Open UP Study Skills

Writing at University

A guide for students

Third Edition

Phyllis Creme and Mary R. Lea

Writing at University

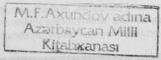
A guide for students

Third Edition

40210

Phyllis Creme and Mary R. Lea





W143.21-91+

Open University Press McGraw-Hill Education McGraw-Hill House Shoppenhangers Road Maidenhead Berkshire England SL6 2QL

email: enquiries@openup.co.uk world wide web: www.openup.co.uk

and Two Penn Plaza, New York, NY 10121-2289, USA

First published 2008 Reprinted 2010, 2011

Copyright © Phyllis Creme and Mary R. Lea 2008

All rights reserved. Except for the quotation of short passages for the purposes of criticism and review, no part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form, or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publisher or a licence from the Copyright Licensing Agency Limited. Details of such licences (for reprographic reproduction) may be obtained from the Copyright Licensing Agency Ltd of Saffron House, 6–10 Kirby Street, London, EC1N 8TS.

A catalogue record of this book is available from the British Library

ISBN-13: 978 0 335 22116 5 (pb) ISBN-10: 0 335 22116 5 (pb)

Library of Congress Cataloguing-in-Publication Data CIP data applied for

Typeset by RefineCatch Limited, Bungay, Suffolk Printed in the UK by CPI Antony Rowe, Chippenham, Wiltshire

Fictitious names of companies, products, people, characters and/or data that may be used herein (in case studies or in examples) are not intended to represent any real individual, company, product or event.

This book is dedicated to our parents: For Beryl Lea and in memory of Howard Lea In memory of Joan Butler and John Power

The McGraw·Hill Companies

Contents

Acknowledgements					
1	You	and university writing	1		
	1.1	Why a book on university writing?	2		
	1.2	Working with others	3		
	1.3	You as a writer	4		
	1.4	Different types of writing	5		
	1.5	Talking for writing	6		
	1.6	Getting started, keeping going and dealing with writing blocks	7		
		Keeping a learning log	9		
	1.7	Getting help	9		
	1.8	A note on word processing	10		
	1.9	A tour through the rest of the book	10		
2	? Getting started				
	2.1	Bridging a gap: you and university study	14		
	2.2	Practice writing	15		
		Fast writing	19		
	2.3	Brainstorming	19		
	2.4	Generating questions	21		
3	Writing for different courses				
	3.1	Ways of writing	26		
	3.2	Different perspectives	26		
	3.3	Unpacking assignments	28		
	3.4	Key elements of university writing	32		
	3.5	Different ways of knowing	33		
	3.6	Structure and argument	35		
	3.7	The traditional essay format approach to writing	35		
	3.8	The 'building blocks' approach to writing	36		

4 Beginning with the title		39	39		Formulating your central idea	
4.1	Keywords	40	237		Developing you argument from topics and themes	
4.2		41				
4.3		42	100	14-1	4	
	Example A	43	/	Mak	king an argument and persuading your reader	
	Example B	45		7.1	Your reader	
	Example C	47	100	7.2	What does 'argument' mean?	
				7.3	How students define 'argument' in their subjects	
5 Reading as part of writing		51			Psychology	
		50	300		History	
5.1	Approaching reading	52	121		History/Philosophy	
5.2	Choosing your reading for an assignment	53	100		Biological physics	
5.3	Working with your reading	55	A DEFT		Law	
5.4	Thinking about the different texts	57			Sciences	
5.5	Reading and note taking	58	25.7		English	
5.6	Making mind maps from reading	59	100		Linguistics	
5.7	Keeping records	61	791	7.4	Developing a thesis statement	
5.8	Making meaning through reading	63		7.5	Working from first thoughts	
	'Fitting together' reading	64	1000	7.6	Making an argument by anticipating questions and	
	'Analytic' reading	64		7.0	objections	
5.9	Reading your own and other students' work	66		7.7	Making an argument by looking at two opposing versions	
				7.8	Persuading the reader	
6 Organizing and shaping your writing		71		7.0	resoluting the reader	
6.1	6.1 Getting the assignment into shape		8	Mak	king good use of your sources	
6.2	Different approaches to planning and organizing your	THE RESERVE	233	8.1	Referencing systems	
	writing	72	611	8.2	Referencing websites	
	The diver writer	73	3.23	8.3	Referencing other sources	
	The patchwork writer	74	67.1	8.4	Recording references	
	The grand plan writer	74		8.5	Referencing and plagiarism	
	The architect writer	75	193		Thinking about plagiarism	
	What kind of writer are you?	76	700	8.6		
6.3	Some structures used in university writing	77		8.7	Using your sources creatively	
	Chronology writing	77			Discussion	
	Description writing	78				
	Cause-effect writing	78	0	D .	15	
	Compare/contrast writing	78	9	Put	ting yourself into your academic writing	
	Summary writing	79		9.1	One student's dilemma	
	Analysis writing	79	101	9.2	'Parrot writing'	
	Evaluating writing	80		9.3		
	Using a range of writing structures	81	2017	9.4		
6.4	Considering your argument: working out your 'story' and	7		9.5	From the personal to the academic	
10.8%	getting your central idea	82	801	7.0	Commentary on Passage 1	
	Building on your central idea step by step	82	16 8/17		Commentary on Passage 2	
	Constructing your 'story'	83			Commentary on Passage 2	
	Constructing your story	03	100		Commentary on rassage 5	

