



Dysgu yn yr Oes Ddigidol Learning in the Digital Era

Sesiwn 5: Meddwl yn Feirniadol ac Ysgrifennu Academaidd

Session 5: Critical Thinking & Academic Writing



Atgoffa

- Beth ydym ni wedi ei drafod hyd yn hyn?
- Oes unrhyw gwestiynau gennych chi?

Recap

- What have we covered so far?
- Do you have any questions?



Amcanion

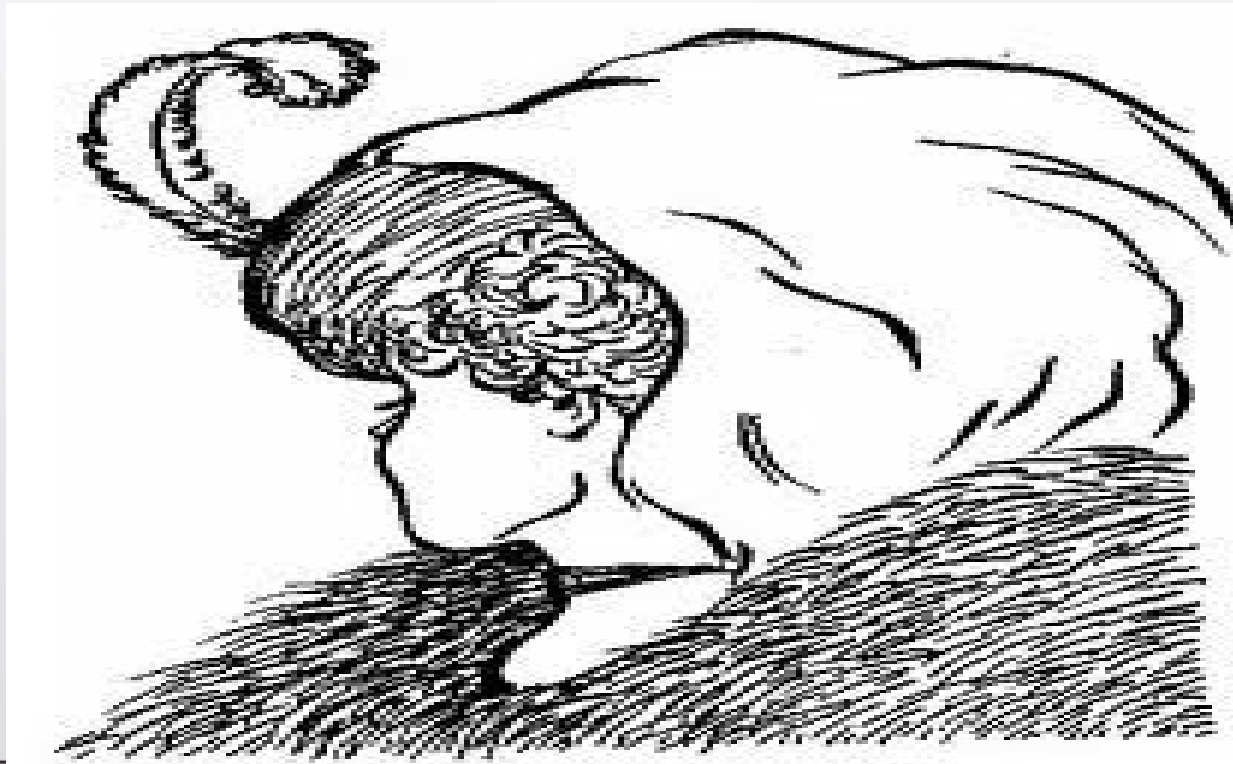
- Erbyn diwedd y sesiwn hon byddwch yn gallu:
 - Disgrifio prif elfennau ysgrifennu yn feirniadol ac yn ddadansoddol
 - Disgrifio prif ddulliau strwythuro traethawd.

Objectives

- By the end of this session you will be able to:
 - Describe the key elements of critical and analytical writing
 - Describe the key methods of structuring an essay.



Beth welwch chi?
What do you see?





Meddwl yn Feirniadol ac yn Ddadansoddol Critical and Analytical Thinking



Beth yw meddwl yn feirniadol? What is critical thinking?

“Critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of evidence that supports it and the further conclusions to which it tends.”

Glaser, 1941

- Mae'r safbwynt hwn yn rhoi pwyslais ar:
 - Ddyfalbarhad – meddwl am rywbeth yn ofalus a mwy nag unwaith
 - Tystiolaeth – Gwerthuso'r dystiolaeth o blaid y gred neu'r safbwynt
 - Goblygiadau – ystyried ble mae'r gred neu'r safbwynt yn arwain; pa gasgliadau fyddai'n dilyn; ydy'r rhain yn addas ac yn rhesymegol; os na, oes angen ail-ystyried y safbwynt? (Cottrell, 2008)
- This view places emphasis on:
 - Persistence – Considering an issue carefully and more than once
 - Evidence – Evaluating the evidence put forward in support of the belief or viewpoint
 - Implications – considering where the belief or viewpoint leads – what conclusions would follow; are these suitable and rational; and if not, should the view be reconsidered? (Cottrell, 2008)

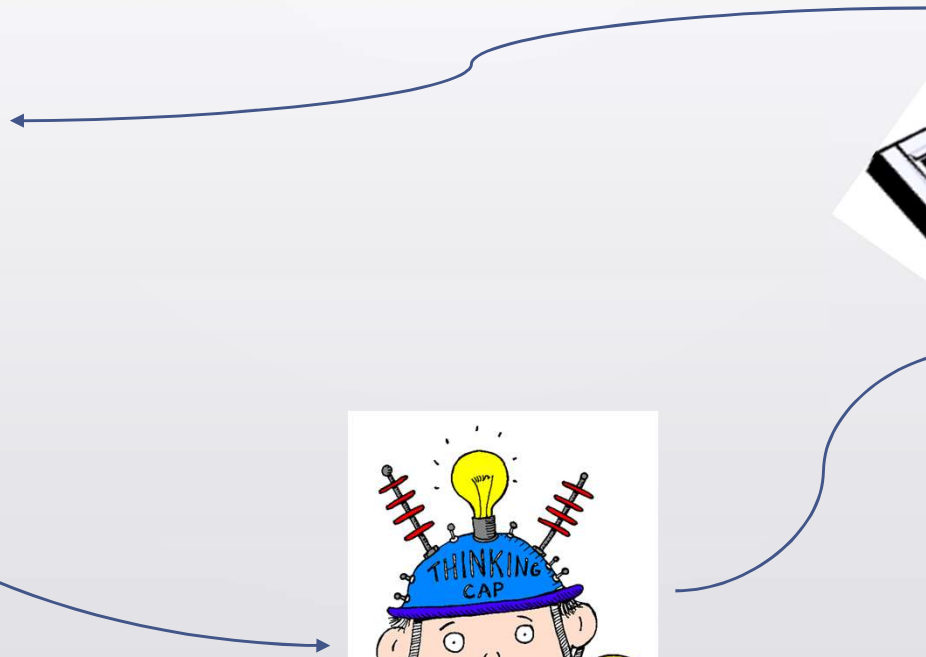
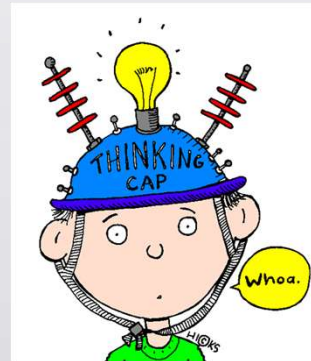


