

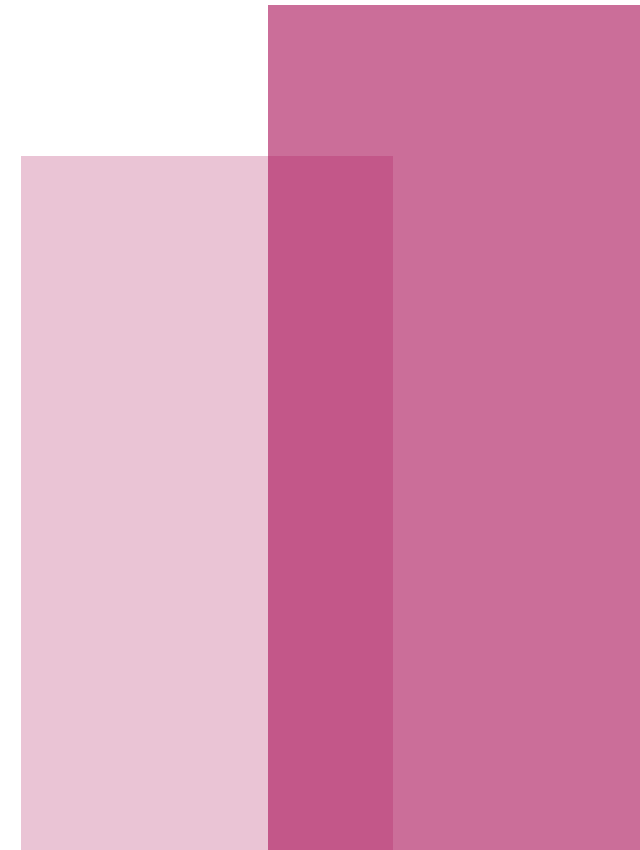


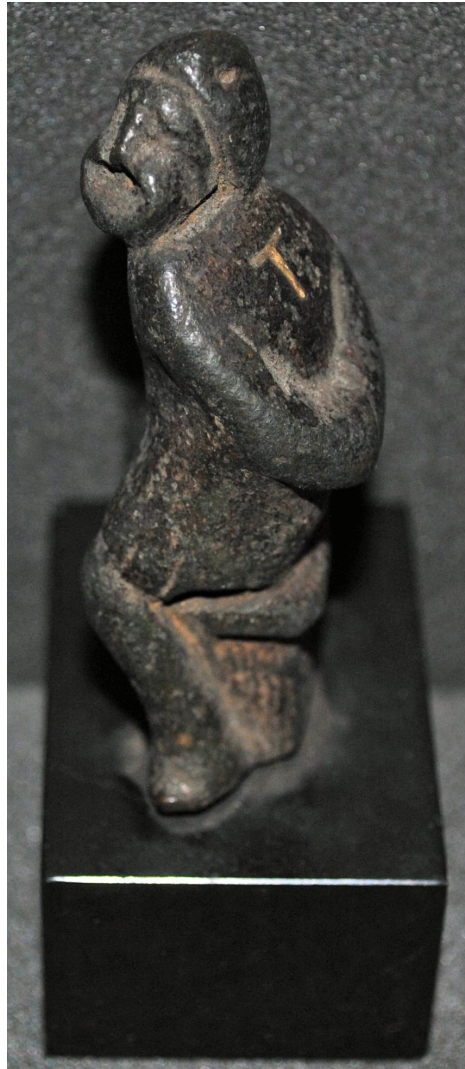
UCL

Expand

**Societies and
Cultures**

Catch Up From Session Three – Object Identifications















Academic Writing

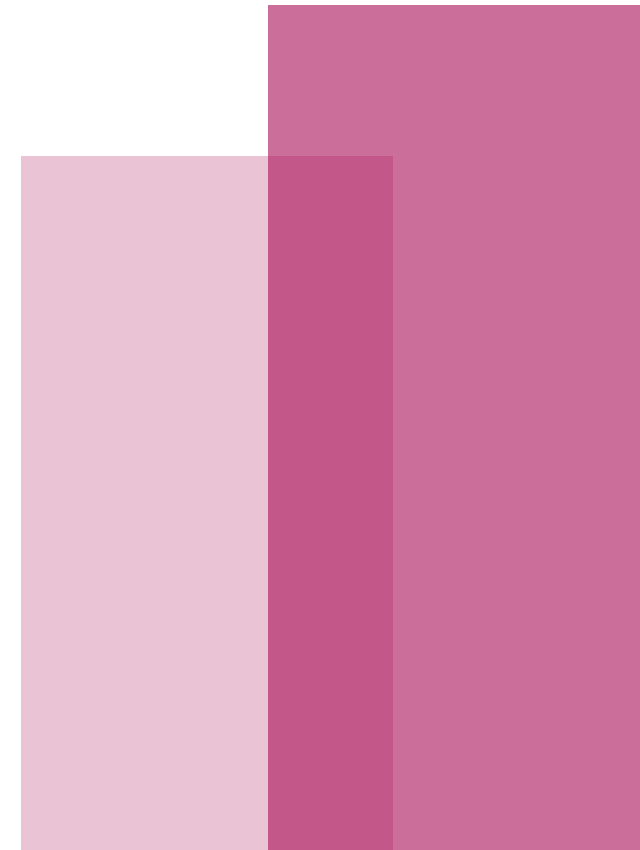


“He Said, She Said” – How to
Write Like An Academic



Lesson Aims

- To be able to identify good and bad academic writing and justify your reasoning.
- To practice writing a piece of academic text, which can be used in your final project.



Starter Activity



Name as many genres of writing style as you can.

