

# Introduction to Grad Writing

For international grad students

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**University  
of Victoria**

The Centre for Academic Communication © 2024

At the **Centre for Academic Communication (CAC)**, we offer one-on-one tutorials, workshops, and more both online and in person. Our **free** services are available to all University of Victoria students. We are here to support you with reading, writing, speaking, understanding academic expectations, and other aspects of academic communication.

[www.uvic.ca/cac](http://www.uvic.ca/cac)



What are the **typical expectations** and standards of academic writing and research?

What are some **practical strategies** to write in a way that follows these expectations?

How can we **help**?



# Learning Outcomes


By the end of the session, the participants will:

- be able to identify the 5 main qualities of academic research
- be able to identify the 5 main qualities of academic writing
- be able to identify the 3 main stages of academic writing
- know how **the CAC can help** with academic writing

# Getting started

Take a moment to think about these questions...

Feel free to 🖐️ & open your 🎤, use the 🗨️ tool in Zoom, or share your responses in the 💬

What defines academic research? What qualities set it apart from a  
 search?



# What is research?

In General (broader sense):

Finding the answers to **questions**.

In Academia (narrower sense):

“Academic research refers to the systematic search for answers to specific, original questions in order to create new knowledge.”

*(Academic Writing Essentials)*

significant

Part of the scholarly conversation



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# What is research?

answers      questions

specific, original

significant

Part of the scholarly conversation



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# What is research?

HOW

- Online resources
  - [uvic.ca/](http://uvic.ca/)
  - “CAC Online”
- “Learn About”
  - Customized “Learn About” a
- critical reading, listening and note-taking, presentation skills, pronunciation strategies, and academic writing
- Email [cacmgr@uvic.ca](mailto:cacmgr@uvic.ca)

## Meet with us



- Book an appointment with a tutor
- Get written feedback and online help
- Take one of our workshops

## Access our resources



- View our writing tips & guides
- Self-enroll in the CAC Brightspace course
- Watch our self-help videos



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# Getting started

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What about academic writing? What makes academic writing in your mind? How is it different from other types of writing?



# Academic Research

1. answers **questions**
2. specific
3. original
4. significant
5. part of the scholarly conversation

# Academic Writing

1. Focuses on a central **thesis**
2. Supports it with evidence
3. Offers a rationale for topic
4. Includes a literature review



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# Academic Writing

## HOW WE CAN HELP...

Workshop Wednesdays 3-4 P.M.

- **Setting up for a Successful term:** Sep 11
- **Argumentation 101: Crafting a Strong Thesis for Your Research Paper:** Oct 23
- **Literature Review Lab: The Art of Scholarly Synthesis:** Oct 30

Complete list at:

[onlineacademiccommunity.uvic.ca/writingresources](https://onlineacademiccommunity.uvic.ca/writingresources)



