

Academic Skills

LCLM 4001

Task 3 - Reflective report

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Introduction

Reflecting on my progress through this module, I have learned a lot of lessons and sharpened my academic skills. In this particular report, the writer intends to reflect on how the taught module has assisted in the development of the writer's academic writing skills, note-taking ability and referencing. With the help of Gibbs' Reflective Cycle, I will therefore perform a critical analysis of the events and learning acquired in these domains and include evidence of various assignments that were carried out in class in support of my reflections.

Academic Writing Skills

Description

One of the specific writing skills of the academic type that was discussed throughout the module was the use of the proper citation style. First of all, I had problems with the organisation of my essays and providing logical flows of thinking. The materials I submitted at my early stage were written poorly with weak structure, emotional attitude, and references to scholarly sources (Adams, 2022).

Feelings

I struggled most with mastering the academic language when it comes to writing and developing issue-oriented and clear statements of a thesis, as well as incorporating scholarly sources appropriately. Most of the time while writing, rewriting, and proofreading the process seemed very challenging and sometimes had questions about my capability (Cottrell, 2021).

Evaluation

Discussing with my other class members and also listening to feedback from my lecturer, I learnt more about the need for having a structure in my work, that is having the introduction, the body and finally the conclusion sections. Students made common errors, and group discussions presented findings of usual errors and areas for improvement (Northedge, 2023).

Analysis

A single memorable experience was when I was giving my peer review on a draft and the other peer gave me useful criticism for my work. These indicated to me the

problems that I had with my arguments and persuaded me that the difference between argumentation and mere description is that only the former has critical thinking (Turabian, 2021).

Conclusion

My skills have slightly developed but there is still potential for additional development. I have also realised the need to take my time while writing a paper and appreciate the need to edit one's work. The results already acquired helped me gain more confidence in writing academically and helped me develop techniques on how to approach difficult projects (Cottrell, 2021).

Action Plan

More feedback will be sought, and the methods obtained in this module will be further used to practice writing regularly to improve one's skills. I have a strategy for practising, writing, and revising and have also so a commitment to using the comments constructively and to seek out more information on intricate writing skills (Turabian, 2021).

Note-Taking Skills

Description

Another skill reviewed in the procedure of the module was note-taking. First and foremost, I used to make note of almost all activities, but quite often they were rambling and did not include crucial details required for the completion of tasks. I had a problem with taking notes of important issues as we listened to lectures or went through readings (Adams, 2022).

Feelings

In this case, I became annoyed when writing my notes and consulting them, since they did not prove useful in guidance. This disorganisation affected the students in a way that they were unable to prepare properly for quizzes or to complete assignments on time. During study sessions, the ideas appeared to be blurry because my notes were either too detailed, or I would lose track of the main ideas (Cottrell, 2021).

Evaluation

Improving the taxonomy of note-taking by attending note-taking workshops also helped me enhance the quality of my notes by applying various note-taking techniques like the Cornell note-taking technique. This is why I discovered it was helpful to organise notes in a method to browse through them easily during review (Northedge, 2023).

Analysis

One notable exercise was the note-taking exercise that targeted realism, where students had to take notes while being lectured. It taught me to remain in my habits such as recording key points and using symbols and abbreviated words to make the process quicker. I could also ascertain that this method put my notes into clearer and more concise statements (Turabian, 2021).

Conclusion

In the case of note-taking, I have conducted the assignment more effectively and efficiently. I now document the necessary information and arrange it in a format that is useful to me and assists in my studying and submitting my assignments (Bailey, 2021).

Action Plan

To enhance this particular ability, I will have to practice various strategies and apply them to diverse kinds of classes and texts. I will try to use applications aimed at taking notes to find which of them works the best for me and will try other ways of taking notes (Van, 2021).

Referencing Skills

Description

It is on record I was quite precise in my use of references as the module required me to adhere to referencing and citation as part of academic honesty and to support my work. In the beginning, I considered references to be almost boring and it emerged that it was a downfall for the overall quality of my papers (Adams, 2022).

Feelings

Initially, I felt challenged and irritated with the task since it seemed that referencing had numerous procedures to follow. Organising different sources into a referencing system and ensuring that they are in the correct Harvard referencing style seemed strenuous. This last factor simply compounded my anxiety (Bailey, 2021).

Evaluation

I learned the significance of proper citation in detail during the practical sessions and with the help of reference managers. Other class-related activities such as those done to come up with lists of references and creating in-text sources also assisted. For instance, repeating the correct ways of writing citations for books journal articles and websites, using the Harvard style boosted my confidence (Northedge, 2023).

Analysis

An exercise I found quite challenging was the one that was focused on the Harvard referencing style, where we were given several citations and were to identify the correct way of writing them. This quiz together with feedback on the references improved my understanding of what is right and wrong in the use of proper referencing (Bailey, 2021).

Conclusion

The referencing part has been less problematic in this task, and I feel more comfortable with the process of citing sources correctly and in a like manner. I agreed with all of these since referencing is one of the most important components of academic writing tasked to give credence to original authors (Turabian, 2021).

Action Plan

To continue practising this skill and increasing competence, I will continue to use reference management tools in my future college work, I will always revise the rules of referencing. To address this issue, I intend to compile personal lists of sources that have been often cited and I intend to Practice different styles of citation (Adams, 2022).

Conclusion

As for my area of improvement which includes academic writing, note-taking, and referencing skills, this has indeed helped me as a student. Amending the technique by using Gibbs' Reflective Cycle I have found what has been learned and what needs to be further developed. I have an aptitude for working on these aspects and I am ready to practice them to improve my academic performance as I ensure that my work is credible and well presented.

References

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