

Writing an Essay

BMPE5005

Ysgrifennu Traethawd



Learning Objectives / Amcanion Dysgu

- By the end of this lecture you should be able to:
 - Plan an essay
 - Recognise the different stages of essay writing and what to include in each
 - Understand the difference between the essay and the report
 - Revise : reference list and referencing
- Erbyn diwedd y ddarlith yma dylech medru :
- Cynllunio traethawd
- Adnabod y gwahanaol camau o ysgrifennu traethawd a beth sydd angen ymhob adran.
- Deall y gwahaniaeth rhwng y traethawd ar adroddiad
- Adolygu : rhestr cyfeirnod i a chyfeirnod i

An essay...

- Is written in continuous prose –
 - (i) No subheadings
 - (ii) No bullet points
 - (iii) No pictures, illustrations, charts, or graphs
- Has a set length
 - Usually have +/- 10% flexibility
- Has a set form
 - Beginning, middle and an end

Mae traethawd...

- Wedi ysgrifennu mewn brawddegau a pharagraffau
 - (i) Does dim is-deitlau
 - (ii) Does dim pwyntiau bwled
 - (iii) Does dim lluniau, siartiau na graffiau
- Mae ganddo hyd penodol gyda hyblygrwydd +/- 10%
- Strwythur penodol, sef, dechrau, canol a diwedd.

Stages in Essay writing

Camau wrth ysgrifennu traethawd

There are 7 main stages to writing an essay:

- 1. Managing your time**
- 2. Analysing the title**
- 3. Gathering relevant information**
- 4. Planning your structure**
- 5. Writing-rewriting, proof reading**
- 6. Referencing (using the Harvard System)**
- 7. Proof reading again!!!**

Mae yna 7 prif cam i ysgrifennu traethad:

- 1. Rheoli amser**
- 2. Dadansoddi'r teitl**
- 3. Casglu gwybodaeth sy'n berthnasol**
- 4. Cynlluniwch eich strwythur**
- 5. Ysgrifennu, darllen ag ail ysgrifennu**
- 6. Cyfeirio (defnyddio dull Harvard)**
- 7. Darllen dros eich gwaith eto!!!**

Essay Structure / Strwythur Traethawd

- Title or Question
 - Introduction (5 - 10%)
 - Main Body (80%)
 - Conclusion (10 - 15%)
 - Reference List (essential) not included in word count. (Bibliography is optional).
- Teitl neu Cwestiwn
 - Cyflwyniad (5 – 10%)
 - Prif ran (80%)
 - Casgliadau (10 – 15%)
 - Rhestr cyfeirnod (allweddol) nid ydy yn cyfrif o fewn eiriau'r traethawd. (Llyfryddiaeth yn opsiwnol)

Essay Writing

- Academic essays follow a standardised structural format that usually has five or more paragraphs
- An essay is written about one topic that has several main points
- The main points are introduced in the introductory (first) paragraph and supported in the main body paragraphs
- The conclusion is the last paragraph.

Overview of an Essay

Body Paragraphs

Support the main ideas of the thesis statement

Begin with topic sentences



Introduction

General statements and information about the topic

Thesis statement- lists the main ideas in the essay

Conclusion

Brief summary of main points of the essay

Essay Structure

Introduction – write this last

- Usually short and introduces the context and reason for writing the essay.
- ‘Here’s what this essay is going to show’

Main body

- Develops key themes and topics around the writer’s position or argument (thesis) which link together to produce a logical and coherent progression of ideas. Each paragraph links to the thesis statement or title

Conclusion – write this last

- Summarises the content of the essay and presents concluding arguments and implications for the future
- ‘Here’s what this essay has shown’



Main Body

Prif Ran o'r Traethawd

Main Body

- Should be split in to paragraphs – one point per paragraph
- Fully explains the arguments or claims which you make in your introduction.

Each paragraph -

- Usually makes a point then introduces and explains evidence from your reading/ research to support the point.
- Compares views/opinions.
 - In order to corroborate any point you must use evidence from a range of sources from your reading/research (try at least 2).

Main Body

- Close your paragraph with a link to the next paragraph if you can (but this can always be done in your re-draft!)
- If a paragraph topic does not connect to the introduction statements then perhaps it is not relevant, and should be adapted or removed.
- If your paragraph is only 4 or 5 lines long – then it is not a paragraph... It's sentences.
- Tell the reader how sources are similar or different. 'Compare and Contrast'.