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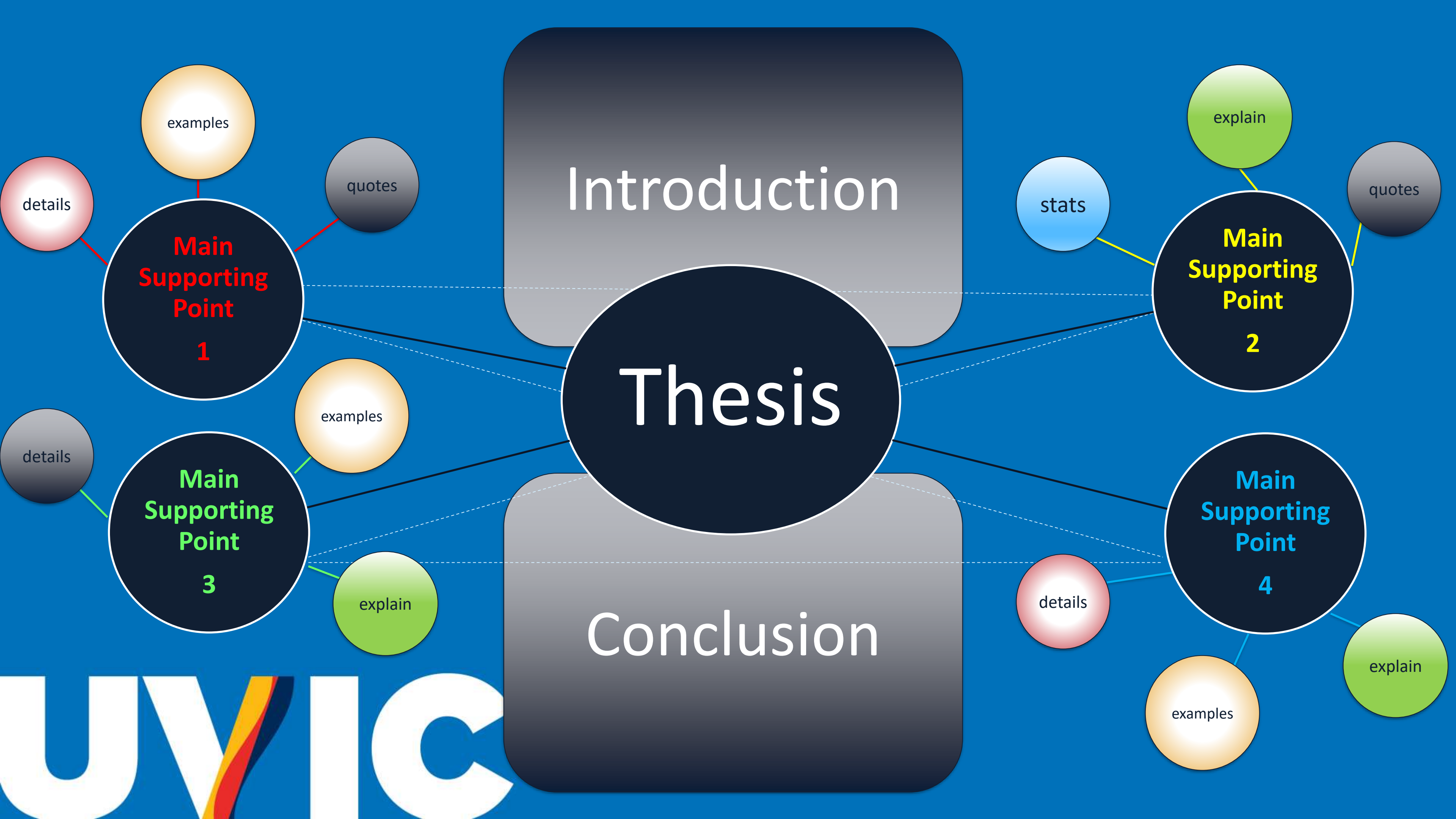
# Academic Writing

1. Focuses on a central **thesis**
2. Supports it with documented evidence
3. Has specific sections
4. Is structured clearly
5. Uses clear and concise language



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Introduction

Thesis

Conclusion

Main  
Supporting  
Point  
1

Main  
Supporting  
Point  
2

Main  
Supporting  
Point  
3

Main  
Supporting  
Point  
4

examples

quotes

details

examples

details

explain

stats

explain

quotes

details

examples

explain

# Getting started

Take a moment to think about these questions...

