The Critical Essay BA1002 : Guidelines for writing

1. Deconstruct the essay question or topic.
2. Examine **task words** to identify if the essay is asking you to produce an argument, analyse something (take apart an idea, concept or statement) or make a judgement about ideas or information.
3. Create a concept map or mind map of your existing knowledge on the topic. Remember to consult lecture notes and prescribed readings at this stage.

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Body</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Description</strong></td>
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**Introduce topic & provide a context for the essay**

Introductions have two parts:

1. **General statements** about your topic.
   
   These sentences need to:
   - Attract reader’s attention
   - Introduce the topic in a general way to orientate your reader to the subject and to provide background information. This provides the context. Keep statements brief.
   - Provide background information

2. The **thesis statement**. It is often the last sentence of the introduction and gives the reader the following information:
   - State specific topic.
   - Identifies your position on the topic or question
   - List the subtopics that will be discussed
   - Limits the scope of what will be discussed
   - Indicates the pattern of organisation of the essay and gives a clear outline of what will follow
   - Indicates your argument or contention when you are asked to ‘draw conclusions’ about a subject.

**Answer the question by developing a discussion**

Illuminate what is happening with the network and outline the **global** contours of the network. Remember to demonstrate relations/networks of power and include at least one other subject key concept in your essay.

If the question / answer has more than one part, the body of the text should be structured into separate sections and each part addressed individually.

Your argument should be presented logically and cohesively by following the general paragraph structure of:

- **Topic sentence**
  
  States the topic and central idea of the paragraph. (The point the paragraph makes)

- **Supporting sentences**
  
  These sentences support, expand, explain, examine and justify the points made in the topic sentence. (Evidence, examples and quotes that support your position.

- **Clincher**
  
  Relate the example and evidence back to your thesis

**Restate the Main Point**

**Sum up** the main points from the findings and discussion by exploring implications for the relations of power and ____________ operating with the network.

1. Relate the essay back to the essay question
2. Reiterate the thesis point
3. Reiterate most important evidence supporting the position taken
4. May also contain a reflection on the evidence presented.

5. Questions such as these may be considered:
   - What is the significance of your findings?
   - What are the **implications** of your conclusions for this topic and for the broader field?
   - Are their any limitations to your approach?
   - Are there any other factors of relevance that impact upon the topic but fell outside the scope of the essay?
   - Are there any suggestions you can make in terms of future research?

6. The conclusion should match the introduction in terms of the ideas presented and the argument put forward.

7. Do not introduce any new content in the conclusion.
### End-of-Paragraph signals followed by a comma

Finally, .....  
In brief, ...  
In conclusion, ...  
Indeed, .....  
In short, .....  

### End-of-Paragraph signals NOT followed by a comma

Lastly, ...  
Therefore,....,  
Thus,...  
To sum up,...  

### Academic Words for reporting & connecting ideas

<table>
<thead>
<tr>
<th>To introduce an additional idea</th>
<th>in addition, another reason/ aspect/example, furthermore, moreover, besides, also</th>
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<tbody>
<tr>
<td>To introduce an opposite idea or contrast</td>
<td>On the other hand, in contrast, in spite of, Although, still, nonetheless, instead, compare this with, alternatively, otherwise, on the contrary, rather</td>
</tr>
<tr>
<td>To give an example</td>
<td>For example, for instance, an example of this is, a further instance of this is,</td>
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<tr>
<td>To list ideas in order of time</td>
<td>First, first of all, first and foremost, second, more important, most important, more significantly, above all, most of all, concurrently, an additional</td>
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<tr>
<td>To introduce an explanation or make a stronger statement</td>
<td>In fact, indeed</td>
</tr>
<tr>
<td>To introduce a result</td>
<td>Accordingly, as a result, as a consequence, consequently, for these reasons, hence, therefore, thus</td>
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<tr>
<td>To point to evidence</td>
<td>It can be seen that, the evidence is that, in support of this</td>
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<tr>
<td>To make a tentative statement</td>
<td>Studies suggest that, perhaps, it would seem that, it tends to be the case that, studies indicate</td>
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### More Reporting Words

<table>
<thead>
<tr>
<th><strong>Show</strong></th>
<th>demonstrate, establish</th>
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<tbody>
<tr>
<td><strong>Argue</strong></td>
<td>Reason, discuss, debate, consider</td>
</tr>
<tr>
<td><strong>State</strong></td>
<td>Express, comment, remark, declare, articulate, describe, instruct, inform, report</td>
</tr>
<tr>
<td><strong>Emphasise</strong></td>
<td>Accentuate, stress, underscore</td>
</tr>
<tr>
<td><strong>Advise</strong></td>
<td>Suggest, recommend, advocate, exhort, encourage, urge</td>
</tr>
<tr>
<td><strong>Examine</strong></td>
<td>Discuss, explore, investigate, scrutinise</td>
</tr>
<tr>
<td><strong>Disagree</strong></td>
<td>Dispute, refute, contradict, differ, object, dissent</td>
</tr>
<tr>
<td><strong>Evaluate</strong></td>
<td>Appraise, assess</td>
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