the relationship between:

- i) what
- ii) how
- iii) why

Again,
remember:



This Way



ASSERTION NEED SUPPORT – the support doesn't have to appear **IMMEDIATELY** after the assertion, but you do need to signal that the support is coming up.

When you move from one point to the next – signpost the move.

And remember to document your sources!

No matter how you end up wording your ‘problem’ you will essentially need to analyse.

Analysis – needs inspection.

WHAT YOU HAVE INSPECTED needs to be included in your writing

Put the actual process of analysis “OUT THERE”.

EXPRESS THE THINKING PROCESS.

Do not expect the reader to guess how you came to your conclusion.

You need to determine what your *insight* is (and that is a challenge), i.e. what is it that you have come up with, what your contribution to the field is.

Remember that the point your making will probably be debatable – at the very least, it will be surrounded by room for interpretation.

What is our skill set?

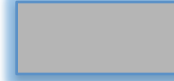


<http://www.careerjunction.co.za/blog/?tag=skills> accessed 12.11.16

IN



OUT



CLEAR SKY

analysis with inspection
assertion with support
clear body
clear conclusion
clear introduction
concise
correct spelling and punctuation
evidence of an open mind at work
evidence of an understanding of key
disciplinary concepts
evidence of disciplined study
evidence of persistence
explanation
insight with evidence
inspection that has been expressed
objective
orderly documentation of sources
reason
setting the scene

FOGGY SKY

analysis without inspection
assertion without support
muddled body
fluffy conclusion
woolly introduction
convoluted
careless spelling and punctuation
no evidence of an open mind at work
lack of evidence of an understanding of key
disciplinary concepts
whimsical
no evidence of persistence
description without explanation
insight without support
inspection that has not been expressed
subjective
Lackadaisical list of sources
emotion
in medias res

The Academic Voice	
Clear and concise	See next slide
Objective and confident	Third person: This chapter discusses... Keep an eye on the tenses you use. Changing these with no reason can cause confusion. I????????? Why not?
Sensitive and careful	Avoid taboo, sweeping statements and language that stereotypes. Lean towards caution
Using appropriate language	Avoid contractions: can't = cannot quote – quotations Use full range of verbs: watch/observe get/obtain
Using discipline-related language	
See De Montfort guide:	http://www.library.dmu.ac.uk/Support/Heat/index.php?page=488 <u>accessed 12.11.16</u>

3. Be clear and concise

Keep words simple:

Rather than: The denotation was obfuscated by the orator.

You could try: The meaning was hidden by the speaker.

Aim for the right word for the right occasion:

Example 1: Crusade against crime

Example 2: Campaign against crime

The word 'crusade' has connotations of a battle and is more aggressive in tone than the word 'campaign'. 'Campaign' implies a more considered approach

Make every word count:

Rather than: The theorist called Sigmund Freud wrote a significant piece of work called On Narcissism which offers valuable insights into ...

You could try: Freud (1914) offers valuable insights into ...

Avoid any vague words or phrases:

Ensure that your reader knows who or what you are referring to when you use words such as: 'it', 'them', 'they'.

Words such as 'people' and 'ideas' have the potential to be vague. So, avoid saying: 'according to many people'. Ensure that you explain which people or which ideas.

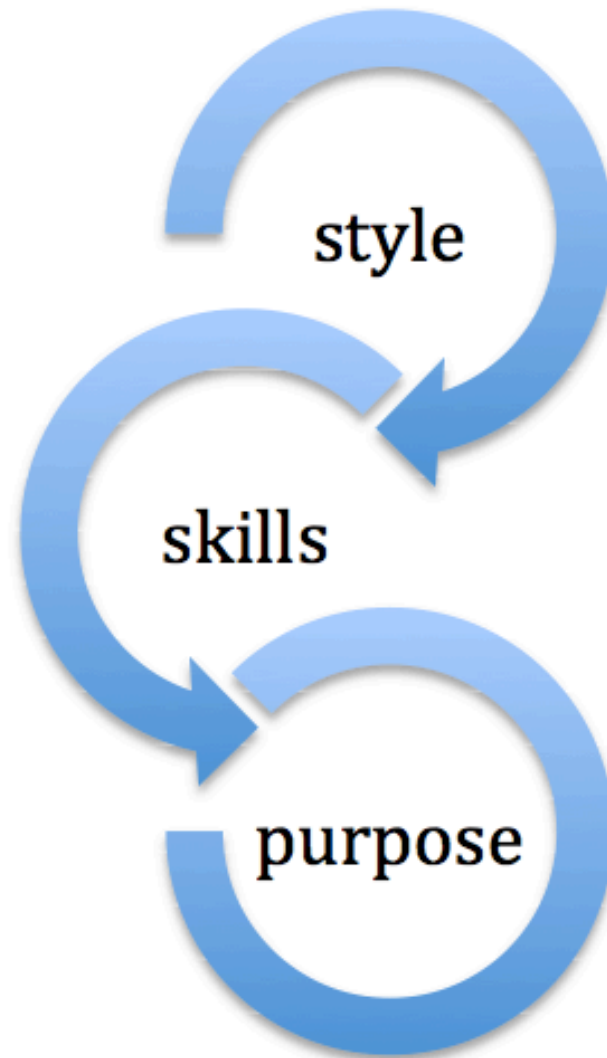
When talking about events that have happened in the past, avoid phrases such as: 'in the past' or 'in recent times'. You need to be specific.