Put your answers on the Mentimeter slide by going to [Menti.com](https://www.menti.com)
and typing in the code 5100 9868.

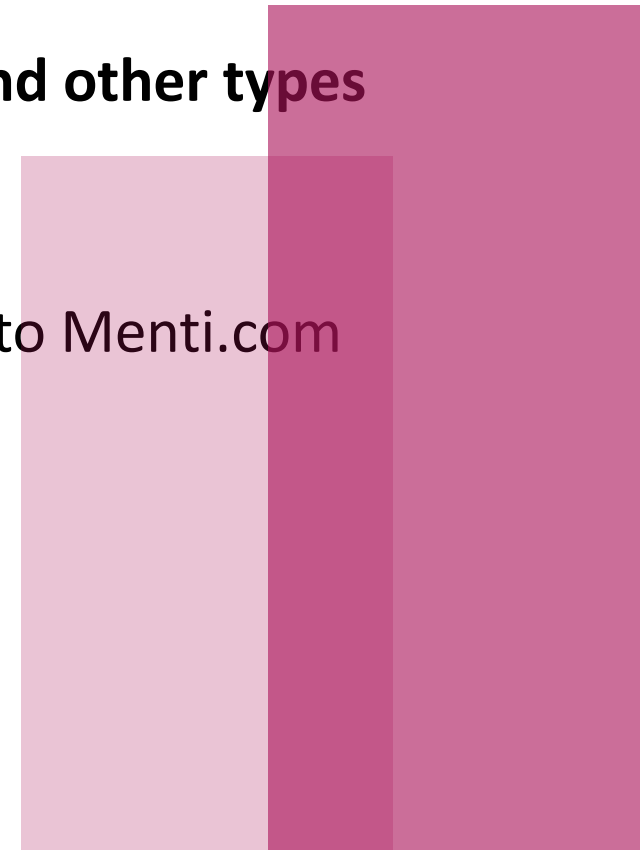


Starter Activity



What is the difference between academic writing and other types of writing?

Put your answers on the Mentimeter slide by going to [Menti.com](https://www.menti.com) and typing in the code 5100 9868.



The Principals of Good Academic Writing



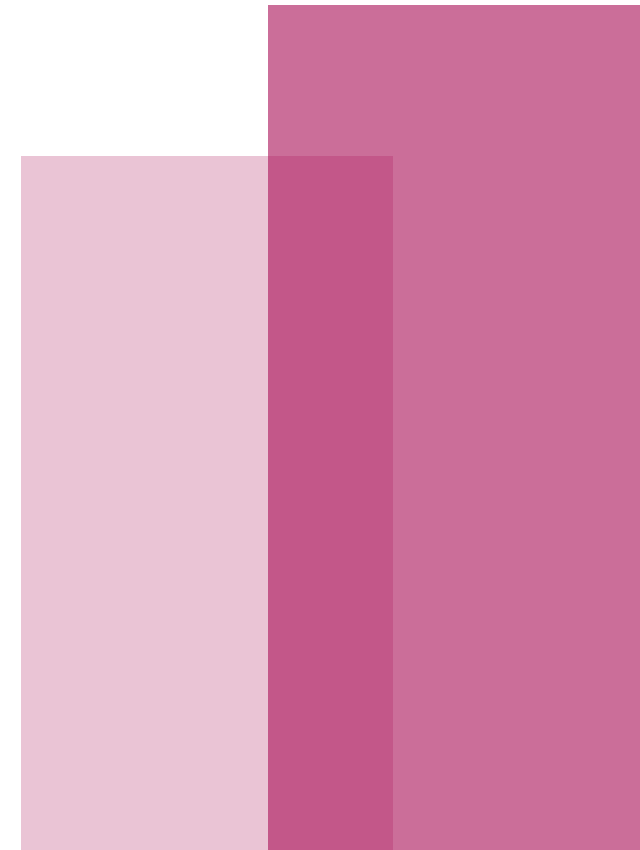
Research

Structure

Clarity

Style

Opinion



An Example.

