

‘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?’

Murray, R. (2015) *Writing in Social Spaces: A social processes approach to academic writing*, London: Routledge, p.2

Getting started with writing

Learning Enhancement Team

Student Support Centre

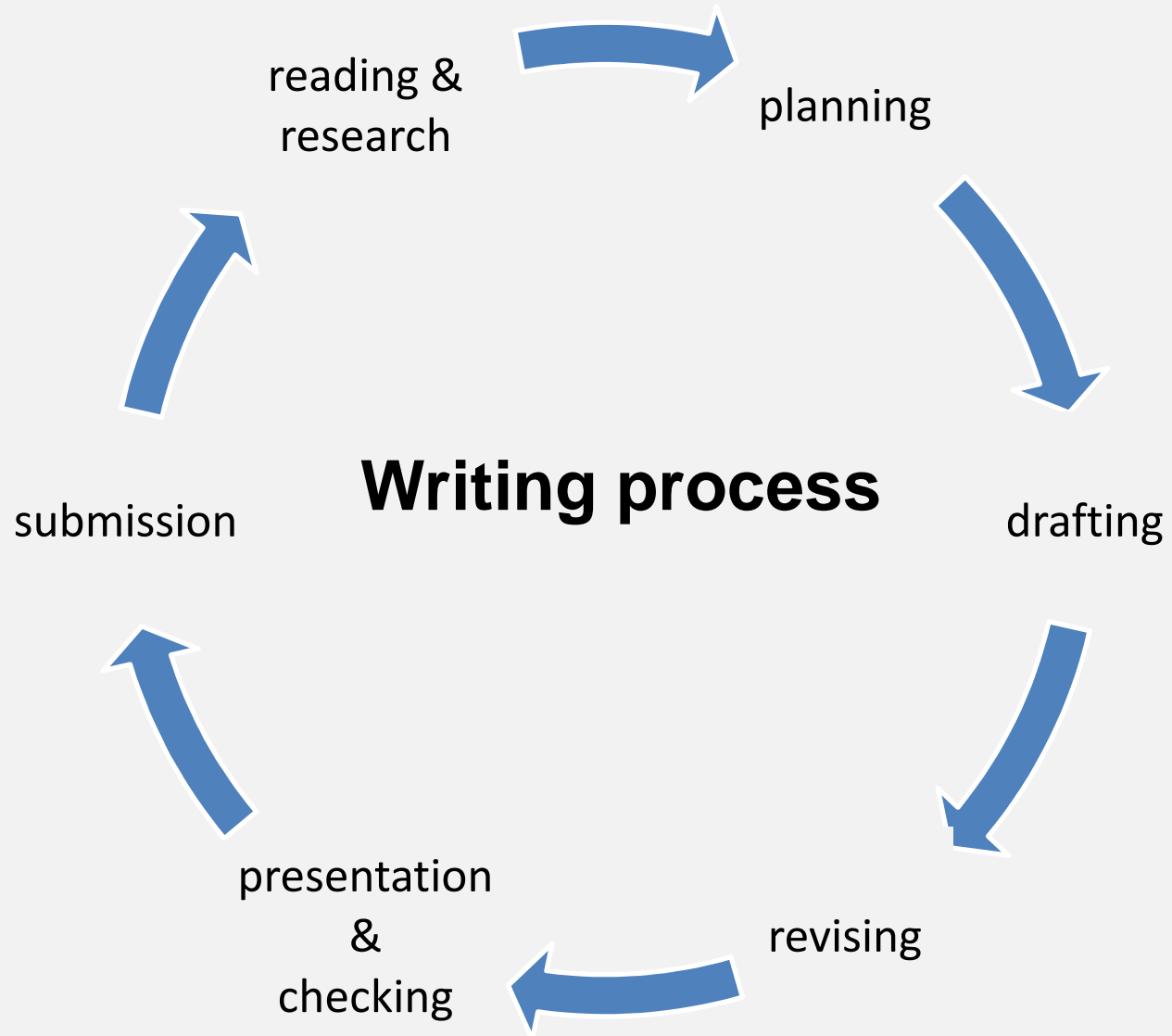
Writing to prompts

- 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 ...