Avoid using clichéd phrases:

A cliché is a phrase or expression that is overused to such an extent that it loses its value. For example, 'as bright as a button' or as 'clear as mud'.

Again, remember:

The purpose of your writing will affect the skills you need to develop which, in turn, will affect the style you need to adopt.



SECTION 5

ACCURATE WRITING

SEE

E.G.:

[HTTP://WWW.BRISTOL.AC.UK/ARTS/EXERCISES/GRAMMAR/GRAMMAR_TUTORIAL/PAGE_76.HTM](http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_76.htm)

ACCESSED 12.11.16

The reason accuracy counts is that it brings CLARITY with it.

The following common errors cause confusion:

I didn't do nothing

Its / It's

Who's / whose

Your / You're

Lack of subject / object agreement

[you can access many online exercises to help in this respect; e.g:](#)

http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_76.htm
accessed 12.11.16

TASK 7 a

This is a lovely cake, she exclaimed, where did you get the recipe?

- a) No speech marks.
- b) Incorrect use of the question mark after direct speech.
- c) The sentence contains a comma splice.
- d) You do not need a comma after cake as it is not the end of the direct speech.

http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial
accessed 12.11.16

TASK 7 b

I love going to greece, the people are friendly, the beaches are beautiful and the food is fantastic.

- a) As a proper noun, Greece needs a capital letter.
- b) The dreaded comma splice is in evidence here.
- c) As the beaches belong to Greece, they need an apostrophe.
- d) There is no need for the comma after 'friendly'.

http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial
accessed 12.11.16

TASK 7 c

I really cant stand our throw-away, self-obsessed society.

- a) You should not use hyphens in adjectives.
- b) You should use an apostrophe in 'cant' to indicate a missing letter.
- c) You cannot use a comma in this sentence to separate adjectives.
- d) You cannot put 'really' between the subject and the verb.

http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial
accessed 12.11.16

TASK 7 d

Pamela hates getting wet; she always take's her mothers' umbrella with her.

- a) The semicolon is incorrect here and should be replaced with a comma.
- b) There should not be an apostrophe in 'takes'.
- c) The position of the apostrophe in mothers' is incorrect.
- d) There should be an apostrophe in 'hates' to echo the apostrophe in 'takes'.

http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial
accessed 12.11.16

TASK 7 e

I decided to never visit the old ramshackle houses again, they are just to scary.

- a) Incorrect spelling of 'to'.
- b) 'Houses' needs an apostrophe.
- c) The sentence contains a split infinitive.
- d) The sentence contains a comma splice.

http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial
accessed 12.11.16

TASK 7 f

Running to catch the bus; the conductor saw me slip on some old mouldy and rather unpleasant pizza remains.

- a) The sentence contains a split infinitive.
- b) The sentence contains a comma splice.
- c) The sentence contains a dangling participle.
- d) The semicolon is incorrect here.

http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial
accessed 12.11.16

TASK 7 g

There were less people in the palace this year than there are at last year's festival.

- a) The sentence contains a comma splice.
- b) There is no need for the apostrophe in 'years'.
- c) The sentence contains an inconsistency of tense.
- d) The 'less' is wrong and should be replaced by 'fewer'.

http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial
accessed 12.11.16

TASK 7 h

'Your going to be able to see there work this evening,' the teachers told the parent's.

- a) The sentence contains a dangling participle.
- b) The spelling of 'there' is incorrect.
- c) The apostrophe in 'parents' is incorrect.
- d) The spelling of 'your' is incorrect.

http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial
accessed 12.11.16

TASK 8

- 1) USING THE COMMA 2
- 2) DANGLING PARTICIPLES
- 3) I OR ME
- 4) IT'S OR IS
- 5) PLEONASM

http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial
accessed 12.11.16

SECTION 6

FORMAT

Chapter 8

Research Degree

Regulations

UWTSD Academic Quality Handbook 2016/17 pp131-196

8.2 Regulations for Degree of the Doctor of Philosophy (PhD) by Research

8.2.1 Introduction

(1) The Degree of Doctor of Philosophy by Research may be awarded by the University in recognition of the successful completion of a programme of advanced study and research.

