Academic Graduate Writing

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Learning Objectives

1. Discuss the value of establishing a writing process
2. Recognize individual differences in writing
3. Learn best practices for persuasive writing
Goals for Session

At the end of session, students should be able to:

• Think more critically about writing assignments
• Gain greater self-awareness about one’s own writing process
• Learn how to write persuasively
• Learn how to incorporate literature
Class discussion

1. Describe average/weak writing

2. Describe effective/strong writing

What barriers exist when striving to write effectively?
Planning for effective writing?

Fail to PLAN
You
PLAN to Fail

- Benjamin Franklin
OK, I need to transfer my thoughts from my head to this screen...

C'mon, write!

Write! Write!

They're touching! Transmit! Transmit!

thud! thud!

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Process planning Option 2

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Plan Stage

Big 7 questions

1. What is the assignment?
2. What are requirements of the assignment?
3. What is the purpose of the assignment?
4. How will the assignment be evaluated?
5. Who is the intended audience?
6. What is my thesis?
7. How will I organize my ideas/materials?
Characteristics of an effective outline

1. Serves as the foundation, blue print and way to stay focused
2. Helps to organize sub-topics and ensure they are cohesive
3. Ensure that thesis statement is supported
Components of an outline

I. Introduction Paragraph

• Introduction, General introduction and background to the topic (very brief)
• Hook, Get reader’s attention – explain importance (catchy phrase optional)
• Significance, Why is topic important
• Thesis statement – what is your main point/position that you want to defend in your document

• II. Body
  • Separate sections used to justify your thesis
    • Main Point
    • Evidence

• IV. Conclusion
Do Stage

Be Clear
Check Stage

Seek out feedback !!!

• External
• Internal (be critical)
Act Stage

• Revision is rewriting, not editing
• Barriers that exist when making revisions
  • Limited reflection
  • Resistance to reinvent
  • Lack of time/energy
Process planning approaches may differ
Question

How do we persuade?
NOW we know! - How to avoid Option 1

1. OK, I need to transfer my thoughts from my head to this screen...
2. C’mon, write!
3. Write! Write!
4. They’re touching! Transmit! Transmit! thud! thud!
Questions