10	Putti	ing it together	142
	10.1	Writing the introduction	143
	10.1	Writing the introduction Writing the conclusion	147
	10.2	Reviewing your work: redrafting and editing	150
		Editing for the reader	151
	10.1	Reviewing your work: what are you looking for?	151
	10.6	Reorganizing your work: an example	153
11	Com	pleting the assignment and preparing for next time	157
		Grammar and punctuation	157
	11.1	Techniques for working on your writing	158
	11.2	Cohesion	158
		Punctuation	160
		Reference	165
		Coherence	166
	11.3	Handing in your assignment	167
	11.4	Learning from feedback: grades and tutors' comments	168
		Using written feedback	169
		Talking with a tutor	169
		Understanding tutors' written comments	170
12	Expl	oring different kinds of writing	173
	12.1	Case study: one student's experience	175
	12.1	Example 1: A practical report	175
		Example 2: A collaborative writing project	177
		Example 3: A review of an article	179
		Example 4: A tutorial presentation	180
		Example 5: An essay based on an interview	181
		Example 6: A seminar paper	181
	12.2	Report writing	184
		Dissertations and projects	187
		Electronic writing	188
		Email	189
		Computer conferencing	189
	12.5	Using the Internet as a resource for writing	190
		Evaluating web resources	191
		The URL	191
		The publisher	191
		Personal web pages	192
		The author	192
		Authority and reliability	192
		Date	192

Purpose	193		
Omissions	193		
12.7 Visual and written texts	194		
13 Learning journals and reflective writing	195		
13.1 Learning journals	196		
What if your learning journal is assess	sed? 197		
What is a learning journal like?	198		
Who is your journal for?	200		
Different kinds of learning journal: di	ifferent titles 200		
Hand-write or word-process?	201		
How can learning journals help you t	o learn? 202		
13.2 Reflecting on practical work	206		
13.3 From journals to reflective essays	207		
13.4 The 'learning cycle' and different kinds of	f writing 207		
13.5 A final reflection	209		
Further reading and some additional sources	211 214		
References			
Index	216		

Index

A level, 2, 4, 34, 40 academic communities, 14 academic disciplines, 1, 14, 18, 27 academic writing, building blocks approach to, 25, 36 complexity of, 33 difficult things about, 66 feel for conventions of, 169 analysing the assignment, 11, 34, 41-53, 64 analysis, 42, 47, 48-50, 52, 64, 79-82, 152, 169, 187, 188 analytic reading, 66 apostrophes, 163 architect writer, 75-76 argument, 85-88, 89-109. building, 85 developing, 11, 29, 32, 83, 86, 97, 127, 151 and structure, 35 as story, 82 assessment, 2, 184, 197 assignment(s), analysing, 41-53 comparing titles, 33 feedback on, 150-157, 167-169 reading for, 51-53, 65-66, 70 using 'I' in, 127, 132

brainstorming, 13, 19-20, 24, 37, 61

cause/effect writing, 78
central idea, 85–86, 88, 90, 97, 98, 104,
107, 144, 146, 148, 152, 170
chronology writing, 77, 78, 81, 137,
152
citation 114–119, 125–128,
claim, making 107–108, 119,
coherence, 158, 166

cohesion, 158, 166–167 colons, 161–163 commas, 161–162 compare/contrast writing, 78, 81 conclusion, 56, 65, 83–84, 93, 98, 113, 142–143, 147–149, 153, 155, 204–205, confidence, 8, 146, 158, 200, 204

description writing, 78, 137 dialogue, 90, 100, 102 diaries, 197 dictionary, 15, 41 disciplines, 14, 15, 27, 28, 94–95, 174–175, 187 dissertations, 173, 187 diver writer, 73

