‘In many settings [...] talking about writing is not the norm [...] Of course, we talk about ‘writing’ in terms of outputs, but not so much about the process of producing these outputs and all the stages along the way, and these stages do not generally involve talking about the specifics of writing practices – what do we actually do when we write?’

Getting started with writing

Learning Enhancement Team
Student Support Centre
Writing to prompts

• How have I developed as a writer?
• The obstacles I face in making good progress with my writing are ...
• Doing writing makes me feel ...
• I write at my best when ...

Please pick one prompt and write for 3 minutes.
Thinking about yourself as a writer ...

- Think about the time(s) of day and place(s) in which you think you’ve done your best writing in the past.
- Think about how long you write for.
- Take breaks – some of your best ideas will also come in the wake of writing. Make a cup of tea, or go for a walk.
- Writing well is hard, and it’s normal to have days when words seem to flow easily and days when you it feels more difficult.
- Seek support.
Writing process

- planning
- drafting
- revising
- presentation & checking
- submission
- reading & research

Adapted from Anthony Haynes, The Professional and Higher Partnership
Adapted from Anthony Haynes, The Professional and Higher Partnership

‘Improving your academic writing’
Tues 5th & Thurs 7th December

Writing process

planning

reading & research

submission

drafting

presentation & checking

revising
Summary

Try using the strategies, tips and approaches outlined here to ...

• Understand yourself as a writer
• Consider how you approach the writing process
• Find strategies that help you to generate text, plan and focus your writing
• Set specific goals for your writing.
Academic Skills Workshops

Regular workshops aimed at helping you to

- learn and manage your time effectively
- become a better writer
- think critically
- speak more confidently in academic situations.

Workshops take place most Tuesdays & Thursdays 1-2pm in SU Room 6 (please visit our website for full details).

No booking is required, but places will be allocated on a first come, first served basis.
Learning Enhancement Team

Develop strategies to improve your:

- study skills
- mathematics and statistics
- academic writing
- use of English

Resources
Study guides, videos, webcasts and worksheets on our website

Workshops
Group sessions, delivered centrally or embedded in degree programmes

Tutorials
Expert tuition to help you study more effectively and improve your work

search online: uea let  @uea_let  ask.let@uea.ac.uk
‘Don’t get it right, get it written.’

James Thurber
Using freewriting ...

1. Freewrite to generate text and ideas quickly
2. Re-read and reflect on what you have written
3. Write with greater focus and structure

Setting goals ... ‘Drill-down’

“In order for that to happen what has to happen?”

plus Semester Planner
Setting goals ... \textit{Writing in layers}

- Outline the structure: write a list of headings for your assignment.
- Write a sentence or two on the contents of each section.
- Write lists of headings for each section.
- Make notes, below the headings on how you will develop each section.
- Write an introductory paragraph for your assignment.

Setting goals ... *From notes to draft*

- Freewrite on the ‘story’ of your assignment (5mins)
- Write three or four prompts e.g. section headings or questions (5mins)
- Outline the assignment you are drafting: what will be addressed? (5mins)
- Write about a prompt you wrote above (5mins)

Setting goals ... *Writing to prompts*

What writing for my <essay/report/dissertation etc> have I done and what do I need to do (in the long, medium and short term)?

- 5 minutes
- In sentences
- Private writing – no one will read it
- To be discussed in pairs or groups

What about paragraphs?

• Paragraphs are important!

• You should aim to achieve **unity within** a paragraph and **diversity between** paragraphs.

• Paragraphs usually need a **topic sentence**.

• Paragraph length is meaningful!

Adapted from ‘Explorations of Style: a blog about academic writing’
Outlining paragraphs

• Write a list of the points you want to cover

• Look at your list: are any of these actually more than one point? – *proportion (how much space)*

• Can you drop any points?

• Are they in the right order? – *logic (relation to other points/paragraphs)*

• Write a paragraph on each one (see PEEL)

Structuring paragraphs

• **Point**
  - topic + claim

• **Evidence**
  - show me

• **Evaluation**
  - tell me

• **Link**
  - to paragraph/ argument