Meddwl yn Ddadansoddol Analytical Thinking

- Mae hyn yn cynnwys prosesau ychwanegol...
 - Sefyll nôl wrth y wybodaeth a roddwyd
 - Archwilio'r wybodaeth o wahanol onglau
 - Gwirio'n ofalus am gywirdeb
 - Gwirio rhesymeg y ddadl
 - Chwilio am ddiffygion yn y rhesymu/tystiolaeth/casgliad
 - Deall ac esbonio pam mae pobl wedi cyrraedd casgliadau gwahanol
 - Tybiaethau cudd ac ymgais i berswadio'r darllenydd i gytuno
 - This involves additional processes...
 - Standing back from the information given
 - Examining it from many different angles
 - Checking closely for accuracy
 - Checking logic of argument
 - Looking for flaws in reasoning/evidence/conclusion
 - Seeing and explaining why people have arrived at different conclusions
 - Hidden assumptions and attempts to lure the reader into agreement
- Cottrell, 2008

Y Broses

The process



Amrywiaeth o Sgiliau A variety of skills



- Parwch y disgrifiadau â'r sgiliau cywir.
- Hunan-aseswch eich sgiliau chi.
- Match the description to the correct skill.
- Self-assess your skills.





Ymateb yn feirniadol

Responding Critically



Beirniadaeth Judgement

- Hopwood 2012





Gwrthrychedd Objectivity

- Hopwood 2012





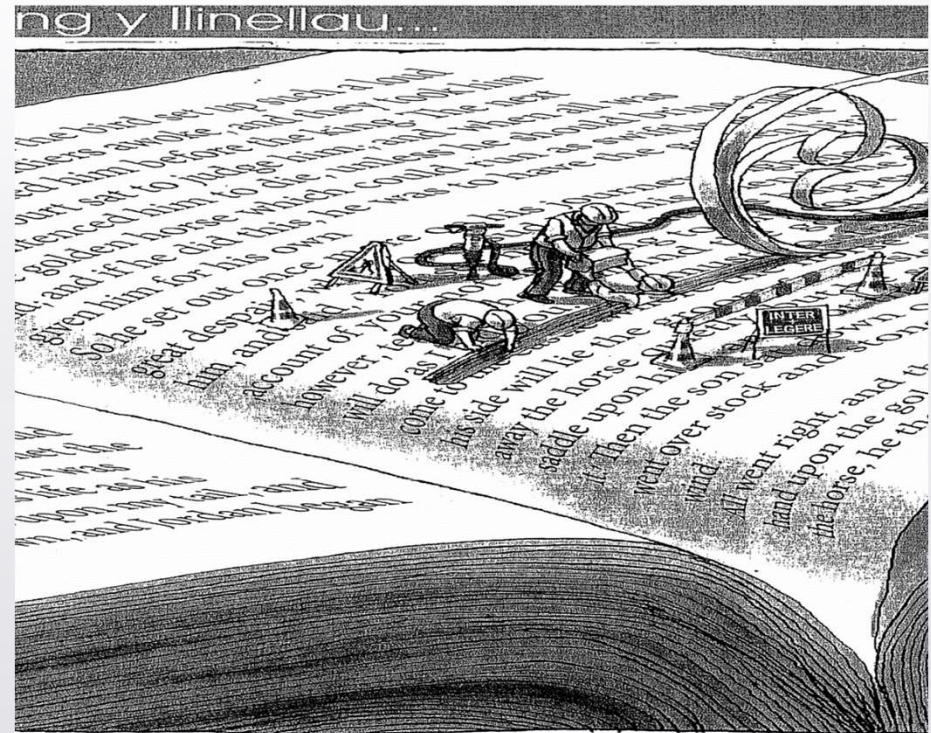
Y Darlun mawr a'r darnau mân
The Big picture and the small
pieces

- Hopwood 2012



Darllen rhwng y llinellau Reading between the lines

- Hopwood 2012





Craffu amyneddgar, creadigol
Creative, patient scanning

- Hopwood 2012





Amynedd Patience

- Hopwood 2012





Gofyn cwestiynau beirniadol

Asking critical questions

- Pam?
 - Pa mor bell?
 - Pa mor aml?
 - Sut y gwyddom ei fod yn wir?
 - Pa mor ddibynadwy yw'r ffynhonnell?
 - Beth sydd yn mynd ymlaen o dan yr wyneb?
 - Beth nad ydym yn ei wybod am hyn?
 - Why?
 - How far?
 - How often?
 - How do we know this is true?
 - How reliable is the source?
 - What could be going on under the surface?
 - What do we not know about this?
- (Cottrell 2008 p. 276)



Tystiolaeth Evidence

- Dyddiad y dystiolaeth
 - Ffynhonnell y dystiolaeth - cyfnodolyn, llyfr gan awdur allweddol neu bapur newydd?
 - Tuedd
 - Hud ystadegau
 - Maint y sampl
 - Iaith emosiynol
 - Date of evidence
 - Source of evidence- journal, book by key author or newspaper?
 - Bias
 - The magic of statistics
 - Sample size
 - Emotional language
- (Cottrell 2008)