(2) Doctoral degrees are awarded to students who have demonstrated:

- * the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;
- * a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;
- * the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;
- * a detailed understanding of applicable techniques for research and advanced academic enquiry.

(3) Typically, holders of the qualification will be able to:

- make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences;

* continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.

8.2.10 Submission of Thesis

- (1) A student's research for the PhD by Research must be completed by the presentation of a thesis embodying the methods and results of the research. A student should submit an intention to submit form at least 3 months prior to the expected date of submission.
- (2) The thesis is to be written in Welsh or English. The use of brief quotations in other languages is permitted.
- (3) On submission of the intention to submit form, the Postgraduate Research Office and the supervisory team should start the setting up of an Examining Board in order to ensure that timelines for Examining Boards can be met.
- (4) On completion of the minimum period of study and prior to the maximum submission date, students must submit to the University two copies of the temporarily or permanently bound thesis and separate material, as well as an additional loose copy of the abstract transcribed onto the appropriate form. In addition, an electronic copy must be provided.
- (5) To be eligible to submit a thesis, research degrees students must be enrolled on the degree for which submission is intended, and have paid all fees due (including any re-examination fee required) and satisfied all other financial obligations.
- (6) The format and word length of the thesis must comply with the requirements set out in Section 8.16.

8.16.1 Maximum word length

- (1) In all cases the length of the thesis must be appropriate to the subject area covered.
- (2) For an MRes the word length is not to exceed 30,000 words excluding footnotes and references.
- (3) For an MPhil by Research the word length is not to exceed 60,000 words excluding footnotes and references.
- (4) For a Professional Doctorate the word length is not to exceed 60,000 words excluding footnotes and references.
- (5) For a PhD by Research the word length is not to exceed 100,000 words excluding footnotes and references.
- (6) The reflective written element of practice-based PhDs should be no less than 20,000 and no more than 50,000 words. The reflective written element of practice-based MPhils should be no less than 10,000 and no more than 25,000 words. The balance between reflective written and practical elements will be determined by individual students, in consultation with their supervisors. In practice-based research the student is expected to present a substantial body of creative, curatorial or published work in the form of an exhibition/media output/performance or its appropriate documentation for the final examination. An aspect of the written element of a practice-based PhD should provide the creative work with a relevant historical, theoretical, critical and/or design context. The format of the thesis must be approved by the Research Degrees Committee as part of the approval of the formal research proposal.

(7) A thesis of greater length than provided above may be submitted only with the approval of the Research Degrees Committee. A request to exceed the specified maximum must be made to the Research Degrees Committee at least 6 months in advance of submission of the thesis.

Where a thesis exceeds the word length and no approval has been granted by the Research Degrees Committee in advance of submission, the Examining Board will only consider the thesis up to the maximum word length stated.

(8) There are no set minimum word lengths for each degree, however, for the PhD by Research the maximum word length of the MPhil by Research may be taken as a guide, and for the Professional Doctorate and MPhil by Research, the maximum word length of the MRes may be taken as a guide.

HARVARD referencing

Books, generally follow this format:

Jones, J. (2012). *Bladibla*. Llanhari: Gwasg y Llyfrau.

Evans, R. (2014). *Tralalal*. 3rd ed. New York: The Publisher.

Edwards, M., Davies, S., Ebenezer, S., Hollister, J. and Simpson, B. (2014). *Lots of Things*. Cambridge: Elephant's Imprint.

Chapters in edited books, generally follow this format:

Hughes, M. (2015). This is the chapter. In: R. Rees, ed., *This is the Book*, 2nd ed. Llanelli: The Publisher, pp 14-77.

etc

References and Useful Links:

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<http://writingcenter.fas.harvard.edu/pages/strategies-essay-writing>

<http://writingcenter.fas.harvard.edu/pages/developing-thesis> accessed 12.11.16

Royal Literary Fund Dissertation Guide

<https://www.rlf.org.uk/resources/introduction-dissertation/> accessed 12.11.16

De Montfort University How to Write in an Academic Style

<http://www.library.dmu.ac.uk/Support/Heat/index.php?page=488> accessed 12.11.16

Improve your writing

http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/ accessed 12.11.16

SECTION 7

QUESTIONS?