151, 155, 156, 167 electronic writing, 173, 188, 190, 194 essay, 10, 29–32, 34–48, 67–69, 80, 82, 92–99, 101, 104, 108, 118, 120, 140–160, 173 evaluating writing, 80 evidence, 44, 46, 65–67, 69, 85, 93–97, 106, 120–122, 133–134, 137, 148, 153, 159, 179 exams, 11, 168 exploratory writing, 91, 108, 189, 195–197, 201, 210

editing, 11, 15, 16, 18, 66, 142, 150,

fast writing, 19 feedback, 150–153, 157, 167–172, 189–190, 196 first person, use of, 11, 128, 132, 140, 146, 208 footnotes, 56, 65 full stops, 161

glossary of terms, 15 grades, 1–2, 105, 168–169 grammar, 2–3, 18, 140, 157–159, 172 grand plan writer, 74–75 groups, 23, 46, 138, 147, 152, 169, 189, 192, 200, 206, 207

handouts, 23, 34 Harvard system, 112

'I', use of, 127–141, 146, 183, 204–205, 208–209 identity, 14, 24, 127–129, 132–134, 147, 161, 181, 204 Internet, 190–193 introduction, 35–36, 40, 54–56, 74, 84–85, 98, 132, 139

jargon, 15

key words, 39-41

learning cycle, 195, 207–208 from feedback, 157, 168, 171 learning journals, 11, 91, 188–209 learning log, 9, 12, 200, 206 lecture notes, 34, 44, 85, 191

mind map(s), 9, 37–38, 51, 59–62, 75, 85, 88, 159

note taking, 51, 58-60, 115, 126

online, 54, 111, 113–114, 173, 189 outline, 18, 35, 40, 42, 73, 75, 77, 86, 88, 153, 187–188

paragraphs, 26, 56, 83, 152, 158, 167 paraphrasing, 116, 119, 126 patchwork writer, 74 personal writing, 133–134, 136 plagiarism, 110, 115–126 planning, 71–72, 76 practice writing, 13–19, 73, 77, 90, 150 projects, 173, 187 punctuation, 2–3, 11, 17–18, 157–158, 160–165, 171–172

questions, asking, 33–4 generating, 13, 21, 61 quotes, 65–66, 72, 115–116, 121

reader, persuading, 83-86, 89-109, 151 reading, 51-70 aloud, 159 'analytic', 64-65, 68 different ways of, 52 'fitting together', 64 global, 58 other students' work, 66 redrafting, 9, 11, 68, 75, 142, 150, 155 reference (in text), 158-165 references, recording, 115 referencing, (see sources), 110-126 and plagiarism, 115 systems, 112 websites, 113 reflective writing, 207-210 reorganizing your work, 153 report writing, 173-174, 184-185 reviewing your work, 142, 150-152, 156

secondary sources, 27, 34, 46, 114, 137
semicolons, 162–163
sentences, 56–58, 161–163, 166–167
signpost(s), 144, 147, 149, 152, 167
sources, 110–126
spider diagram, 20, 22, 37–38, 42, 49, 59, 75–78, 99, 199
structures in university writing, 77–81
summary sentences, 59
summary writing, 79



Third Edition

Writing at University offers guidance on how to develop the writing you have to do at university along with a greater understanding of what is involved in this complex activity. Writing is seen as a tool for learning as well as a product to be assessed. The importance of what you yourself can bring as a writer to your academic writing is stressed throughout the book.

The book looks at an array of writing projects, including essays, reports and dissertations, and analyzes what is expected of each form of assignment. The authors provide examples of student writing and reflections on writing by both tutors and students.

This edition includes new sections on:

- · Making an argument and persuading your reader
- Using sources creatively
- Avoiding plagiarism
- Writing online
- Further sources of information about academic writing

Writing at University is an essential resource for all college and university students, including postgraduates, who wish to develop their academic writing. It will also be an invaluable aid for tutors in supporting their students.

Phyllis Creme is a senior teaching fellow in the Centre of the Advancement for Learning and Teaching at University College London. She teaches and researches on the Academic Communications Programme working with both students and tutors.

Mary R. Lea is a senior lecturer at the Open University in the Institute of Educational Technology. She has extensive experience of both supporting students with their writing and researching in the field of writing and learning.

Writing at University
Qiymet 28 70 manat

"Müəlliflik hüququ və əlaqəli hüquqlar haqqında" Azərbaycan Respublikası Qanununa və nəşr ilinə, ölkə üçün mühüm əhəmiyyət kəsb etdiyinə görə bu elektron resursdan yalnız kitabxananın "Lokal şəbəkədən istifadə üzrə oxu zalı"nda istifadə etmək olar.

* * *

Due to Law of Azerbaijan Republic on "Copyright and related laws", year of publication and for this reason that this material is important for our republic you can use this electron resource only in the "Local network reading hall".

* * *

Принимая во внимание закон Азербайджанской Республики "Об авторском праве и сопутствующим правам", год издания, и чрезвычайную важность для страны, получить доступ к данному электронному ресурсу можно только в библиотечном "Читальном зале по использованию локальной сети".