

Academic Essay Writing 101

Coexistent Perspectives (ACDC7001)





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Module Learning Outcomes

1. To **critically evaluate** and comment upon a range of approaches to **creative research** and practice.
2. To deploy **systematic research methods** appropriate to an organised and discipline specific inquiry.
3. To formulate and **effectively communicate a creative proposition** in an explicit and informative manner.

Coexistent Perspectives (ADCD7001)

Assignment Brief

- To complete this module, you will need to write an academically referenced **4000-word essay**, which should, where applicable, be supported by visual examples. This essay will need to be submitted via turn-it-in by **15th December 2022 at 12pm (Friday 28th April 2023 for Part-Time students)**.
- In order to complete this module, you will also be required to produce and present a 'poster'. The essay and 'poster' presentation combined will form 100% of the mark for this module. The research poster should visually identify the central concerns and arguments of the research undertaken for your essay. The submission date for the research poster is **Friday 15^h December 2022 (Friday 28th April 2023 for Part-Time students)**.

Coexistent Perspectives - **Lecture Series** (starting from Week 1)

Date	Week No.	Theme	Lecture No.	Lecture Topic
Friday October 7th	Week 1	The Contemporary Condition	LECTURE 0	Coexistent Perspectives 101
			LECTURE 1	The Contemporary Condition
Friday October 14 th	Week 2	De/constructing the Human	LECTURE 2	Posthumanism
			LECTURE 3	Postructuralism
Friday October 21 st	Week 3	Space and Place	LECTURE 4	Space and Place
			LECTURE 5	The Sublime
Friday October 28 th	Week 4	Time and Memory	LECTURE 6	Sculpting in Time
			LECTURE 7	Memory and the Archive
Friday November 4 th	Week 5	Materialities and Consequences	LECTURE 8	The Unintended Consequences of Design
			LECTURE 9	Materialism and Materialities
Friday November 18 th	Week 6	Design Thinking	LECTURE 10	Design Thinking - Metadesign
			LECTURE 11	Information Design and Semiotics
Friday November 25 th	Week 7	The Politics of Desire	LECTURE 12	Postcapitalist Desire/Platform Culture
			LECTURE 13	Expression or Exploitation

Coexistent Perspectives - Seminar Series (starting from Week 2)

Date	Week No.	Theme	Seminar No.	Seminar
Thursday October 13 th	Week 2	The Contemporary Condition	SEMINAR 0	Accessing Journals via Library Services
			SEMINAR 1	Academic Writing 101 – Research Essay
Thursday October 20 th	Week 3	De/constructing the Human	SEMINAR 2	De/constructing the Human
			SEMINAR 3	De/constructing the Human
Thursday October 27 th	Week 4	Space and Place	SEMINAR 4	Space and Place
			SEMINAR 5	Space and Place
Thursday November 3 rd	Week 5	Time and Memory	SEMINAR 6	Time and Memory
			SEMINAR 7	Time and Memory
Thursday November 17 th	Week 6	Materialities and Consequences	SEMINAR 8	Making with Glass
			SEMINAR 9	Future Thinking Design Practice
Thursday November 24 th	Week 7	Design Thinking	SEMINAR 10	Design Thinking
			SEMINAR 11	Design Thinking
Thursday December 1 st	Week 8	The Politics of Desire	SEMINAR 12	The Politics of Desire
			SEMINAR 13	The Politics of Desire

The Module Assignment Brief

what you have to do...

- **Assignment Component 1 – 4000-word academically referenced essay (80%)**
- **Essay Submission– 15th December 2022 (Friday 28th April 2023 for Part-Time students).**
- **Assignment Component 2 – Poster Presentation (20%)** The poster ‘presentation’ should visually communicate key concepts researched in your Coexistent Perspectives essay. As part of the poster presentation you will be required to discuss your visual discourse in a clear and concise way: A 5minute verbal rationale for your visualization of key theoretical concepts addressed in your essay.
- **Poster Presentation– 9th December 2022 (Friday 28th April 2023 for Part-Time students).**

Essay Question for 2022-2023

Write a 4000-word academically referenced essay

Research and critically evaluate the role of the artist/designer/maker in the context of one of the following themes (see below) introduced and explored in the lecture/seminar series. Employ critical analysis and relevant theoretical perspectives to evaluate the examples that you choose.

You should choose one of the following themes as covered in the module:

- The Contemporary Condition
- De/constructing the Human: Self, Identity and Other
- Space & Place
- Time & Memory
- Material Practices - Materialities and Consequences
- Design Thinking - From Process to Product
- The Politics of Desire – Postcapitalism and Platform Culture

Writing is Thinking

what... is your **quest**-ion?

Preliminary Questions..

- What is your research '**question**' ...
- Could you write a research statement
- Have a point....an 'argument'...
- What have you been exploring...



BRIDGEKEEPER: What... is your quest?

LANCELOT: To seek the Holy Grail.

Framing the question and setting up your **argument** is one of the hardest parts of the process of writing – because once you are able to ask the question you have made the first step towards answering the question.

why not what

critical

descriptive

Keep in mind that you are trying to answer the **question** posed by your **argument**

Having a 'good' Argument?

The Basis for Essay

An argument is where you support one perspective.

But you also examine the pros and cons of the other side to create discursive depth to support your point.

What is an Argument?

- Poor basis for Essay:
- Summaries are useless: “This essay will examine the history of romantic art.”
- Indicating that you will examine two sides of a debate is also not great.