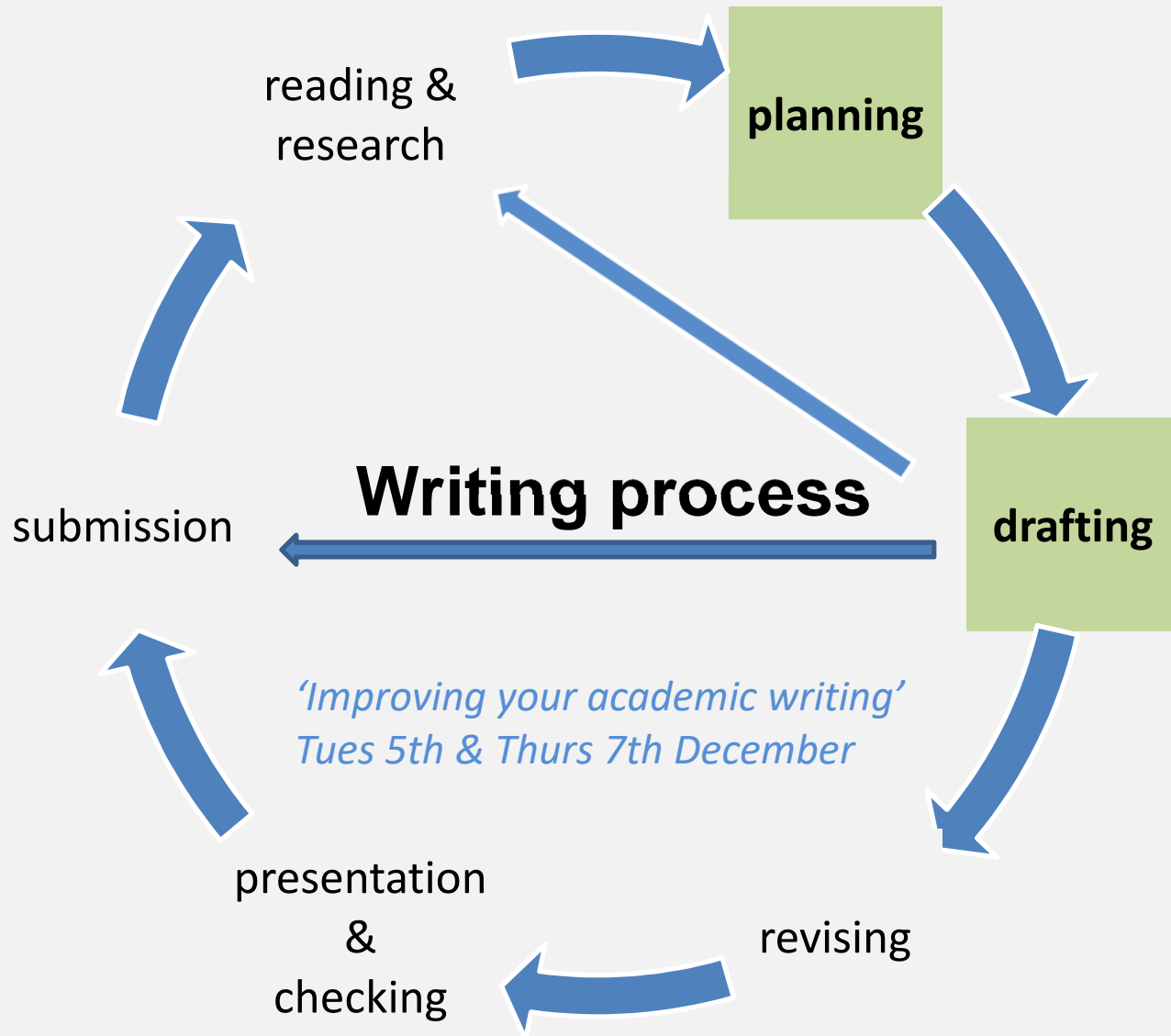
Please pick one prompt and write for 3 minutes.

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.



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



Adapted from Anthony Haynes, The Professional and Higher Partnership

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.

ask.let@uea.ac.uk



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.

Search online: [uea let workshops](#)

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Develop strategies to improve your:

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

Resources

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'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

Based on Bolker, J (1998) *Writing your dissertation in fifteen minutes a day*, New York: Holt, pp. 40-62.

Setting goals ... *'Drill-down'*

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

plus Semester Planner

Setting goals ... *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'
<http://explorationsofstyle.com/2011/02/16/paragraphs/> (16.02.2011)

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

- **P**oint topic +claim
- **E**vidence show me
- **E**valuation tell me
- **L**ink to paragraph/
argument