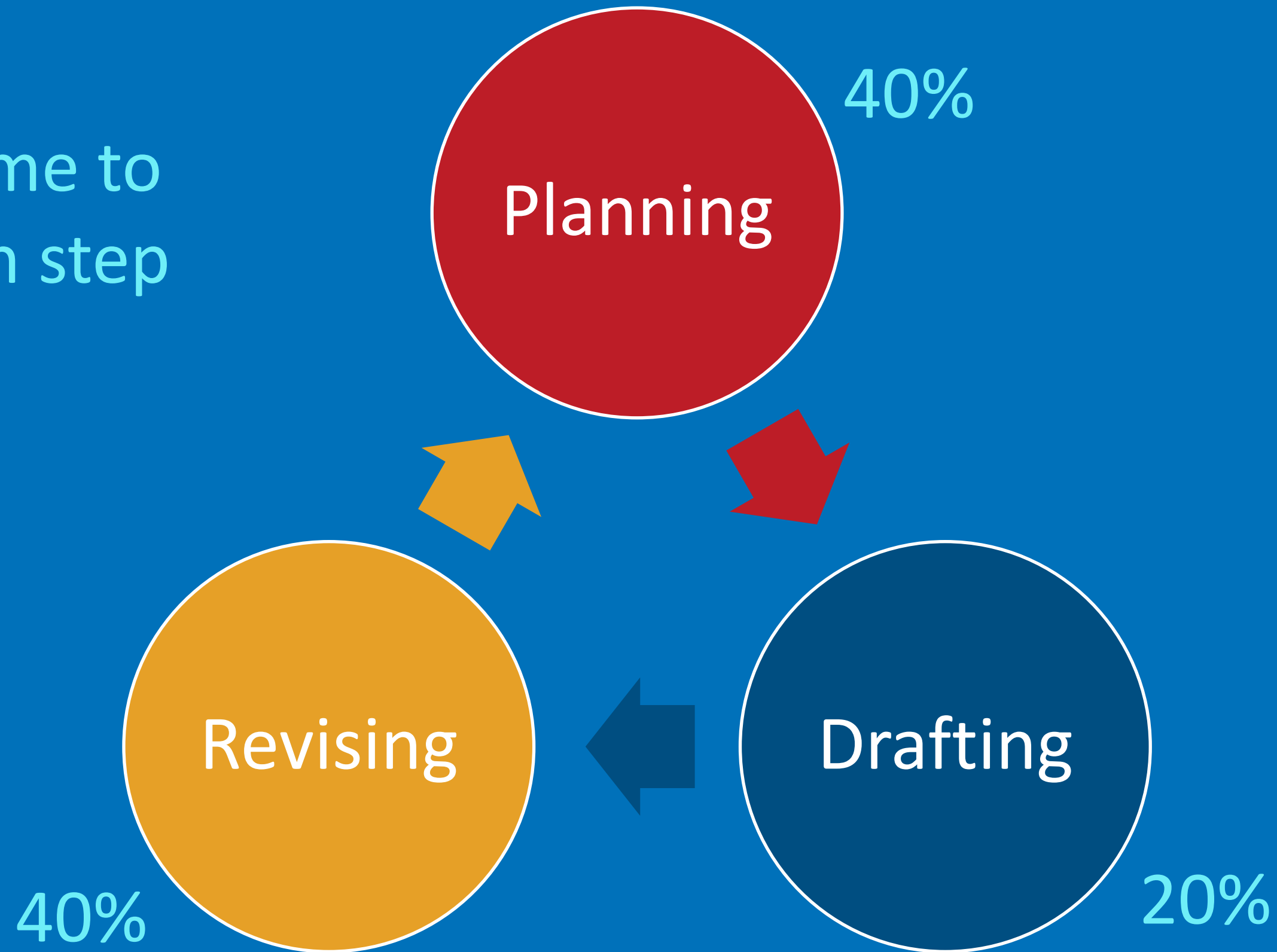
Feel free to 🖐️ & open your 🎤, use the 🖋️ tool in Zoom, or share your responses in the 💬

What major steps do you take to complete an academic writing project?  
How much time do you spend on each step? You can answer in %