Darllen yn feirniadol ar gyfer ysgrifennu'n feirniadol

Reading critically for critical writing

- Tasg A
 - Sgimiwch yr erthygl wrth eich hun.
- Tasg B
 - Gweithgaredd jig-so
- Task A
 - Skim read the article to yourself.
- Task B
 - Jigsaw Activity



Rhif Number	Rhan i'w hymchwilio Section to explore
1	
2	
3	
4	

Adbirth Feedback





Ysgrifennu Academaidd Academic Writing

Darganfod
eich llais
academaidd

Finding your
academic
voice

- “When you engage in critical writing you are developing your own academic voice within your subject. Wellington et al. (2005 p.84) offer some suggestions for distinguishing between the academic and the non-academic voice. They suggest that the academic voice will involve:
 - “healthy scepticism ... but not cynicism;
 - confidence ... but not ‘cockiness’ or arrogance;
 - judgement which is critical ... but not dismissive;
 - opinions ... without being opinionated;
 - careful evaluation of published work ... not serial shooting at random targets;
 - being ‘fair’: assessing fairly the strengths and weaknesses of other people’s ideas and writing ... without prejudice; and
 - making judgements on the basis of considerable thought and all the available evidence ... as opposed to assertions without reason.”
- Try to get into the habit of writing critically, by making sure that you read critically, and that you include critique in your writing.”

Darganfod eich llais academaidd

Finding your academic voice

- Pryd byddwch yn ysgrifennu'n feirniadol rydych yn datblygu eich llais academaidd eich hun o fewn eich pwnc. Mae Wellington et al. (2005 t.84) yn cynnig nifer o awgrymiadau ar gyfer gwahaniaethu rhwng y llais academaidd a'r llais anacademaidd. Maent yn awgrymu y byddai'r llais academaidd yn cwmpasu:
 - "sgeptigaeth iach ... ond nid sinigiaeth;
 - hyder ... ond nid 'hydra' neu fod yn ffroenuchel;
 - barnu sy'n feirniadol ... ond nid yn ddiystyriol;
 - barnau ... heb fod yn rhagfarnllyd;
 - gwerthusiad gofalus o waith cyhoeddedig ... nid saethu'n rhemp ar dargedau ar hap;
 - bod yn 'deg': asesu cryfderau a gwendidau syniadau ac ysgrifennu gan bobl eraill yn deg ... heb ragfarn; a
 - barnu ar sail cryn feddwl a'r holl dystiolaeth sydd ar gael ... yn hytrach na gwneud honiadau heb reswm."
 - Ceisiwch fynd i'r arfer o ysgrifennu'n feirniadol, drwy sicrhau eich bod yn darllen yn feirniadol, a'ch bod yn cynnwys beirniadaeth yn eich ysgrifennu.



Arddull Style



Mewn parau,
trafodwch beth sy'n
gwneud **arddull**
academaidd dda.



In pairs, discuss what
makes a good
academic **style**.

Arddull Style



Mewn parau,
trafodwch beth sy'n
gwneud **arddull**
academaidd dda.

- Eglur
- Ffurfiol
- Gwrthrychol
- Amhersonol



In pairs, discuss what
makes a good
academic **style.**

- Clear
- Formal
- Objective
- Impersonal



Arddull Academaidd Academic Style

- Byddwch yn wrthrychol
- Byddwch yn bwyllog
- Nid mater o ddu a gwyn mo ymchwil academaidd, ac nid oes sicrwydd yn perthyn iddo chwaith, a dylai eich iaith adlewyrchu hyn
- Trydydd person
- Be objective
- Be cautious
- Academic research is not a black and white issue or a certainty, and your language should reflect this
- Third person

Eglurder Clarity

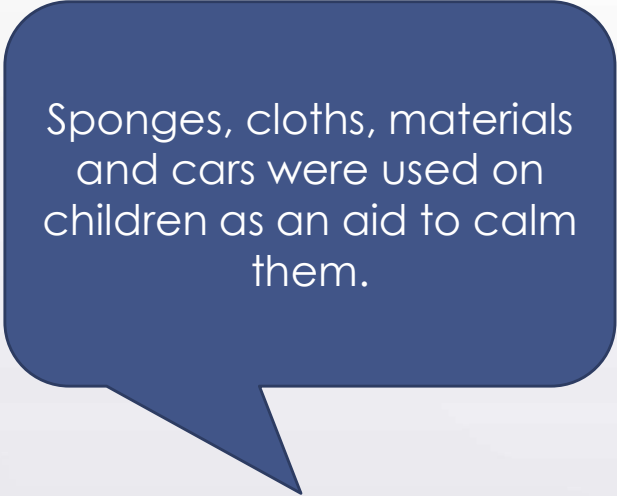
- Tiwtoriaid fel cynulleidfa
- Rydym eisiau deall yr hyn rydych yn ceisio ei ddweud
- Darllenwch beth rydych yn ei ysgrifennu cyn ei gyflwyno
- Tutors as audience
- We want to understand what you are trying to say
- Read what you write before submission

Darllenwch
eich gwaith yn
uchel er mwyn
sicrhau ystyr
clir.

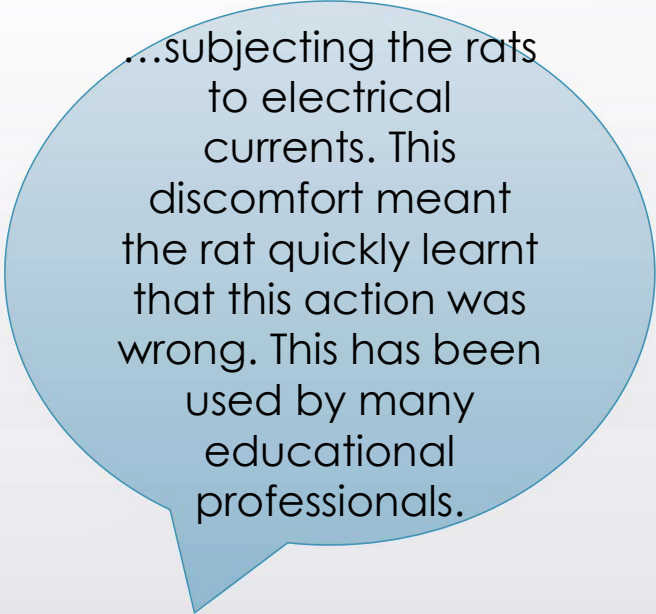


Top Tip: Try
reading your
work out loud
to check
meaning.

