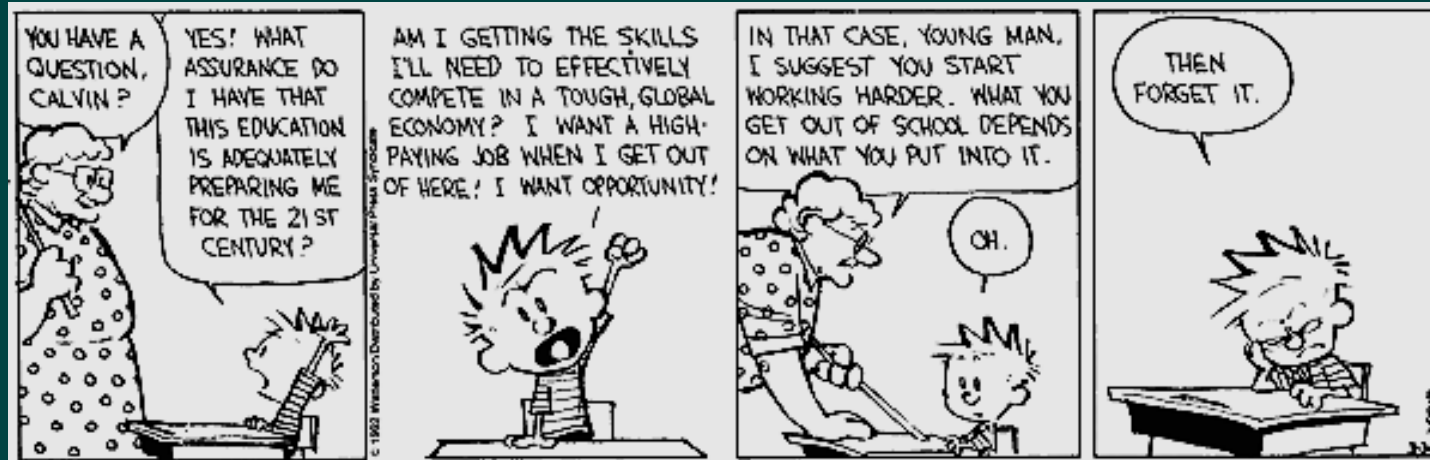


DEVELOPING EFFECTIVE WRITING SKILLS



Calvin & Hobbes

1. Essay writing
2. Reading for writing: the importance of retrieval
3. Notetaking

Essay writing

- ▶ STRUCTURING AN ARGUMENT: CONSIDER THE READER
- ▶ STRUCTURING AN ARGUMENT: ASSERT-JUSTIFY

Reading for writing: the importance of retrieval

- ▶ THE MECHANICS OF READING & NOTE TAKING FOR ESSAYS & PRESENTATIONS
- ▶ READING STRATEGIES (SQ3R)
 1. SURVEY (S)
 2. QUESTION (Q)
 3. READ (R-1)
 4. RECITE/REMEMBER (R-2)
 5. REVIEW (R-3)

Notetaking

THE VALUE OF NOTES

EXAMPLE TEMPLATE : LISTENING & WRITING

EXAMPLE TEMPLATE : READING & WRITING

STRUCTURING AN ARGUMENT: CONSIDER THE READER

Addressing the proposition is easier if you consider the reader.

There are three aspects to this.

1. You can think of **the reader as having questions in their head as they read** your grant application. In the case of the importance proposition, the main question is “How important is this?”
2. The **reader's definition of terms** like “important” is not necessarily the same as your definition
3. The reader will want to formulate their own answer to their questions, rather than to accept your answers. They will not be impressed by an **assertion** that your proposed research is important, rather they will be looking for **evidence**.

STRUCTURING AN ARGUMENT: ASSERT-JUSTIFY

Use “assert-justify” structure Begin each paragraph with its main message. Then use the rest of the paragraph to convince them that the message is true. An easy way to describe assert-justify style is “Tell them; then convince them”.

nine reasons you should adopt “Assert-justify” style [....] The first four are concerned with meeting the needs of the reader – one of the guiding principles for writing with style. The remaining five are concerned with making the task of writing easier.

Posted August 21, 2015: Andrew
<http://www.parkerderrington.com/blog>

THE MECHANICS OF READING & NOTE TAKING FOR ESSAYS & PRESENTATIONS

Reading for writing: the importance of retrieval

Not only about recording information but about processing it for later reference & retrieval

(problem with recorded lectures & spider charts)

- create a clear **template** with columns for different bits of information. The more you use it the more familiar it will be & easier to find what you want
- Keep it **simple**
- Use **colour** to increase visualisation
- Use **space** – hard to read masses of information crammed together
- **Keep in files** – electronic/paper (not scraps that get lost!)

READING STRATEGIES

SQ3R:

Survey, Question, Read, Recite/Recall, Review:
often advocated in study skills classes for
academic purposes.

1. SURVEY: THE PREVIEW STAGE

SQ3R

Familiarize yourself with primary text/s & identify whether you need a secondary text.

PRIMARY & SECONDARY

- Skim the main body of the text for the **general content**.
- Skim the Contents pages of a secondary text looking for **key words** relating to your particular topic area.
- Read the **introduction & conclusion** sections: they will suggest the overall arguments and ideas.