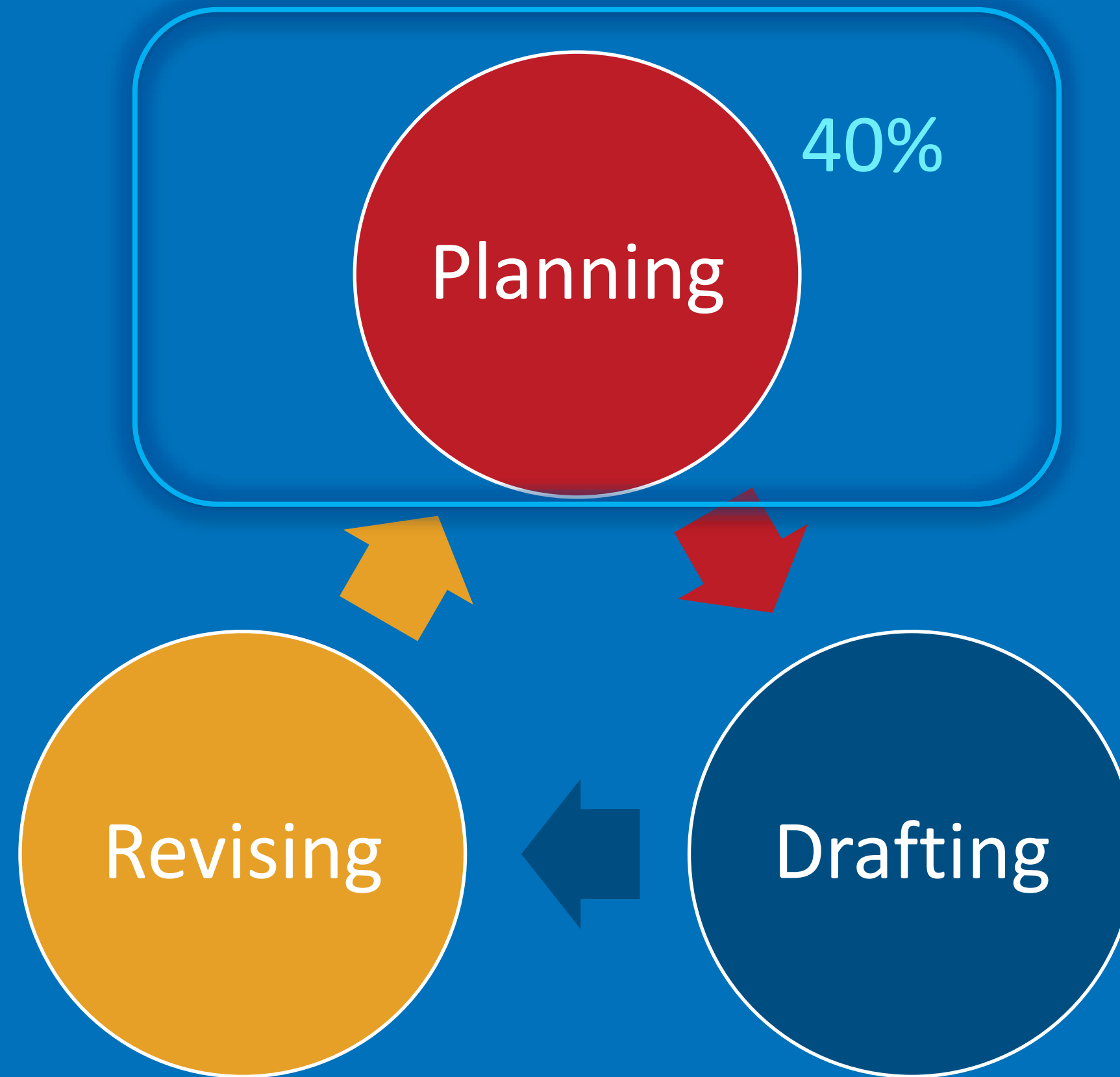


# THE BASIC **STEPS** OF ACADEMIC WRITING

Suggested time to  
work on each step



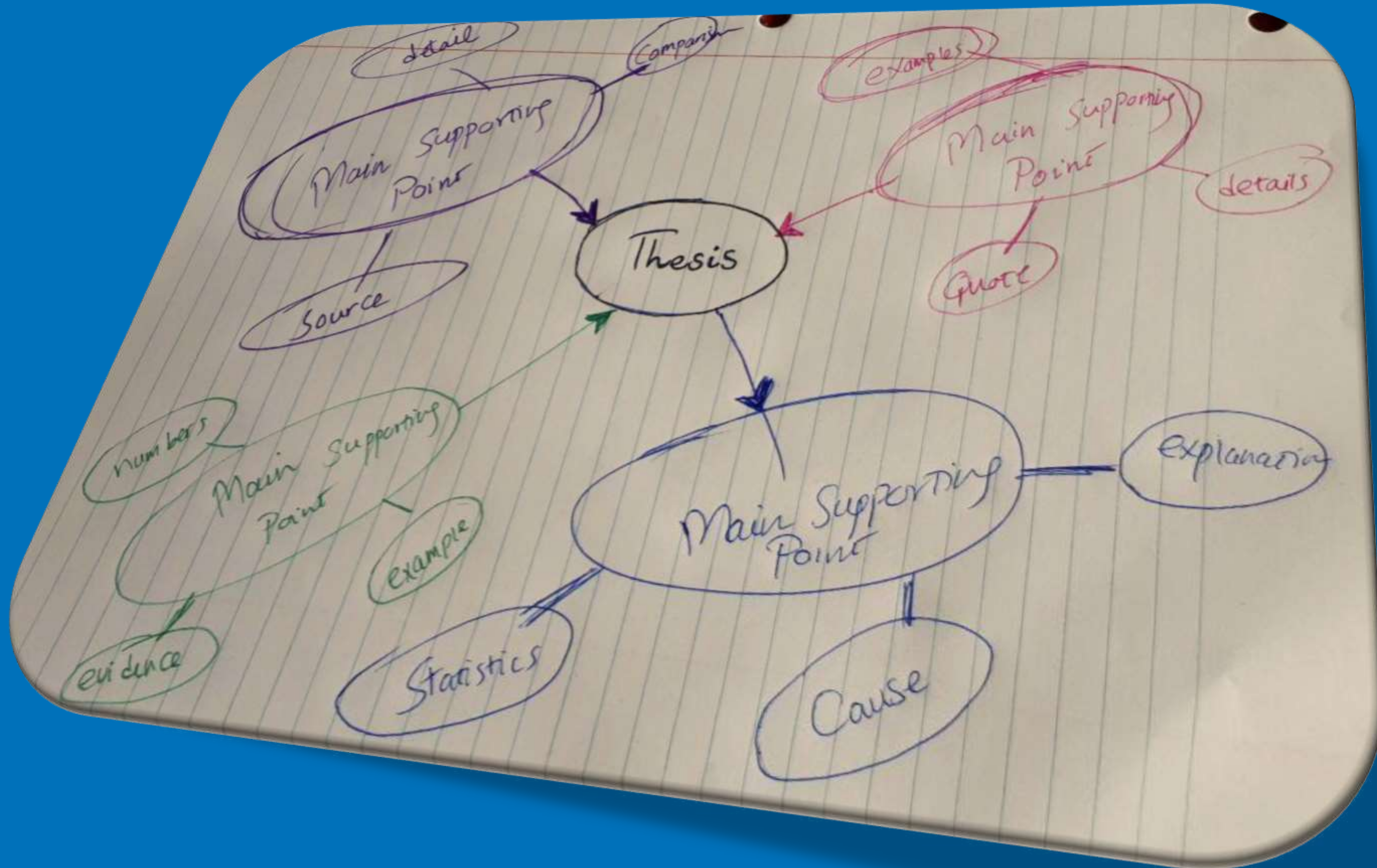
# THE BASIC **STEPS** OF ACADEMIC WRITING





