# Guide to Academic Writing: A One Page Guide

### **Introduction Triangle**

Whole text/broad concept Question specifics: text, characters, themes Thesis statement/POV

#### **Paragraphs**

#### 1. Topic sentence

Introduce the concept or theme of the paragraph. This should be a bold statement that needs to be expanded upon, with evidence to support it.

#### 2. Supporting evidence

Precise evidence that supports your point. Aim for short quotes (3-5 words in general) or single specific techniques if discussing visual texts.

#### 3. Analysis

Explore the impact of your evidence on your argument. Consider:

- WHY that technique/word/structure is chosen above any other
- HOW it is effective in impacting the reader/ audience and proving your argument

#### **Excellent analysis considers SASS:**

- Specifics (single word/technique analysis)
- Alternatives (or an awareness with tentative
- **Sounds** (of words, structural decisions in action
- Semantics (fields and individual specifics)

### 4. Concluding Link

Summarise the paragraph's main point or argument, linking clearly to the topic sentence.

#### Sentences

### Sentence types and modes



Declarative

Simple



Interrogative



Compound

Imperative



**Exclamatory** 



Complex

#### **Appositives**

noun

the appositive describes the noun

appositive Photosynthesis, the process plants use to make their own food, is

### Success criteria:

Useful for adding detail and clarification to your writing:

- The appositive doesn't make sense bv itself
- if you remove the appositive, the sentence still makes sense

### Subordinating conjunctions

Useful for evaluation, analysis and comparison:

Although the commandments state that 'all animals are equal', it quickly becomes apparent that inequality is rife on Animal Farm.

#### Consciously vary sentence length

Useful for making clear points, 'hitting home' ideas and building details:

Tax evasion, a surprisingly common practice, cost the government (and therefore the taxpayer) £4.6 billion last year. This has to stop.

#### Kernel sentence

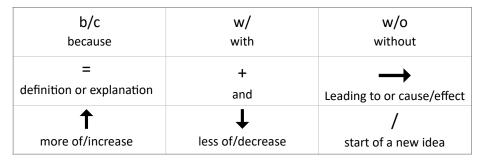
Who? students

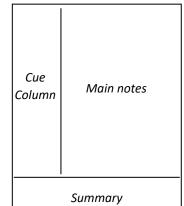
where carbon dioxide and water react to make glucose.

- Useful for adding detail and variation to your writing:
- When? before tests Kernel sentence: They study. Why? because they
  - want good grades
- Expanded sentence: Before tests, students study hard because they want good grades.
- How? hard

## **Note Taking**

Useful for getting ideas down quickly and recording information accurately and efficiently:





Cornell Notes

Backed by cognitive science, Cornell notes encourages regular revision of your subject content

# **Academic Vocabulary**

#### Subordinating Conjunctions after

before while although unless since when whenever even though

### **Emphasis Phrases**

especially moreover in particular notably primarily undoubtedly above all furthermore importantly particularly

### **Change in Direction**

especially moreover in particular notably primarily undoubtedly above all furthermore importantly particularly

### **Time and Sequence**

currently initially earlier previously meanwhile additionally ultimately later on eventually

### **Illustration Phrases**

for example such as illustrated by for instance namely specifically expressly as shown in highlighted by supported by

as soon as

### **Conclusion Phrases**

in conclusion finally in closing therefore in summary as a result clearly consequently lastly to conclude

### Advanced strategies

### Choosing your paragraph focus

Title	Explore the methods Williams uses to present <u>loneliness</u> in A Streetcar Named Desire		
Structure option	Lead with idea	Lead with moment	Lead with character
Paragraph focus	Paragraph 1 focus: Loneliness comes from	Paragraph 1 focus: We first realise that Blanche is lonely	Paragraph 1 focus: Blanche is a lonely character.
notes (not the topic sentence)	dislocation – they cannot belong	when she compulsively lies about how	Bianche is a forety character.
	in their world.	much she drinks.	

### Direct, present tense verbs

Useful for cutting waffle and confidently responding to texts:

is able to	is able to
Ishiguro is able to present	Ishiguro <b>presents</b>
the idea of	the idea of
Ishiguro explores the idea of suffering	Ishiguro <b>presents</b> women who suffer
the fact that	the fact that
This shows the fact that suffering comes from being an	This shows that suffering <b>comes</b> from being an outsider and a
outsider and a product of dystopian experiment which	product of dystopian experiment which prioritises society
prioritises society over the individual.	over the individual.

### Nominalisation

Useful for conveying an objective tone and developing analysis

Adjective + Nominalisation

refuse	refusal
Frankenstein <b>refuses</b>	Frankenstein <b>'s refusal</b> to
to accept the sanctity	accept the sanctity of life
of life and limits of	and limits of his knowledge
his knowledge.	<u>drives</u> him to his tragic end.

The writer considers • The writer offers us a view of

• The writer examines • The writer asks us to consider

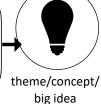
reacts	reacts		
The Creature reacts	The Creature's violent, vengeful reaction to		
to his rejection by	his rejection perhaps emphasises the effect		
becoming violent	of trauma on the individual – Shelley shows		
and vengeful.	criminality is not, in fact, innate.		

Useful for demonstrating an understanding of the complexities of a writer's ideas

### Language of the Active Writer

• The writer explores • The writer questions

- the reality of
- the power of
- the complexity of
- the difficulty of/between the vulnerability of



• The writer reveals • The writer shows a different side to

the pressures of the inevitability of the consequences of