What is an Argument

- Formulate the argument from the **QUESTION...**
- “In the context of De Beauvoir’s ‘The Other’ **discuss how** women are stereotyped in literature and pre-Raphaelite art. **Discuss this in terms of one or more of the writers and artists** and also consider this study as a term of reference to analyse how contemporary artists and designers explore, destroy or reflect on the construct of female stereotype within their practice.”
- **ARGUMENT:**
- *Women are often stereotyped as the ‘other’ in literature and art.*

Basic Argument

- Can be written in one sentence...
- Put it in such a way that you **are writing from one perspective**. Make it sound like an argument....
- *Women are stereotyped as 'The Other' in literature, Pre-Raphaelite and Modern Art.*

Workshop Task

- **Try to write a one-line (single sentence) 'ARGUMENT' for your chosen question.**
- Remember this is NOT the question itself you have chosen eg. Q5. etc. but your perspective on it in relation to the question.

Purpose of Creating the Argument

- It will help you to structure your essay before you write it.
- Structure essay using the Art of Mind-mapping.

Research - The Search Begins...

- **You will need to read a lot.**
- An immediate test of your proposed essay question is **are you able to find sufficient research literature** – i.e. peer reviewed/published books and journal articles – don't overly rely on secondary sources – websites as they are less 'stable' or 'reliable'.
- Yes – for sure you will end up reading about your chosen artists and their work(s) but let this not be the sole focus of your research. The **theoretical perspectives** are what should be in focus here – and how your chosen artists/work function in relation to that.
- **Suggestion:** Make an annotated bibliography.

Research - The Search Begins...

- You will need to read a lot.
- Aim for a minimum of 12 books and/or articles overall (i.e. 4000-word essay). That's just 3 research/reference items per 1000 words.
- Make NOTES when you read – and make sure that you record page numbers at the time.
- Better to **make your own notes** than just to highlight and copy chunks of text for **paraphrasing** later.

Write an Outline – Form and Structure

- Now you have to write an outline. This is the most difficult part of writing an essay, and it's not optional. **The outline of an essay is like the skeleton of a body.** It provides its **fundamental form and structure.** Furthermore, **the outline is basically the argument** (with the sentences themselves and the words serving that argument).
- The fundamental outline of an essay should not get much longer than ten to fifteen sentences.
- So, try to **write a ten to fifteen sentence outline of your essay as a mapping exercise – just as bullet points or short sentences for now.**

BASIC STRUCTURE – THREE PARTS

- Beginning - **Introduction** – Tell e'm what ya gonna tell 'em
- Middle – **Main Body** – Tell 'em
- End – **Conclusion** – Tell them what you told 'em

NOTE: With the introduction and conclusion – it's a good idea to block in a basic version – that you can craft and style later – just so that you actually have stated the aims (and conclusions) of your essay.

The 'Five-Paragraph' (Section) Essay [EXAMPLE]

- **1. Introduction (500 words)**

(Tell e'm what ya gonna tell 'em)

- The most important thing to remember to do here is state the aim/objectives of your essay,
- Set the 'scene' context, backgroud for the essay

- **Main Body (3000 words)**

(Tell 'em)

- 2 – Theoretical Background **(1000 words)** – establish what your theoretical perspectives are...feminsim, space, place, time, design thinking, Key thinkers – Deleuze, Braidotti, Baudrillard, Haraway....etc
- 3 – Artist/Designer/Artwork 1 **(1000 words)** -
- 4 - Artist/Designer/Artwork 1 **(1000 words)** -

- **5. Conclusion (500 words)**

(Tell them what you told 'em)

...here you assess /evaluate your compare and contrast 3 + 4 in relation to 2.

compare and contrast

Essay model that sets up a comparison between two things, discusses them and evaluates them in relation to each other through a common theoretical lens. Keep in mind that it is important to have a point of comparison – a common reference point.

The Writing Process: Produce Quick – Edit Slow

- You should think of the essay writing process as twofold.
- **The first major step is the first draft**, which can be relatively quick and dirty. For the first draft you can use your notes, extensively, and rough out the essay. If you get stuck writing anywhere, just move to the next outline sentence. You can always go back.
- **The second major step is editing. Production (the first major step) and editing (the second)** are different functions, and should be treated that way. This is because each interferes with the other. The purpose of production is to produce.
- **The function of editing is to reduce and arrange.** If you try to do both at the same time then the editing stymies the production. It's not faster to combine them, nor is it better, and it is bound to be frustrating.

MICRO-EDITING

- FIXING STYLE
- ARE ANY SENTENCES TOO LONG?
- DRAFTING – ROUGH DRAFT – FIRST (SECOND) DRAFT – FINAL DRAFT

Harvard Referencing – (in-text) Citations

- When you write a sentence that contains what is supposed to be a fact or at least an informed opinion, and you have picked it up from something you read, then you have to refer to that source. Otherwise, following convention, people may accuse you of plagiarism, which is a form of theft (of intellectual property).
- **Bibliography** – your references are included here.
- EG. *Smith, E. (2016) How to improve your research project. 2nd Ed. Plymouth: Kiln Press.*
- **In-Text Citations** - for all **quotes** and all **paraphrased** ideas.
- EG. *(Smith, 2016, p.5)*
- Check out **Harvard Referencing Guide** – ‘think’ Harvard Nickname is **(Author/Date)**

...in the essay

Tarkovsky's Knight of Faith

In Tarkovsky's films the holy fool becomes a universal figure, capable of providing a critical power and radical critique of modern society., This is not only because the character of the holy fool assumes such an important place in his films, but also due to his outstanding contribution towards the modernisation of the figure. (Birzache, 2016, p8)

...in the Bibliography

Birzache, A. G. (2016). *The Holy Fool in European Cinema*. Routledge.