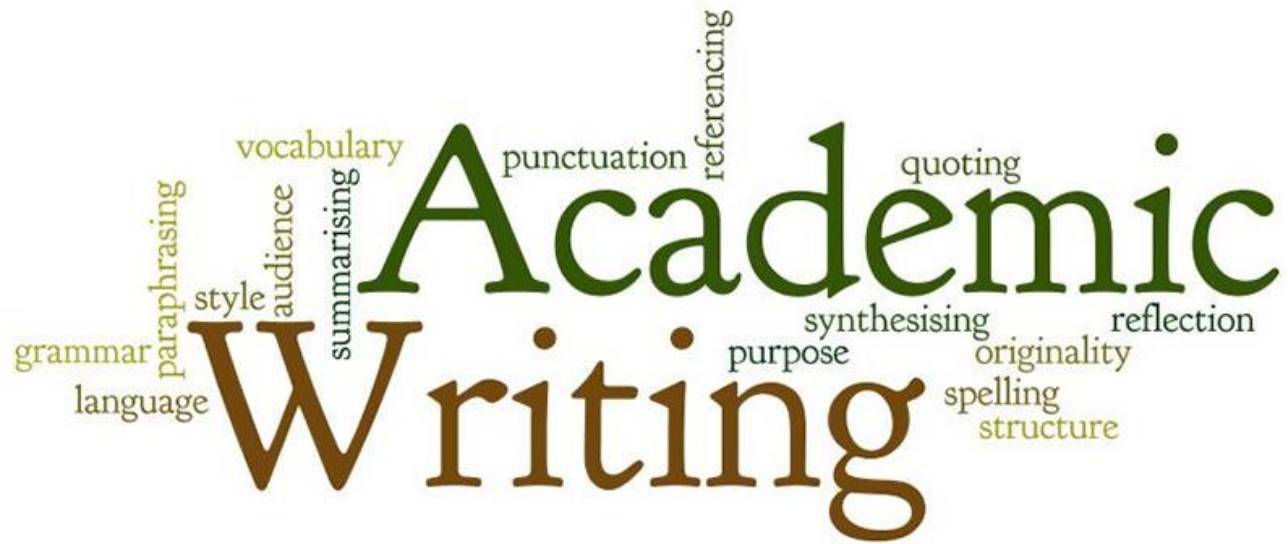




A unique form of
writing



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paper idea diagram

topic: _____

introduction: _____

subtopics - supporting arguments:

details:

conclusion: _____

Academic writing is a
clearly structured
argument made
on paper with an
established format.



The barrister has to successfully make an case

- Collect information which has to be supported with witnesses.
- Eye witness (primary sources).
- Expert witness (secondary sources).
- Organise the information and witnesses in a way that a case can be made. E.G. who will be called first? **What point will you make after each witness?**
- Think about how to make the best use of both types of witnesses to help build a convincing case. Who follows who? **Make sure all the points you make follow in a logical manner.**
- Ensure that NOTHING distracts the jury so they keep focused on the points being argued – **no stray arguments.**
- After each witness ensure that it is clear how this witness **ADDS** to the argument.
- Ensure that there is a flow of logical information or argument – do not jump from topic to topic but introduce each new piece as the next step in the **logical path of the argument.**
- Make a good concluding speech which address **ALL the main points** of the argument in a clear logical fashion.



Paragraphs help you make your case.

- Each paragraph should have a main idea, secondary supporting material and some comments from you.
- Each paragraph should in some way link to the one before it and after it.
- If you cannot link it then it would be a theme change and then it might be good to use a heading.

The above are NOT paragraphs –
they are bullet points.





"Do you swear to tell the truth based on your beliefs that everything you read on the internet is true?"



Be critical of suspicious evidence!

Make sure your expert witnesses
are experts in the relevant field



Would you ask a
anthropologist to give
expert witness comment
on particle physics?

know
skill in a particular
expert witness.
specialized knowledge
opinion about
legal process



Summing Up –
Reminding the Jury of the
key points of the case
and then drawing a
conclusion **BASED** on the
evidence **YOU** have
presented.

paper idea diagram

topic: _____

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details:

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Tips on academic language

Or how to make your papers more focused!



The University of Manchester

Introducing Work

Referring to Sources

Describing Methods

Reporting Results

Discussing Findings

Writing Conclusions

The Academic Phrasebank

<https://www.phrasebank.manchester.ac.uk/>

Home Page

GENERAL LANGUAGE FUNCTIONS

Being Cautious

Being Critical

Classifying and Listing

Compare and Contrast

Defining Terms

Describing Trends

Describing Quantities

Explaining Causality

Giving Examples

Signalling Transition

Writing about the Past

An enhanced and expanded version of PHRASEBANK is

The Academic Phrasebank is a general resource for academic writers. It aims to provide you with examples of some of the phraseological 'nuts and bolts' of writing organised according to the main sections of a research paper or dissertation (see the top menu). Other phrases are listed under the more general communicative functions of academic writing (see the menu on the left). The resource should be particularly useful for writers who need to report their research work. The phrases, and the headings under which they are listed, can be used simply to assist you in thinking about the content and organisation of your own writing, or the phrases can be incorporated into your writing where this is appropriate. In most cases, a certain amount of creativity and adaptation will be necessary when a phrase is used. The items in the Academic Phrasebank are mostly content neutral and generic in nature; in using them, therefore, you are not stealing other people's ideas and this does not constitute plagiarism. For some of the entries, specific content words have been included for illustrative purposes, and these should be substituted when the phrases are used. The resource was designed primarily for academic and scientific writers who are non-native speakers of English. However, native speaker writers may still find much of the material helpful. In fact, recent data suggest that the majority of users are native speakers of English. More about **Academic Phrasebank**.

This site was created by **John Morley**. If you could spare just two or three minutes of your time, I would be extremely grateful for any feedback on Academic Phrasebank: Please click **here** to access a very short questionnaire. Thank you.

You can also collect phases from your reading

Such as:

- privileging the understanding... (a way to say that a certain idea is dominate)
- yet it would surely be objected... But this objection misses the point
- The knowledge born of this practice ...
- To be sure, the...
- nevertheless in so far as..
- but one should resist the temptation to assume...
- application of this logic.... (a way of taking the idea to the next step)
- moreover, what goes for x goes for other components as well (generalizing an idea to another area)
- x is not y. To appreciate the contrast...
- this is not so of x, however. (uses 'however' at the end of a sentence)
- this is not, however, the way