Compare and Contrast

- Compare – showing similarities
 - Thomas (2018) identifies that... Jones (2017) shares a similar view, adding...
 - Jones (2017) and Thomas (2018) are of the same opinion that....
- Contrast – showing differences
 - Thomas (2018) identifies that..., however Jones (2017) takes an opposing view, adding...
 - Jones (2017) disagrees, highlighting that...

Examples to introduce your evidence

- The Welsh Government (W.G. 2008) advises that ...
- For instance, the W.G. (2008) argues ...
- It is evident in the W.G. (2008) 'Foundation Phase Curriculum' that ...
- As an example, the W.G. (2008) suggests within its 'Foundation Phase Curriculum' that ...
- According to the Welsh Government (2008) ...

Enghreifftiau sut i ddehongli data

Examples to interpret the evidence

- Dengys y datganiad yma taw ...
- Medru y tystiolaeth yma cael ei ystyried / dehongli fel ...
- Arwyddocâd / goblygiadau y datganiad yma ydy ...
- Awgrymir taw ...
- This statement shows that ...
- This can be regarded as evidence that ...
- The meaning/ implications of this statement is ...
- This suggests/illustrates that ...

- 
- What themes could the main body of the essay comprise of?
 - Beth gall themau prif gorff y traethawd fod yn seiliedig arno?

Cynnwys prif ran traethawd yma.

Main body for this essay.

- Foundation Phase Curriculum
- International Influences
- Theorists influences
- Outdoor Learning
- Impact of all of the above on children's learning.
- Cwricwlwm Cyfnod Sylfaen
- Dylanwadau Rhyngwladol
- Dylanwadau Damcanieithwyr
- Dysgu yn yr Awyr Agored
- Dylanwad yr uchod ar ddysgu plant.



Introduction

Cyflwyniad

Introduction



- Is very important – it establishes the context, topic and focus of your response to the essay question.
- A good introduction should present an interesting, succinct and logical reason for writing the essay/assignment that will encourage the reader to continue to read.

Introduction

- Usually includes:
 - An attention grabbing statement.
 - For example - identification of a problem, a controversial issue or point of view, or the relevance of the topic today.
- Definitions and explanations of key terms
 - You should have identified what these are from your analysis of the assignment question /task.
 - This is setting your parameters!

Introduction

- Background and scene setting
 - Provide an overview and context for the topic.
 - Maybe briefly describe and summarise the condition that lead to the problem you are discussing.
- Identifying the focus
 - Narrows the context to the focus area, relevant titles and thesis statement by setting parameters.
 - Maybe include some of the key writers, critics, theorists and experts connected to the research and discussion.

(Hopkins and Reid, 2018: 11)

Introductions

- Could contain one or both of the following:
- A thesis statement
- A purpose statement

Cyflwyniadau

- Dylid cynnwys un neu ddau o'r canlynol:
- Datganiad pwnc
- Datganiad i egluro bwriad

Thesis statement

- It should provide a clear direction and purpose for your assignment and helps to organise and develop a clear and logical structure and build a convincing argument.
- If your thesis statement is confusing then your essay is likely to be confusing.



Thesis statement example

This essay will analyse the effectiveness of incorporating the outdoors in early years education upon young children's general physical development.

Purpose Statement

- Different from a thesis statement.
- Describes what you are going to do in your assignment.
- Acts like a short, summarised roadmap to help guide the reader through the stages of your essay.
- Can be used to complement the thesis statement.

Purpose Statement example...

This essay will firstly identify three possible international influences from other educational systems upon the Foundation Phase in Wales. Each system will be included by comparing and drawing similarities between them and Foundation Phase in Wales. An appreciation of various educational theorists will be included with a demonstration of how these are impacting delivery in 2021. Finally, an analysis of what is Physical Literacy to young children and its value within their lives will be made by including aspects relating to the outdoor environment and play pedagogy.



Conclusion

Casgliad

Conclusion

Should:

- Restates the thesis statement using different wording to the introduction.
- Completes the essay by briefly summarising the most important ideas previously discussed in the essay.
- Outlines any implications, limitations, future investigations/research which may be needed.
- Can also include a prediction or suggestion/recommendation for a solution to a problem or a possible way forward.

An essay....