# PLANNING

- ❖ Gathering Information
  - ❖ Note Taking
  - ❖ Coming up with a Narrowed-Down Topic
  - ❖ Coming up with Research Questions
  - ❖ Coming Up with a Thesis and Main Points
- 
- ❖ Mind Mapping
  - ❖ Outlining
  - ❖ Topic Sentence Outline



# Make Use of Mind Maps and Outlines

- While a mind map presents your ideas spatially, an outline is a linear structure that shows the **order** in which you want to present your ideas.

## Research Paper Outline

Introduction

Main point 1

Main point 2

Main point 3

Conclusion



# OUTLINING

- More detailed outlines help you prepare better for drafting
- Use levels and indentations
- Without an outline it would be harder (and will take longer) to revise.

## I. Introduction

- a. Describe *The Federalist Papers* are and when they started
- b. Thesis: *The Federalist* influenced the ratification of the Constitution by making some of their most important arguments, including the importance of being in a Union by having a Constitution, answering to the objections made by the Anti-federalists about separation of powers, and defending opposing arguments made against the characteristics of the executive and judicial branch as provided in the Constitution.

## II. Background

- a. State when *The Federalist* was printed and published.
- b. Discuss the intentions and purposes of *The Federalist*.

## III. Argument for the benefit of a Union

- a. A Union would guard against external dangers
- b. A Union would guard against internal dangers
  - A. The “extended sphere” argument about how it will control factions. (Federalist 10)

## IV. Argument of the problem with complete separation of powers

- a. Anti federalists wanted a complete separation of the judicial, executive, and legislative branches
- b. *The Federalist* said the maxim of complete separation of powers is misunderstood. (Montesquieu)
- c. The branches need some limited power of the other branches to protect themselves from encroachment of the other branches (Federalist 51)
  - A. The branches need to have the interests of maintaining their powers, and not letting the other branches take that away.

## V. Argument for a single executive, and against a plural executive

- a. Anti-federalists didn’t want a single executive, too much like a monarch
- b. *The Federalist* need the executive to be “energetic” and a plural executive would make this impossible (Federalist 70)
  - A. It would take too long for the people in the executive position to make decision in an emergency, because they might disagree.
  - B. In a plural executive, it is hard to tell who is responsible for a wrongdoing because they can all blame each other, so a single executive would lead to more responsible behavior