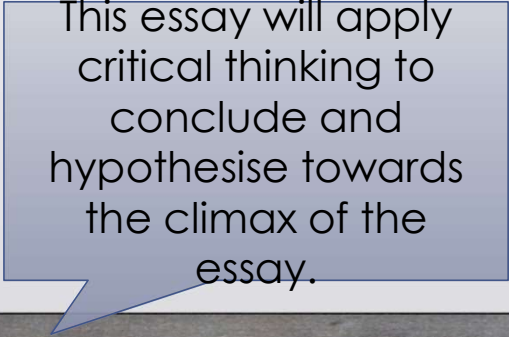




Sponges, cloths, materials
and cars were used on
children as an aid to calm
them.



...subjecting the rats
to electrical
currents. This
discomfort meant
the rat quickly learnt
that this action was
wrong. This has been
used by many
educational
professionals.



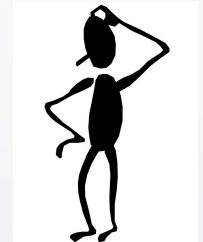
This essay will apply
critical thinking to
conclude and
hypothesise towards
the climax of the
essay.



Confensiynau Academaidd Academic Conventions

Confensiynau academaidd - Pam nid 'Fi'?

Academic Conventions - Why not I?



- Byddwch yn amhersonol
- Peidiwch â defnyddio 'fi', 'ni', 'chi'
 - Yn yr aseiniad hwn fe fyddaf yn ystyried effaith ymyrraeth strwythuredig.



- Fe fydd yr aseiniad hwn yn ystyried effaith yr ymyrraeth strwythuredig.

- Be impersonal
- Do not use 'I', 'we', 'you'
 - In this assignment I will consider the impact of structured intervention.



- This assignment will consider the impact of the structured intervention.

Confensiynau Academaidd Academic Conventions



- Byddwch yn ofalus
- Peidiwch â defnyddio ymadroddion fel 'Roedd yr holl boblogaeth yn cytuno â'r canlyniad'
- Byddwch yn gryno
- Peidiwch â defnyddio geiriau di-angen
 - e.e. Cyfeiriodd awdur o'r enw James Arthur at...
- Be cautious
- Do not use phrases such as 'The whole population agreed with the outcome'
- Be concise
- Do not use more words than necessary
 - e.g. A writer called James Arthur referred to

Confensiynau Academaidd Academic Conventions



- Osgowch fyrfoddau os ydych yn ysgrifennu yn Saesneg
- Osgowch acronymau
 - e.e. Llywodraeth Cynulliad Cymru (nid: LICC)
- Ysgrifennwch rifau yn llawn
 - e.e. Ugain cyfranogwr (nid 20)
- Avoid abbreviations
 - e.g. The author did not (not :The author didn't)
- Avoid acronyms
 - e.g. Welsh Assembly Government (not : WAG)
- Write numbers in full
 - e.g. Twenty participants (not 20)

Confensiynau Academaidd Academic Conventions



- 'Er enghraifft' yn hytrach nag
'e.e.', 'ayyb.'
- 'Hynny yw' yn hytrach na 'h.y.'
- 'Plant' NID plantos
- 'For example' instead of 'etc.',
e.g.'
- 'That is to say' instead of 'i.e.'
- 'Children' NOT 'kids' - 'Kids' are
baby goats!!

Confensiynau Academaidd Academic Conventions



Osgowch fratiaith ac ymadroddion llafar

- Mae hyn allan o drefn yn llwyr oherwydd ..X



- Gellir ystyried bod y syniad hwn yn annerbyniol am ddau reswm.
- Rhoddodd Maslow ei fys ar y broblem pan X



- Nododd Maslow un mater llosg posibl gyda'r dull hwn pan ...

Avoid slang and colloquialisms

- This is well out of order because ..X



- This idea can be seen as unacceptable for two reasons.
- Maslow put his finger on the problem when X



- Maslow identified one possible issue with this approach when...

Confensiynau Academaidd - Ffurfiol

Academic Conventions - Formal



- Peidiwch ag ysgrifennu mewn arddull sgysiol
- Byddwch yn ymwybodol o'ch cynulleidfa - tiwtoriaid, arholwyr allanol
- Osgowch ebychnodau !!!!
- Do not write in a chatty style
- Be aware of your audience – tutors, external examiners
- Avoid exclamation marks !!!!!!!



Nope

CHAPTER ONE
THE BOY WHO WASN'T
UNALIVED

Mr. and Mrs. Dursley, of number four, Privet Drive, liked flexing that they very basic, thank u. Tbh they were the last people you'd think would be sus, because they were all fax no printer.

Mr. Dursley was adulting at a firm called Grunnings, which made drills.

He was a dummy thiccc (w/ three Cs) man with hardly any neck, although he had an absolute unit of a mustache. Mrs. Dursley was a total Karen with zero chill and had hella neck, which came in very useful when she was stalking her neighbours and not minding her own.

The Dursleys had a small son called Dudley who they thought was the main character. The Dursleys were mostly thriving, but they also had lowkey tea which didn't pass the vibe check and their greatest fear was to get called out and cancelled. They were girlbossing too close to the sun and didn't think they could

Ur S.A. iz not d
plAc 4 txt TLK



Nah

CHAPTER ONE
THE BAE WHO
LIVED. YASSSSS!

Mr. and Mrs. Dursley were so lucky that they were finally able to move out of their parent's house and actually buy their own home at number four Privet Drive. Humble brag. They were proud to say that they were meh AF, k thx. They were the last peeps you'd expect to be involved in anything cray, because they just can't even.

Mr. Dursley was a savage director at a firm called Grunnings, which made drills. Not to body shame, but he was packing more pounds than your average dad bod. He had zero neck, but his mustache, which he regularly shampooed and conditioned, was on fleek. Mrs. Dursley was a total mood with a neck that was so extra that she could easily snoop on the neighbors. Sorry not sorry.