- Must be academically written – this means considering several factors...
 - No slang terms
 - No abbreviations like etc, eg, ie (use terms like ...‘for example’, ...‘and so on’.
 - Introduce acronyms properly – Outdoor Adventurous Education (OAE) can then be referred to as OAE throughout your essay
 - Must be written in 3rd person – as if telling a story – no use of I, we, you, us)
 - Don’t ask the reader a direct question

Academic writing factors continued...

- Ensure you use paragraphs. Paragraphs should be meaty, they are not one or two sentences long, but they should only be one point per paragraph.
- Always give your essay a title (this may be directed by your lecturer)
- Never give your opinion – unless asked for it
- Always provide a citation to show where you have retrieved your sources from (at least one for every 100 words of your word count).
- Use appropriate spelling, punctuation and grammar
- Use size 12 font in a professional style
- Line space your essay at 1.5



Do...

- Read and analyse what the question/assignment brief is really asking you
- Undertake plenty of early background reading and research using a wide range of materials (Books, journals, reliable electronic sources etc)
- Make a time plan
- Start early—taking notes and researching
- Make an essay plan before you begin to write
- Stick to the questions asked/ assignment brief
- Write a rough draft allow tutor to read it and provide feedback
- Reference correctly
- Read through before handing in, and leave plenty of time for corrections
- Hand in on time

Don't...

- Leave research and preparation time to the last minute
- Go to the library to gather materials only a few days before the submission date
- Copy large sections of text from books (plagiarism)
- Forget to make a note of where information came from as you will not know which author to reference
- Rely on the computer to pick up all your spelling and grammatical errors
- Use limited sources/references. The more you have read the better your knowledge and understanding will be
- Rush it
- Use irrelevant/unreliable material
- Put quotes in or paraphrase without references
- Sit and worry about it **SEEK HELP FROM TUTORS**



References

The record of the full details of the sources that you have 'made reference' to within your main body, by providing a citation

Must use the Harvard Referencing System

Must be in alphabetical order!

Reference List / Rhestr Cyfeirnod

- Cottrell, S. (2003), *The Study Skills Handbook*. 2nd Edition, Basingstoke, Palgrave: Macmillan
- Craig, C. (2009), *Study Skills for Health and Social Care Students*, London: Sage
- Hopkins, D. and Reid, T. (2018) *The Academic Skills Handbook*. London: Sage
- Payne, E. & Whittaker, L. (2006), *Developing Essential Study Skills*. 2nd Edition, Harlow: Pearson Education Limited

Class Activity / Gweithgaredd Dosbarth

- Academic Writing
True or False
statements.
- Complete the
checklist provided
deciding if each
statement is true or
false.
- Be prepared to
feedback your
answers.
- Ysgrifennu
Academaidd –
datganiadau Gwir
neu Gau
- Cwblhau rhestr gan
benderfynu ydy pob
datganiad yn gywir
neu'n anghywir.
- Byddwch yn barod i
adrodd 'nôl.

False or True

- The ability to write well is something that you are born with

False – writing is a skill and a discipline

- Great writers are not born, they are made

True – Some find it easier than others, but academic writing is not a skill you are born with.

- In order to write well you need to wait for inspiration

False – sit and write out your ideas, a little like a warm up before you begin your race.

- When you write you should not use your own words

False – everything needs to be your own work except when giving a direct quote

False or True

- Academic writing is different from other kinds of writing you may be asked to do

True – it follows certain rules around language and the style of writing

- It is important to back up what you say with evidence

True – every statement that is made needs to be backed up

- Most of the time you spend on an assignment should be used in the planning

True – the more time spent planning the clearer your thinking and the easier it will be to write

Comfort Break / Toriad

- After this we're looking at referencing – make sure you have access to UWTSD Harvard Referencing Guidelines
- Ar ôl toriad gwnewn edrych ar gyfeirnodï – gwnewch yn siwr eich bod wedi lawrlwytho llawlyfr cyfeirnodï Harvard PCYDDS

Manteision defnyddio dull Harvard

Advantages of the Harvard system

- Mae'n sicrhau bod **cyfenw'r** awdur a'r flwyddyn cyhoeddi yn ymddangos yn y testun.
- Mae gosod y rhestr cyfeirnod yn nhrefn yr wyddor yn gwneud hi'n haws i ddarllen /ymgyngori/pori trwyddo.
- Ar gyfer pob cyfeirnod o fewn corff traethawd ond unwaith sydd angen nodi'r ffynhonnell yn y rhestr cyfeirnod.
- It ensures that the author's **surname** and year of publication appear within the text.
- The alphabetical order of the reference list makes it easy to consult/browse.
- For each reference in the text, only one entry in the reference list is necessary, no matter how many times you use a reference.