The Glorious Revolution has no historical consensus. The 'Whig' approach to history, exemplified by the work of G. M. Trevelyan, has viewed the Revolution as the triumph of constitutional liberty over monarchical absolutism.[1] This over simplistic view stimulated a new trend of 'revisionism'. For instance, the work of J. P. Kenyon demonstrated that the degree of active support for the Revolution in England was vastly exaggerated by Whig historiography.[2] More recent scholarship has sought to see the Revolution in a wider international context. This was begun by the work of J. G. A. Pocock, which pleaded for a less insular form of British history.[3] Both Whig and revisionist historiography view England in isolation and do not consider the involvement of foreign powers or the impact of the Revolutionary settlement upon the peripheral nations of Scotland and Ireland.

[1] G. M. Trevelyan, *The English Revolution, 1688-1689* (1938)

[2] J. P. Kenyon, *The Nobility in the Revolution of 1688* (1963)

[3] J. G. A. Pocock, 'British History: A Plea for a New Subject', in *The Journal of Modern History*, vol. 47, no. 4 (1975) pp. 601-621.

What are the strengths and weaknesses here?

The modern scholarship of the Augustan age is still heavily indebted to the work of T. Mommsen in the nineteenth century and R. Syme in the twentieth. Mommsen's *History of Rome*[1] was the first to use the term 'Principate' to describe the system established by Augustus. Ronald Syme's *The Roman Revolution*,[2] uses the historical method of prosopography to study Roman life after the assassination of Julius Caesar. His analysis is considered masterly, however, must be treated carefully. The interpretation of Augustus' rule and the creation of the Principate was heavily influenced by Syme's own context, within the fascist regimes of the twentieth century. Nevertheless, the work of these two scholars still shapes the view of Augustus in recent historiography.

[1] C. Bryans and F. J. R. Hendy, *The History of the Roman Republic. Abridged from the History by Professor Mommsen* (1912).

[2] R. Syme, *The Roman Revolution* (1939).

What are the strengths and weaknesses here?

The British legislative measures failed to deter mariners from the pursuit of profitable pirate enterprise. The potential economic rewards made piracy a popular alternative to the exacting and often brutal conditions on board autocratic merchant ships.[1] Exquemelin records that Captain Morgan had hundreds, if not thousands, of men under his command during the attack on Panama in 1670.[2] It should be noted, that the *Buccaneers of America*, is riddled with inaccuracies, exaggerations and occasional inventions. Morgan's trip to Panama however and the size of the fleet he commanded, is corroborated by other sources.[3] Pirate activity also intensified during peacetime, as demobbed sailors sought profitable employment of their maritime skills. There was a wave of piracy at the conclusion of the Nine Years War in 1697 and after the Treaty of Utrecht in 1713.

[1] P. Leeson, 'An-arrgh-chy: the law and economics of pirate organisation', *Journal of Political Economy* (2007): 1058-9

[2] A. Exquemelin, *The History of Buccaneers of America*, vol. 1, fifth edition (1724): 197

[3] A. Ayres, *The Voyages and Adventures of Capt. Bath. Sharp...* (1684): 75.

Writing Activity

In groups, you will be given one of the questions below to write a short paragraph on and then post to Padlet.

The questions are:

- Women are represented fairly in the Roman plays. Do you agree or disagree?
- Slaves were not important characters in the Roman plays. Do you agree or disagree?

Make sure to include at least one piece of evidence in your answer.

An Example of a Paragraph Structure

1. Paragraph Openers:

- In my opinion...
- Based on the evidence, I argue that...

2. Evidence:

- This is demonstrated by...
- This argument is supported by evidence from...
- A good example of this is...

3. Explanation:

- This evidence shows...
- This draws our attention to...
- This therefore demonstrates my point by showing...

4. Link:

- Therefore...
- In conclusion...
- I therefore argue that...

Developing Your Project

Brainstorm to develop your ideas for your project.

- How can you structure your research?
- What style might you use to write up your research?

This is also an opportunity to ask any questions that you have about the projects. Feel free to use the chat to ask questions anonymously if you would like.





What's coming up?

Drop-in sessions are run on the following evenings from 6pm – 7pm.

Monday 26th February

Monday 4th March

Monday 11th March

Monday 18th March

Monday 25th March

These sessions are not compulsory, but feel free to come along if you have any questions or would like to speak to a member of the UCL Expand team.

Your next subject session will be on (**INPUT DATE: following Wednesday evening**) from 6pm – 7:30pm.

Any questions?

If you need any support, or have any further questions, please don't hesitate to send the UCL Expand Team an email at wp.post16@ucl.ac.uk or drop us a text on **07857630033**.



Ask us a question!