The Dursley squad had a not so smol son called Dudley and in their opinion there was no finer boy anywhere. Said no one ever. The Dursleys life was totes lit, but they also had a secret that was major cringe, and their greatest fear was that it would go viral and break the interner. They would be completely shook if anyone

Anffurfiol yn erbyn ffurfiol informal v formal

- Point y peth yma yw dweud bod lot o bobol yn cael pen tost os y'n nhw'n hyfed gormod



- Pwysleisia'r awdur sgil-ffeithiau corfforol gor-yfed

- The point of this thing is to say that a lot of people get a headache if they drink too much



- The author emphasizes the physical side effects of excessive drinking



Anffurfiol yn erbyn ffurfiol : enghraifft

Informal v formal: example

- Ni gyd yn hedfan mewn awyrennau heddi. Roedd dynion isiau hedfan amser hir nol a wnaethon nw ceits



- Heddiw awyrennau yw'r dull o hedfan. Yn y gorffennol dyfeisiwyd barcutiaid er mwyn ceisio hedfan

- We all fly in planes today. Men wanted to fly a long time ago and made kites



- We all fly in planes today. Men wanted to fly a long time ago and made kites



Gweithgaredd Activity

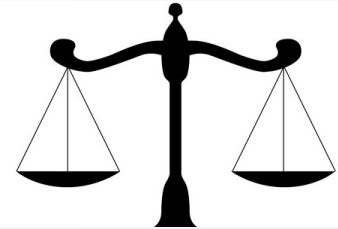


- Rhannwch eich cardiau i greu grŵp cardiau ffurfiol a grŵp cardiau anffurfiol.
- Ail-ysgrifennwch y brawddegau anffurfiol i'w gwneud nhw yn ffurfiol.
- Divide your cards according to whether they are formal or informal.
- Re-write the informal sentences so that they become formal.



Yr Ysgrifennwr Niwtral

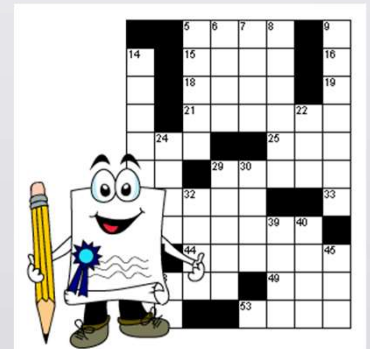
The Neutral Writer



- Byddwch yn wrthrychol
 - Peidiwch â defnyddio ansoddeiriau personol, goddrychol megis neis, da, gwerth chweil
- Osgowch siarad gyda'r darllenydd
- Peidiwch â gofyn cwestiynau i'r darllenydd
- Be objective
 - Avoid personal , subjective adjectives such as nice, good, worthwhile
- Avoid addressing the reader
- Do not ask questions of the reader

Her! Challenge!

- Ysgrifennwch ddau gliw croesair a fyddai'n arwain at yr atebion yma...
 - Goddrychol
 - Gwrthrychol
- Write two crossword clues for which the following words would be answers...
 - Subjective
 - Objective



Gwrthrychol Objective

- 'Objectivity' or 'objective truth' is a standpoint upon the world from which we have access to the world as it is in itself, in no way mediated by either our human interests or even our mental structure ... In other words, objectivity requires the complete absence of subjectivity'

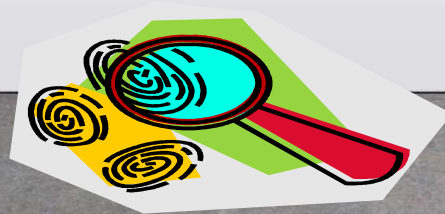
- (Coleman, 2018, t. 158)

- Prif bwyslais ar yr wybodaeth
- Yn seiliedig ar dystiolaeth
- Angen cyfeirnod i'r dystiolaeth
- Angen gwerthuso'r dystiolaeth

- 'Objectivity' or 'objective truth' is a standpoint upon the world from which we have access to the world as it is in itself, in no way mediated by either our human interests or even our mental structure ... In other words, objectivity requires the complete absence of subjectivity'

- (Coleman, 2018, p. 158)

- Main emphasis on the information
- Evidence base
- Reference the evidence
- Evaluating the evidence





Gwrthrychol Objective

- Er enghraifft-
 - 'two people undertaking the same research in the same way should arrive at the same results and conclusions'
 - (Cottrell, 2013, t. 311)
 - Ffeithiau - gellir eu gwirio gyda thystiolaeth
 - Dadl neu resymau – sy'n medru cynnwys ffeithiau, i gefnogi safbwynt
 - (Cottrell, 2008)
- For example –
 - 'two people undertaking the same research in the same way should arrive at the same results and conclusions'
 - (Cottrell, 2013, p. 311)
 - Facts - can be checked with evidence
 - Arguments or reasons – can include facts, to support a point of view
 - (Cottrell, 2008)

Goddrychol Subjective



- Mynegi eich barn eich hun
 - Cyfleu eich profiadau personol
 - Ysgrifennu eich gwerthoedd neu safbwyntiau eich hun
 - Nid yw barn personol bob amser wedi'i seilio ar dystiolaeth dda
 - (Cottrell, 2013)
- Expressing your own opinions
 - Conveying your own experiences
 - Writing your own values or perspectives
 - Personal opinions are not always based on good evidence
 - (Cottrell, 2013)



Goddrychol Subjective

- 'Feel the emotions, and to 'map' some of the outcomes...which was meant to be about memory and subjectivity or prior knowledge'
 - (Miller, 2008, t. 101)
- 'Subjectivity is shifting and contradictory'
 - (Richardson a St. Pierre, 2005, dyfynnwyd yn, Miller, 2008, t. 94)

- 'Feel the emotions, and to 'map' some of the outcomes...which was meant to be about memory and subjectivity or prior knowledge'
 - (Miller, 2008, p. 101)
- 'Subjectivity is shifting and contradictory'
 - (Richardson & St. Pierre, 2005, cited in, Miller, 2008, p. 94)
-



Byddwch yn wrthrychol Be objective

- PEIDIWCH â dechrau brawddegau gyda:
 - Mae'n bwysig bod ...
 - Mae chwarae'n bwysig ...
 - Mae'n hollbwysig ...
 - Mae chwarae'n hollbwysig ...
 - Mae'n hanfodol
 - Mae chwarae'n hanfodol
- Do NOT begin sentences with:
 - It is important that...
 - Play is important...
 - It is crucial...
 - Play is crucial...
 - It is vital....
 - Play is vital



Byddwch yn wrthrychol Be objective

- Dechreuwch frawddegau gyda:
- Yn ôl XXX (DYDDIAD), mae chwarae'n bwysig ...
- Dywed XXX (DYDDIAD) fod chwarae'n cael ei ystyried yn hollbwysig/hanfodol
- Begin sentences with:
- According to XXX (DATE), play is important...
- XXX (DATE) states that play is considered crucial/vital...