Pryd i gyfeirnod / When to Reference

- Dadl, theori neu safbwynt
- Ystadegau, enghraifft, astudiaethau achos
- “Cyfeirnod” uniongyrchol” sef, beth mae’r awdur wedi ysgrifennu yn union. Defnyddiwch y dull yma’n llai cyson
- Aralleirio
- A particular theory, argument or viewpoint.
- Statistics, examples, case studies.
- “Direct quotations” - writer’s exact words. Use sparingly!
- Paraphrasing.

Dewis y ddull cywir

Choosing the correct format

- Angen penderfynnu pa ddull i chi'n defnyddio e.e. aralleirio neu dyfnynnu'n union.

- Wrth aralleirio medrwch naill ai ysgrifennu :

Mynegai Piaget (1954) bod plant yn mynd trwy camau tebyg o ddatblygiad.

NEU

Mae plant yn mynd trwy camau tebyg o ddatblygiad (Piaget, 1954).

- Decide whether you want to paraphrase or directly quote.
- When paraphrasing you can either write:

Piaget (1954) states that children go through similar stages of development .

OR

Children go through similar stages of development (Piaget, 1954).

Cofiwch / Remember

- Aralleiriwch / crynhowch gwybodaeth – bydd hyn yn rhoi mwy o farciau i chi.
- Mae'n dangos eich bod chi'n deall yr hyn yr ydych newydd ddarllen ac yn medru crynhoi ac aralleirio er mwyn egluro y testun o dan sylw.
- **Gall unrhywun** torri a gludo gwybodaeth – nid ydy hyn yn dderbyniol.
- Pan rydych yn defnyddio dyfyniad – cadwch hwy i'r lleiafrif a rhowch hwy'n "speech marks" gan gynnwys rhif y tudalen – pan yn bosibl.
- You will always receive more marks when you paraphrase or summarise information.
- This is because it takes understanding and synthesis to paraphrase or summarise and explain.
- **ANYONE** can cut and paste information – this is not acceptable.
- If using direct quotations they must kept to a minimum and always be in inverted commas and include the page number of the source, where available.

Berfau i ddefnyddio wrth gyflwyno dyfyniadau.

Useful verbs and phrases for introducing direct quotes.

- Nodwyd X ... neu
Datganwyd gan X ...
- Crêd X
- Esboniwyd gan X taw ...
- Dangosodd / Amlygwyd hyn
bod ... / Safbwynt X ydy bod
... / Dadl - Dadleuodd /
Amlinellu – Amlinellwyd /
Gwrth-ddweud “contradicts”
/ Cynnigodd X taw oherwydd
“.....”.
- Mae X wedi dadlau bod “....”
- Yn ôl X, “.....”.
- Cynigodd / Crêd / Sylwodd X
bod “.....”.
- As X states
- X believes
- It was explained by X
- Demonstrated / This
suggested that ... / The point
of view of X was that /
Argument / Indicates /
Outlines / Points out /
Contradicts / X proposed
that because of X ...
- X has argued that “.....”
- According to X, “.....”.
- X suggests/ believes/ observes
that “.....”.

Sut i gyfeirnod : How to Reference Dyfyniad : Direct Quotations

AUTHOR, DATE, PAGE NUMBER(S)

- As Brown (2002, p.136) states, “The critical breakthrough was achieved by Thomas Hunt Morgan.”
- According to Brown (2002, p.136), “The critical breakthrough was achieved by Thomas Hunt Morgan”
- Thomas Hunt Morgan has recently been described as achieving “the critical breakthrough” (Brown, 2002, p.136).

Sut i gyfeirnodï : How to Reference Dyfyniad : Direct Quotations

Awdur, Dyddiad, Rhif Tudalen

- Roedd Brown (2002, tud.136) yn datgan, “The critical breakthrough was achieved by Thomas Hunt Morgan.”
- Yn ôl Brown (2002, tud.136), “The critical breakthrough was achieved by Thomas Hunt Morgan”
- Yn ddiweddar disgrifiwyd Thomas Hunt Morgan fel ei fod wedi llwyddo gyda “critical breakthrough” (Brown, 2002, tud.136).

Pa wybodaeth sydd angen er mwyn cyfeirnod i llyfr?

