

ESSAY-WRITING THE ESSENTIAL GUIDE

In a subject like Communications Studies, much of your university work will be assessed by essay – whether that's an essay you prepare in your own time over a period of days or weeks, or one you concoct in an examination hall in the space of an hour. It therefore follows that if you learn how to prepare, organise and present essays, you will do much better in your degree overall. So this document might also be called:

HOW TO GET BETTER MARKS WITHOUT (NECESSARILY) DOING MORE WORK

We'll assume that you've read widely about the particular subject of your essay, and have a good understanding of the broader area within which that topic is located. Broad and deep research is the essential basis of an essay. You will have lots of notes on the subject – see the *ICS Study Skills Guide to Note-Making* for tips on how to do this.

So now it's time to write the essay. You sit down in front of the keyboard and start typing: you put the title, you try to group some similar bits of information or argument together, and then you put a conclusion on the end saying that there are many interesting points of view on this subject, right?

No, of course you don't. You've got to start off with an essay plan. By designing this you'll come up with the structure. A well thought-out structure is at the heart of every good essay.

What is a good structure?

It isn't enough to make sure that you have an introduction at the start, a conclusion at the end, and the other stuff in between. So what do you need?

1. You do need a solid introduction. It will probably contain something about how you have interpreted the question, and it is often a good idea to state a thesis (an argument) which you are going to illustrate or explore in the body of the essay – although you may prefer to save the 'findings' of your exploration to the end, in which case you have to introduce the question carefully at the start.
2. And you need a tight, powerful conclusion *which is the logical consequence of everything that has gone before*. The good essay has developed a number of related strands which the conclusion ties together. It may also contain an extra, surprising thing which you saved to throw in at the end with a flourish.
3. So what happens in between? Well...

Six really awful ways to begin the essay 'Why have baked beans become so popular in twentieth century Britain?':

"The question of why baked beans have become so popular in twentieth century Britain is an interesting..."

"The Oxford English Dictionary defines 'baked beans' as..."

"In this essay I will explore the question of why baked beans have become so popular in twentieth..."

"The Penguin English Dictionary defines 'popular' as..."

"The twentieth century has been going for quite a while now and..."

"The Collins English Dictionary defines 'twentieth century' as..."

⇒ Why are these awful? Because they are so predictable, uninspiring and limp. What should you do instead? Something else.

Ics Study Skills Guide To Note Making

**Debbie Guice Longman, Rhonda Holt
Atkinson**



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The Study Skills Handbook Judith Dodge,1994 Contains seventy five classroom tested strategies designed to improve students learning skills
Lilley's Pharmacology for Canadian Health Care Practice - E-Book Kara Sealock,Cydnee Seneviratne,2024-07-11 Let Canada's 1 pharmacology text guide you in mastering the complicated world of nursing pharmacology Now in its fifth edition Lilley's Pharmacology for Canadian Health Care Practice covers all the key pharmacology content needed by today's Canadian nurses Known for its vibrant design abundance of visuals and wealth of helpful feature boxes this engaging text brings important pharmacology concepts to life The book's popular and unique key drug approach focuses on the drug information you need to know to safely and effectively administer drugs Providing exam preparation and insightful learning strategies this complete and proven pharmacology text helps you succeed in school clinicals and professional practice

Build Your Own Information Literate School Carol Koechlin,Sandi Zwaan,2003 Provides strategies for teaching information literacy and assesses how well students can practice what they learn

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Your Guide to College Success John W. Santrock,Jane S. Halonen,2006 Authored by John Santrock a prominent developmental psychologist and Jane Halonen an educational leader in critical thinking this proven text and CD ROM package appeal to instructors who want to emphasize student self awareness in pursuit of college success goals as well as active learning strategies Within the 13 chapter text the authors develop six themes that impact students success They have developed and refined an innovative visual map the Six Point Model of

Success Tare introduced The themes include Develop Meaningful Values Set Goals Plan and Monitor Get Motivated and Take Responsibility Think and Learn Build Self Esteem and Self Confidence and Explore Careers Once these themes are introduced Chapter 1 they are integrated throughout the book providing students with a guide to success refers to the A Learning Portfolio concludes every chapter and consists of three self assessments a variety of journal activities and the new summary activity Applying the Six Strategies for Success The Learning Portfolio is designed to help students record their reflections apply the strategies and track their success through the course An accompanying CD ROM is packaged free with every few textbook and is a valuable addition to the learning resources this book offers The CD ROM contains electronic versions of the self assessments additional self assessments My Journal and case studies for in class or journal discussion

Publisher Interventions in Learning Disabilities Rachel Schiff,R. Malatesha Joshi,2016-06-17 This book reviews systematic training programs that are designed to enhance the language reading literacy and cognitive skills of individuals with Learning Disabilities in various disciplines Most titles on Learning Disabilities intervention often focus on the linguistic area of the disability while there are many more areas of difficulty Students with learning disabilities struggle with such as math cognitive abilities and organizational skills Adopting a multi disciplinary approach this book encompasses a wide variety of remedial treatments and therapies developed by expert researchers and scholars in the Learning Disabilities area

Forum ,1991 The Study Guide for Developing Person Through Childhood and Adolescence Richard O. Straub,2008-12-18 Each chapter includes a review of key concepts guided study questions and section reviews that encourage students active participation in the learning process two practice tests and a challenge test help them assess their mastery of the material Applications and observational activities are also included **A Guide to Developing Learning Across the Curriculum** ,1990 **Psychology** Ronald Edward Smith,1993 The underlying causes of behavior is a unifying theme integrated throughout this introductory text Contents are organized around the interaction of four sets of causal factors biological cognitive intrapsychic personality processes and environmental Consistent with the theme of the 1990s as the Decade of the Brain the text stresses psychobiological interactions the mind and body interacting to influence one another At the same time a balance of traditional psychology topics and theories are covered An emphasis on multi cultural perspectives minorities women and critical thinking is stressed *Resources in Education* ,1993 **College Learning and Study Skills** Debbie Guice Longman,Rhonda Holt Atkinson,1996 This team of well known authors provides an abundance of exercises and examples to help students develop effective college study skills through active learning Noted for its interactive text workbook format and its student friendly style Provides full length chapters from college texts so students can apply their study skills to realistic post secondary topics Popular Write to Learn exercises monitor students comprehension of each chapter through writing exercises Chapter opening maps help students visualize chapter content right brain approach This edition includes personality assessments MBTI coverage of brain dominance and sensory

modalities and it includes applications for time management and study strategies and a chapter on academic and post secondary stress Ch 3 Chapter 1 now includes more information on learning styles The section on Critical Thinking Ch 8 now finds its basis in the work of Dr Richard Paul Director of the National Center for Critical Thinking at Sonoma State Relevant information about on line and Internet resources has been added Ch 9 **Guide to Effective Teaching** ,1978 A Student Athlete's Guide to College Success Trent A. Petrie,Eric Denson,2003 A workbook style text that includes extensive coverage of mainstream college success topics with a focus on the unique challenges facing student athletes **The Video Librarian** ,2004

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