Dim Bob Tro yn Amlwg... Not Always Obvious...

- Gwyliwch y fideo ar y sleid ganlynol ac ystyried a ydy tôn Dr. Pierson yn wrthrychol neu'n oddrychol?
- Watch the video on the following slide and consider is Dr. Pierson's tone objective or subjective?

Goddrychol / Subjective	Gwrthrychol / Objective
Goddrychol Subjective	Gwrthrychol Objective



Adbirth Feedback





Sillafu a Gramadeg Spelling and Grammar



Cywirdeb Accuracy

- Sillafu
- Gramadeg
- Os nad ydych yn siŵr,
defnyddiwch air cyfystyr neu
strwythur gramadegol rydych yn
gwybod ei fod yn gywir
- Spelling
- Grammar
- If in doubt use a synonym or
grammatical structure that you
know is correct

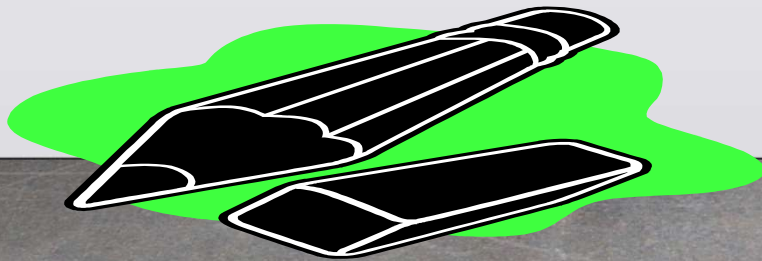
Sillafu Spelling

- Geiriaduron
- Crëwch eich geiriadur pynciol eich hun o dermau newydd
- Cysgliad
 - Cysill
 - Cysgair
- Sut mae eu defnyddio?
- Dictionaries
- Create your own subject specific dictionary of new terminology
- Spellcheck



Gramadeg Grammar

- Ysgrifennwch baragraff
- Darllenwch ef yn uchel
- Ydy e'n gwneud synnwyr?
- Adolygwch eich sillafu a gramadeg cyn cyflwyno eich gwaith
- Write a paragraph
- Read it aloud
- Does it make sense?
- Review spelling & grammar before submitting your work
- Roget's Thesaurus – avoid 'sinister buttocks'!





Strwythuro eich Traethawd Structuring your Essay





Paratoi aseiniad ysgrifenedig

Planning a written assignment

- Dadansoddi'r Dasg
- Paratoi Cynllun
- Casglu gwybodaeth berthnasol
- Ysgrifennu'r aseiniad
- Gwirio'ch ysgrifennu
- Analysing the Task
- Preparing a Plan
- Collecting relevant information
- Writing up
- Checking your writing

Dadansoddi'r Dasg Analysing the Task



- Lleoli'r Pwnc a wedyn y Pwrpas
 - Pwnc – am beth mae'r cwestiwn
 - Pwrpas – y wybodaeth mae angen i chi ei rhoi am y pwnc
- Locate the Topic and then the Purpose
 - Topic - what the question is about
 - Purpose - the information you need to give about the topic

Dadansoddi'r Dasg Analysing the Task



- Beth yw'r cwestiwn?
 - Disgrifiad hir
 - Y cam cyntaf yw lleoli'r cwestiwn ei hun
- What is the question?
 - Long description
 - First step is to locate the question itself

Dadansoddi'r Dasg Analysing the Task



- Ar ôl adnabod y pwnc, y cam nesaf yw adnabod y pwrpas.
- Gallwch wneud hyn drwy ofyn y cwestiwn canlynol:
 - Beth mae'r cwestiwn hwn yn gofyn imi ei wneud?
- After identifying the topic the next stage is to identify the purpose.
- You can do this by asking the following question:
 - What does this question require me to do?

Cyfarwyddiadau Instructions



- Disgrifiwch
 - Trafodwch
 - Gwerthuswch
 - Dadansoddwch
 - Ystyriwch
 - Gwnewch argymhellion
 - Esboniwch
 - Ysgrifennwch adroddiad
- Describe
 - Discuss
 - Evaluate
 - Analyse
 - Consider
 - Make recommendations
 - Explain
 - Write a report

Cyfarwyddiadau Instructions



- Atebwch y cwestiwn a osodwyd drwy ddilyn cyfarwyddiadau'r dasg yn fanwl
 - ysgrifennwch y lleiafswm geiriau y gofynnir amdano +/- 10% (2000 o eiriau)
- Defnyddiwch y ffynonellau gwybodaeth a ddynodwyd yn y dasg:
 - diagramau neu nodiadau, eich gwybodaeth a'ch profiad eich hun a defnyddio rhestr ddarllen lle bo'n addas
- Answer the question set by following the task instructions exactly
 - produce the required minimum number of words +/- 10% (2000 words)
- Use the information sources indicated in the task:
 - diagrams or notes, your own knowledge, experience and use of book list where applicable



Enghraifft o gwestiynau Semester 1 Example of Semester 1 questions

- Amlinellwch ddatblygiad addysg yng Nghymru ers 1840. Dewiswch bolisi neu newid allweddol a thrafodwch ei effaith ar gymdeithas ac addysg yng Nghymru.
- Pwnc?
- Pwrpas?
- Outline the development of education in Wales since 1840. Choose a key policy or reform and discuss its impact on Welsh society and education.
- Topic?
- Purpose?