What information is needed to reference a book?

- Enw(au) or Awdur(on)/Golygydd
- Dyddiad cyhoeddi
- Teitl llawn
- Argraffiad (os yn berthnasol)
- Ble cafodd y llyfr ei gyhoeddi (**Tre neu Dinas**)
- Pwy cyhoeddwyd
- Rhif tudalen (**ar gyfer difynnu'n union**)
- Name(s) of the Author(s)/Editor(s)
- Date published
- Full title
- Edition (if applicable)
- Where it was published (**Town or City**)
- Who published it
- Page number (**for direct quotes only**)

Rhestr cyfeirnodï ar ddiwedd aseiniad

Referencing at the end of your assignment

- Rhestr cyfeirnodï – yn nhrefn yr wyddor yn ôl yr awdur.
 - Rhestr o bopeth byddwch wedi defnyddio yn eich aseiniad. (Angen cwblhau ar gyfer holl aseiniadau'r Prifysgol)
 - Llyfryddiaeth – rhestr o ffynonellau byddwch wedi darllen ond heb ddefnyddio'n uniongyrchol yn eich aseiniad (does dim angen hwn)
- Reference list – an alphabetical list by author.
 - A list of everything you have specifically mentioned in your assignment. (Requirement for all University assignments)
 - Bibliography – a list of sources you have read but **not** specifically mentioned in your assignment. (Not required)

False or True

- Using other people's ideas without acknowledging them is plagiarism

True – This is a form of cheating

- The reference list is another name for a bibliography

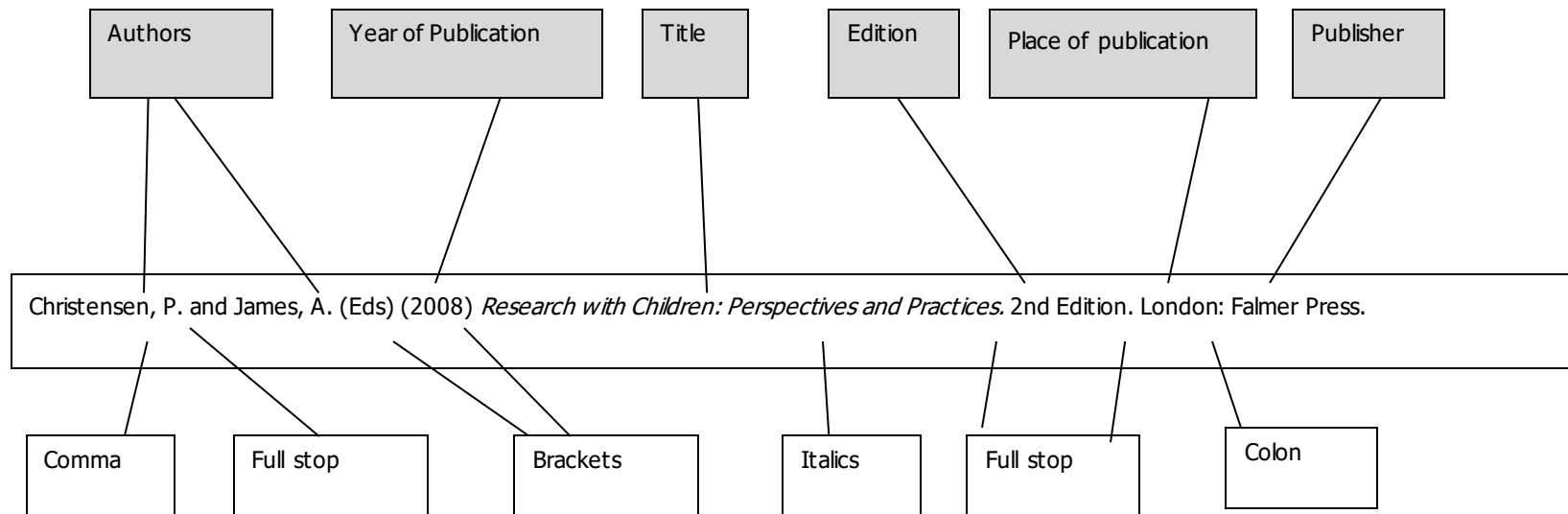
False – the references are what you have referred to directly, whereas the bibliography refers to other reading you have done to understand the subject but have not specifically referred to in the essay.

- Writing is difficult.

It can be difficult at first but becomes easier with practice.