2. QUESTION: SQ3R

- What **kind** of text is this?
- **Why** are you reading it?
- **What** do you want to get out of it?
 - Are you looking for a specific piece of information?
 - For understanding of a general position?
 - For a passage to challenge or substantiate an argument?

3. READ (*R-1*)

SQ3R

- skimming & scanning
- reading stamina and familiarity
- reading as prediction/ reading as mapping
- auditory reading → visual reading

4. RECITE/REMEMBER (*R-2*)

SQ3R

Short term memory: you may recall most of the content of a text but it will evaporate over time unless you **make a conscious effort to record/ remember** what you have read

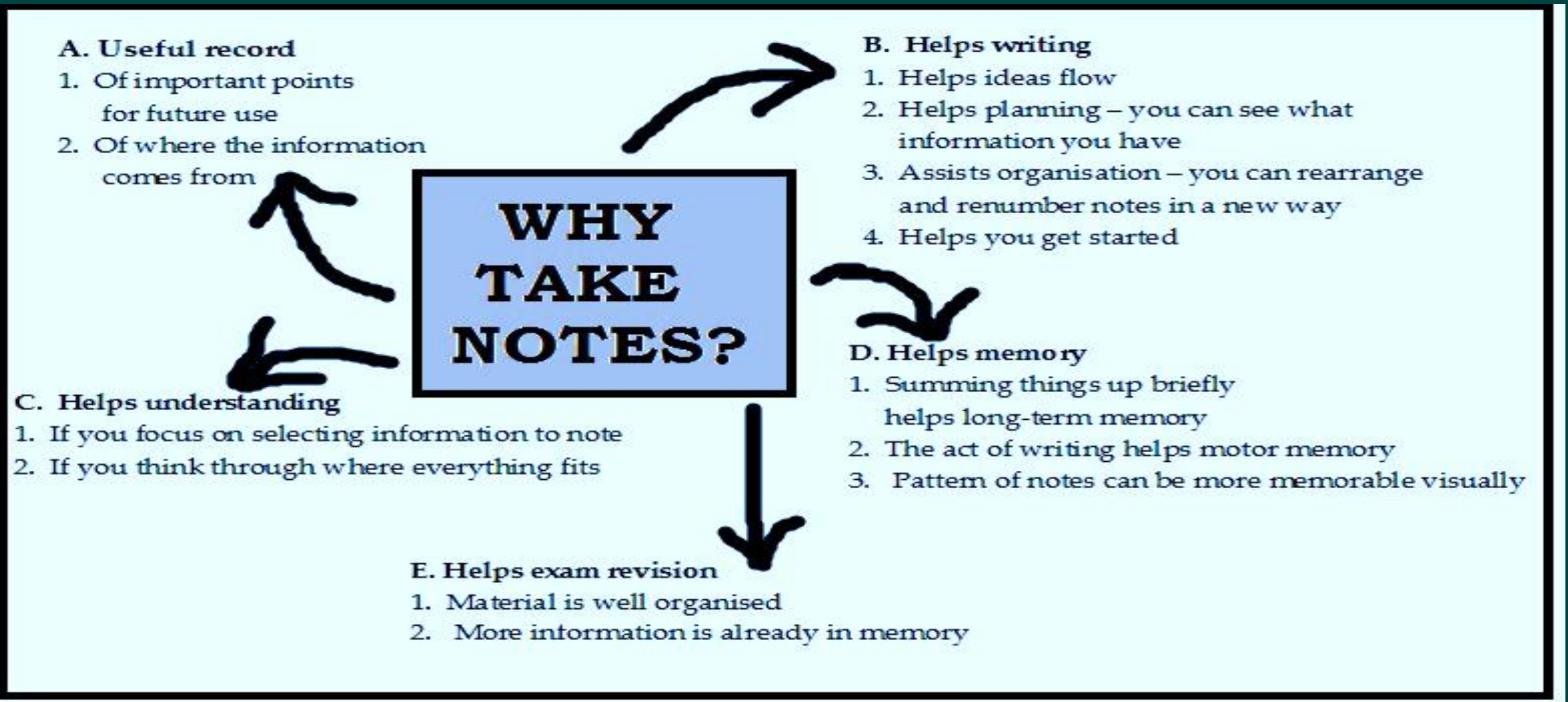
- Write **notes**
- After your first thorough read through, review your notes, checking to see that you have included all the **key points** from the original.
- Engage in **seminar or workshop discussion** of these points

5. REVIEW (*R-3*)

SQ3R

- Have you found **what you wanted** in the first place?
- Will it help you to achieve **your purpose**?
- **What further steps** should you take?
- Do you need **further sources** to reinforce the ideas?

THE VALUE OF NOTES



EXAMPLE TEMPLATE : LISTENING & WRITING

Module	Week	Topic
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Point / issue	quotation	Develop – more information examples, dates, names etc

EXAMPLE TEMPLATE : READING & WRITING

Module	Author	Title (etc)
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Page no	Argument key points	quotation	Develop – more information examples, dates, names etc
			