Cynllunio Aseiniad

Planning an Assignment

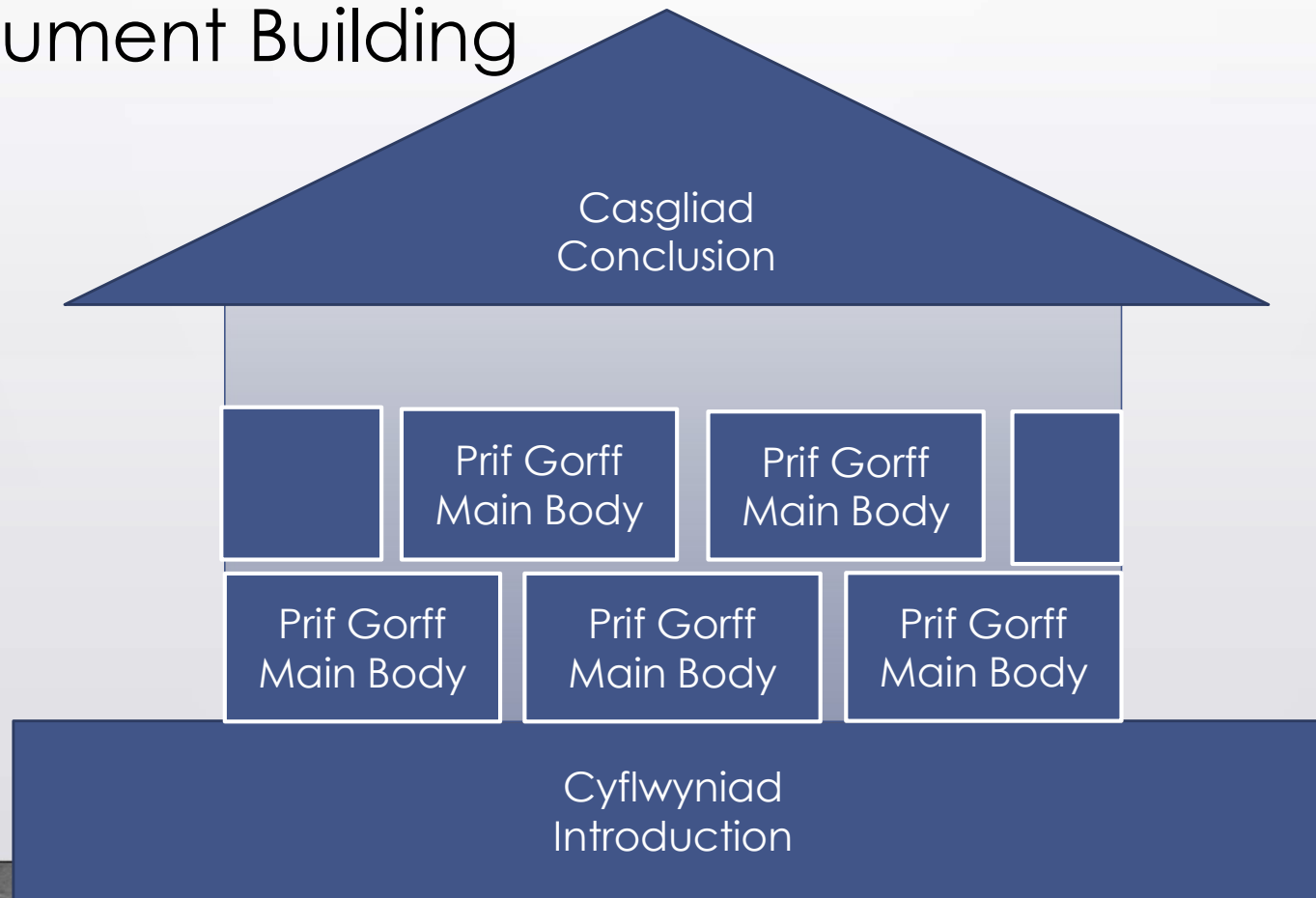
- Ysgrifennwch y pwnc ar frig y cynllun. / Write the topic at the head of the plan.
- Ysgrifennwch y gair cyflwyniad. / Write the word introduction.
- Defnyddiwch eich dadansoddiad o'r pwrpas i ddarparu'r syniadau allweddol a fydd yn ffurfio sail eich ateb. / Use your analysis of the purpose to provide the key ideas that will form the basis of your answer.
- Ysgrifennwch y gair casgliad. / Write the word conclusion

Amlinellwch yr elfennau allweddol o fywyd a phrofiad myfyriwr yn y pedair wythnos gyntaf o brifysgol.

Outline the key aspects of the student life and experience in the first four weeks of university.



Adeiladu Dadl Argument Building





Cyflwyniad Introduction

- Esboniwch sut rydych yn dehongli'r cwestiwn
 - Sefyllfa (gwybodaeth gefndirol)
 - Diffiniad o dermau allweddol
 - 'Dynodwch faterion rydych yn mynd i'w cynnwys'
 - (Cottrell, 2013, t. 290)
 - Datganiad o bwrpas
 - Crynodeb o'r prif bwyntiau
- 'Explain how you interpret the question'
 - Setting (background information)
 - Definition of key terms
 - 'Identify issues that you are going to cover'
 - (Cottrell, 2013, p. 290)
 - Statement of purpose
 - Summary of main points



Ysgrifennu'r Prif Bwyntiau

Writing up Main Points

- Bydd pob syniad allweddol yn cyfateb i baragraff
 - Dechreuwch bob paragraff gyda brawddeg grynhoi – prif bwyntiau
 - Datblygwch baragraff gyda mwy o wybodaeth am y prif bwynt - esboniad; enghraifft; rheswm; manylion ychwanegol
 - Defnyddiwch ddyfyniadau o wybodaeth yn uniongyrchol ac yn anuniongyrchol
 - 'Paratowch am y paragraff nesaf' â brawddeg gysylltiol
 - (Cottrell, 2013, t. 290)
- Each key idea equates to a paragraph
 - Begin each paragraph with a summary sentence - main points
 - Develop paragraph with more information about the main point,- explanation; example; reason; additional detail
 - Use quotations of information directly and indirectly
 - 'Lead up to the next paragraph' with a linking sentence
 - (Cottrell, 2013, p. 290)



Ysgrifennu'r Prif Bwyntiau - Ysgrifennu beirniadol Writing up Main Points - Critical writing

- Defnyddiwch dystiolaeth i gefnogi'r pwyntiau sy'n cael eu gwneud a dehonglwch y dystiolaeth hon i ddatblygu eich dadl.
- Gyda phob paragraff a ysgrifennwch, mae'n ddefnyddiol gofyn i chi'ch hun:
- Pam ydw i'n ysgrifennu hyn?
- Pa bwynt ydw i'n ceisio ei wneud?
- Use evidence to support the points being made and interpret this evidence to develop your argument.
- With each paragraph you write it is useful to ask yourself:
- Why am I writing this?
- What point am I trying to make?