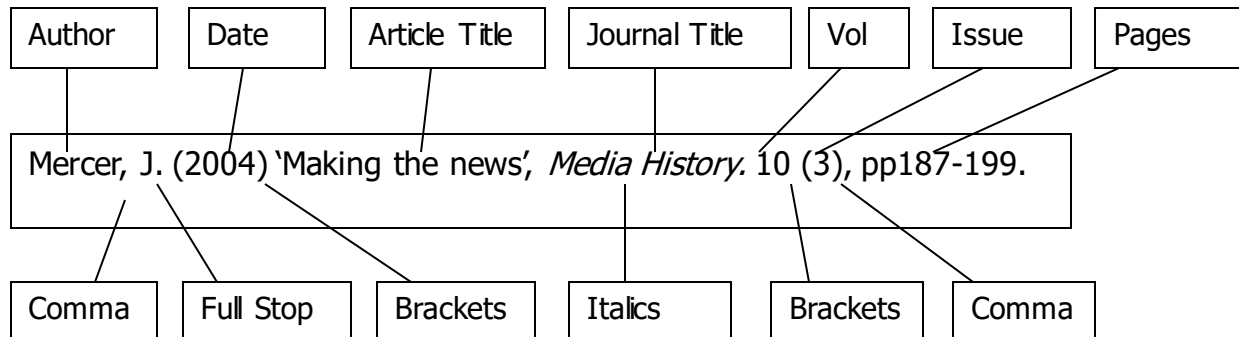
Enghraifft Cyfeirnod Llyfr

Book Reference Example



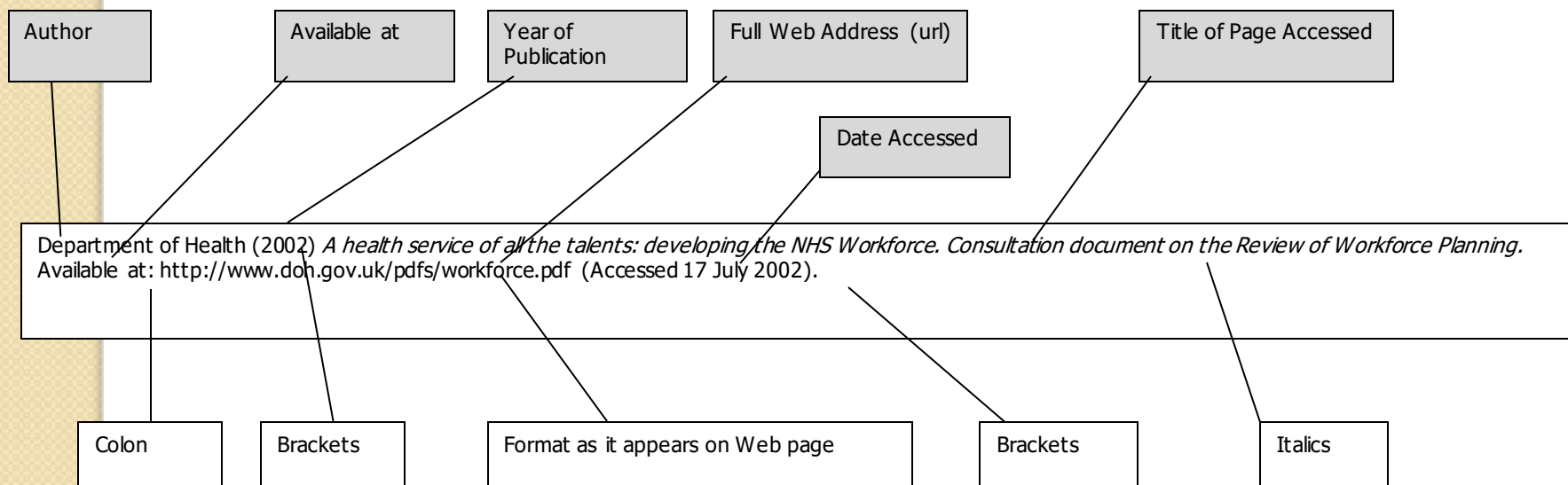
Enghraifft Cyfeirnod Erthygl

Journal Referencing Example



Enghraifft Cyfeirnod Safle Wê

Web Referencing Example



In the assignment reference to Department of Health (DoH) (2002).

In the reference list include the name of the organisation at the beginning of the reference not the web address.