

Scholarly Views

Constructing an argument

The aim of assessment tasks

- demonstrate engagement in the 'scholarly' process (aim of the marking rubric is to judge where in that scale you are)
- usually within a discipline framework – some of you have yet to find to a framework....I get this.

Knowing and thinking 'stuff'

- Think back to the hierarchy of learning, knowledge at the base. We all know stuff and we all have opinions on things.
- Without support, they are generalised sweeping statements based on personal opinion only
- (every opinion is valid I know but.....) what good scholarship asks for is EVIDENCE to support claims.

Scholarly viewpoints

- Formal academic process to express
 - an opinion,
 - give a perspective, or,
 - make a commentary
- Usually deal with one a piece of research, writing, approach, BUT in your case of one academic point.
- Synthetic and evaluative in nature

Starting the process

- Start by reading and thinking.
- Are there any disagreements among scholars?
- Are there different opinions/viewpoints in scholarship or the sources?
- **YOUR OWN VIEW:** as you read and learn more, you will start getting your own view of the matter.

This is an essential part of the whole process.



Right or wrong? Not that simple....(and is a social construct)

- It is rare that something is right or wrong in peer reviewed sources
- It is rare there are major flaws, major discrepancies (these are usually ironed out in the review process)
- More likely to deal with subtleties, more nuanced points, more based on interpretation
- May be about disagreeing but definitely about questioning, is this right, is this the only way,?



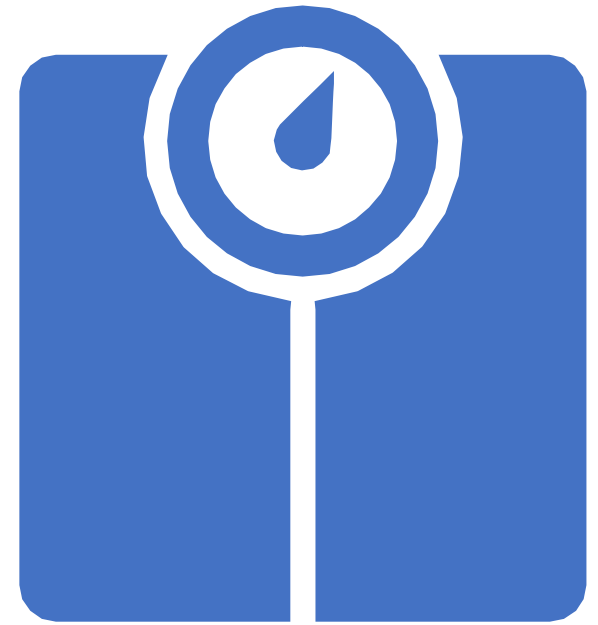
You need to decide

- What point are you going to use, which part of the argument
 - Outline it – state this clearly
 - Give the for = which authors support
 - Give the against = who gives a contra view
 - YOUR opinion by weighing up the evidence
- Sum it up or lay it out = 2 approaches



Move from general opinion to valued judgement

- It forces you to engage with different viewpoints, different authors, different perspectives.
- Adds 'weight' to your points - evidence
- Shows you have engaged in scholarship (reading)
- It gives both depth and detail to any point you make
= less superficial



Two ways of doing this

State and Illustrate

State your view/point

Use Author 1 to support

Author 2 to counter

Sum up at the end

Describe and Discuss

Outline author 1

Outline Author 2

Discuss both at the end, adding your view.

Build this up to become a flow of points, into an argument, into an essay