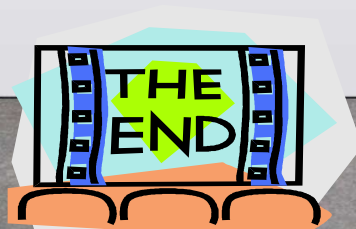
Ysgrifennu'r Prif Bwyntiau – Ysgrifennu dadansoddol Writing up Main Points - Analytical writing

- Datganwch eich safbwynt
- Cefnogwch eich dadl
- O ble daw'r dystiolaeth?
- Ystyriwch unrhyw ddadleuon yn erbyn eich dadl chi
- Dangoswch pam rydych yn ystyried bod eich dadl chi yn gryfach (Cottrell 2008)
- State your position
- Support your argument
- Where is the evidence from?
- Consider any arguments that may contradict yours
- Demonstrate why you think your argument is stronger (Cottrell 2008)

Ysgrifennu'r Casgliad

Writing a Conclusion

- PEIDIWCH â gorffen YN SYDYN!
 - Y paragraff olaf yw'r casgliad
 - Crynowch eich dadl a'r prif bwyntiau
 - Yn eich brawddeg olaf, crynowch eich dadl yn gryno iawn, gan ei chysylltu â'r teitl
- Do NOT finish ABRUPTLY!
 - Final paragraph is the conclusion
 - 'Summarise your argument and the main' points
 - 'In your last sentence, sum up argument very briefly, linking it to the title'
- (Cottrell, 2013, t. 290)
- (Cottrell, 2013, p. 290)



Ymarfer Practise

1.
Cyflwyniad
/
Introduction

2. Prif Ddabl
1 / Main
Body 1

3. Prif Ddabl
2 / Main
Body 2

4. Casgliad
/
Conclusion

Amlinellwch yr
elfennau allweddol
o fywyd a phrofiad
myfyriwr yn y
pedair wythnos
gyntaf o brifysgol.

Outline the key
aspects of the
student life and
experience in
the first four
weeks of
university.





Drafft 1 , Drafft 2.... Draft 1, Draft 2.....

- Pwysigrwydd paragraffu
 - Cysylltu syniadau gyda'i gilydd – arwyddbyst
 - Y glud sydd yn cysylltu syniadau e.e.
 - Yn y lle cyntaf...
 - Cyn ystyried...
 - Wedi dadansoddi....
 - Agwedd arall ar y pwnc...
- The importance of paragraphing
 - Linking ideas together- signposts
 - The glue that holds ideas e.g.
 - In the first place...
 - Before considering...
 - After having analysed...
 - Another aspect of the topic...
- (Hopwood, 2012)
- (Hopwood, 2012)

Ymarfer Practise



- Fel grŵp, trefnwch eich adrannau i greu traethawd grŵp.
- Nid yw'n gydlynol eto.
Gweithiwch ar y cyd i ychwanegu unrhyw wybodaeth bellach mae ei hangen (e.e. elfennau cysylltu, brawddegau cysylltiol) i helpu i ffurfio'r aseiniad.
- As a group, arrange your sections to create a group essay.
- It is not yet cohesive. Work together to add any further information needed (e.g. connectives, link sentences etc.) to help form the assignment.



Drafft 1 , Drafft 2.... Draft 1, Draft 2.....

- Golygu eich drafft

- Ystyriwch:

- Ystyr
- Strwythur
- Tystiolaeth
- Cyfeiriadau
- Arddull
- Atalnodi, gramadeg, sillafu
- Diwyg neu ymddangosiad

- **Darllenwch ef yn uchel**

(Cottrell 2008)

- Editing your draft

- Consider:

- Meaning
- Structure
- Evidence
- References
- Style
- Punctuation, grammar, spelling
- Presentation

- **Read aloud!**

- (Cottrell 2008)



Byddwch yn gryno a threfnus Be concise and structured

- A yw ystyr y frawddeg/ paragraff yn eglur?
- Alla i wella'r ffordd rydw i wedi ysgrifennu'r frawddeg hon / paragraff hwn?
- Ydw i wedi defnyddio geiriau cysylltu/pontio i hybu llif a strwythur yr aseiniad?
- Ailddrafftioch a golygu eich gwaith
- Is the meaning of the sentence/paragraph clear?
- Can I improve the way I have written this sentence/paragraph?
- Have I used linking/transition words to assist the flow and structure of the assignment?
- Re-draft and edit

Cyflwyno gwaith Submission



- Arial ffont 12
- Bylchiad llinellau 1.5 / 2
- Fel arfer does dim angen is-benawdau
- Cyflwynwch ef drwy Turnitin ar Moodle

- Arial font 12
- 1.5 / 2 line spacing
- Usually no need for sub-headings
- Submit through Turnitin on Moodle





Ymadroddion Allweddol

Key Phrases



laith Ddadansoddol... Language of Analysis ...

ENGHREIFFTIAU

- Er enghraifft
- Megis
- Fel y gwelir...
- Dengys hyn...
- Ystyriwch achos...
- Profir hyn gan...
- Enghraifft o hyn yw...

EXAMPLES

- For example
- For instance
- Such as
- ...as can be seen by...
- ...as is shown by...
- Take the case of
- This can be proven by

Cymharu Comparing

- O'i gymharu â...
- ... mewn cymhariaeth â
- Yn debyg i...
- Yn yr un modd...
- Felly hefyd...
- I'r un graddau ...
- Fel yn achos ...
- ... yn debyg am fod...
- Fel ..., felly hefyd
- Ar ben hynny...

- Compared with
- ...in comparison with
- Similarly
- In the same way
- Likewise
- Equally
- As with
- ...are similar in that...
- Just as
- Moreover



Cyferbynnu Contrasting



- Fodd bynnag...
- Serch hynny...
- Er hyn...
- Er gwaethaf hyn...
- I'r gwrthwyneb...
- Yn lle...
- Ar y llaw arall...
- Ac eto...
- ...tra...
- Eto i gyd...
- Fel arall...

- However - On the other hand
- ...although...
- Despite this
- On the contrary
- Instead
- As for
- ...whereas...
- ...while...
- Then again
- Conversely
- Alternatively
- Then again
- Yet the other



Amcanion Objectives

- Ar ddiwedd y sesiwn hon ydych chi'n gallu:
 - Disgrifio prif elfennau ysgrifennu yn feirniadol ac yn ddadansoddol
 - Disgrifio prif ddulliau strwythuro traethawd.
- At the end of this session are you able to:
 - Describe the key elements of critical and analytical writing
 - Describe the key methods of structuring an essay.



Cwestiynau Questions