## VI. Argument in favor of judicial review and terms of good behavior for judges

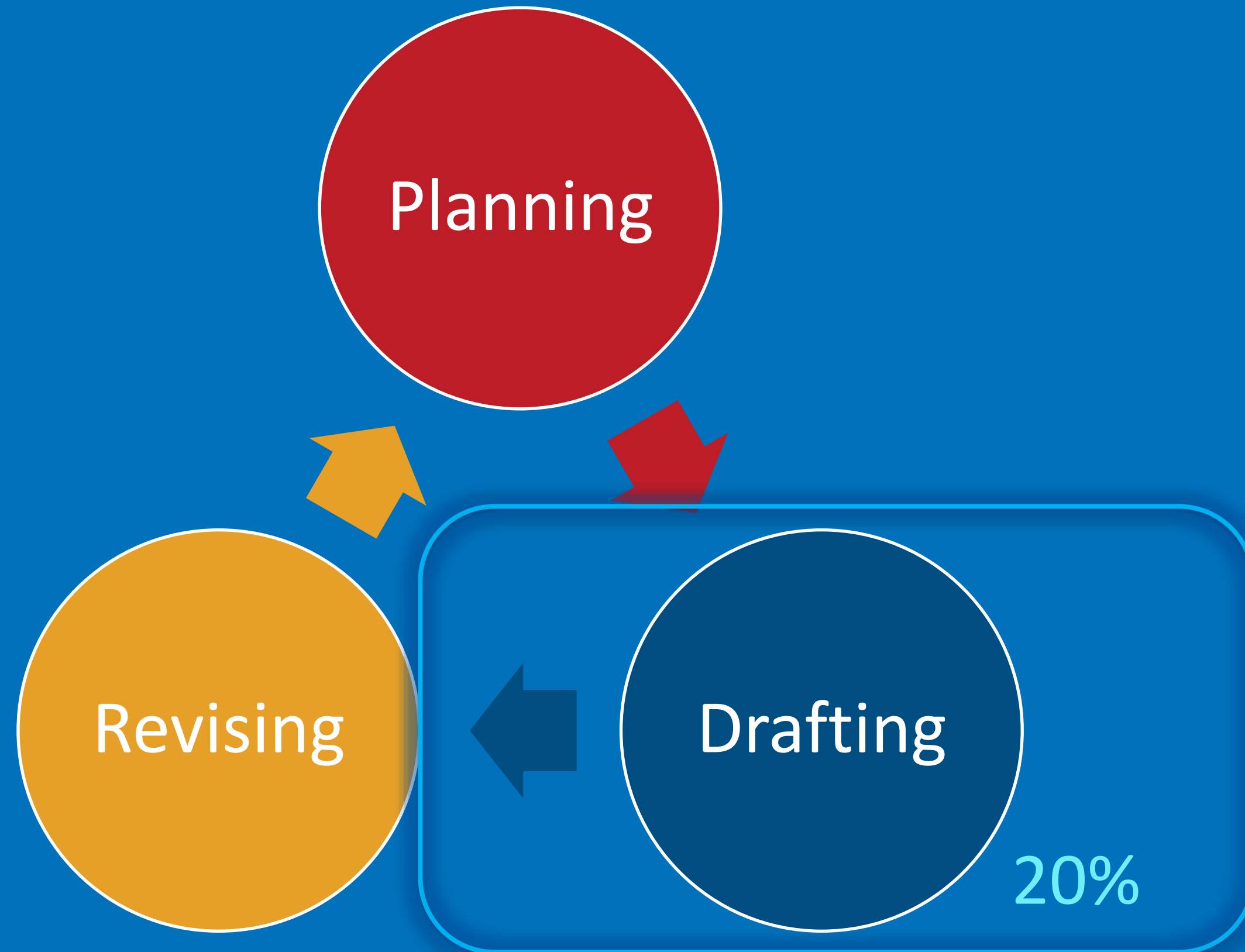
- a. Anti-federalists didn’t like judicial review and the term of good behavior
- b. The Federalist argued that judicial review was necessary to protect the judicial branch from the Legislature.
- c. A term of good behavior was necessary to get qualified people for the positions; it would also give them time to develop knowledge.

## VII. Conclusion

- a. Thesis
- b. The dates of the ratification of the Constitution by the States
- c. *The Federalist’s* influence beyond the ratification



# THE BASIC **STEPS** OF ACADEMIC WRITING



# WRITING YOUR FIRST DRAFT

- Write a first draft by simply turning your outline into a text.
- Write a paragraph at a time.
- At this stage, **you are not** analyzing, revising, or second-guessing yourself.
- Writing the first draft should take **very little of the total time** you spend working your thesis.
- Try not to review what you have written until you have finished your first draft.
- You can **highlight and/or add a comment** in the text to remind yourself to revise later.
- Use **“free writing”** techniques to avoid going back and revising yourself.



# WRITING YOUR FIRST DRAFT

## HOW WE CAN HELP...

- Online resources
  - [uvic.ca/cac](http://uvic.ca/cac)
  - “CAC Online” Brightspace site

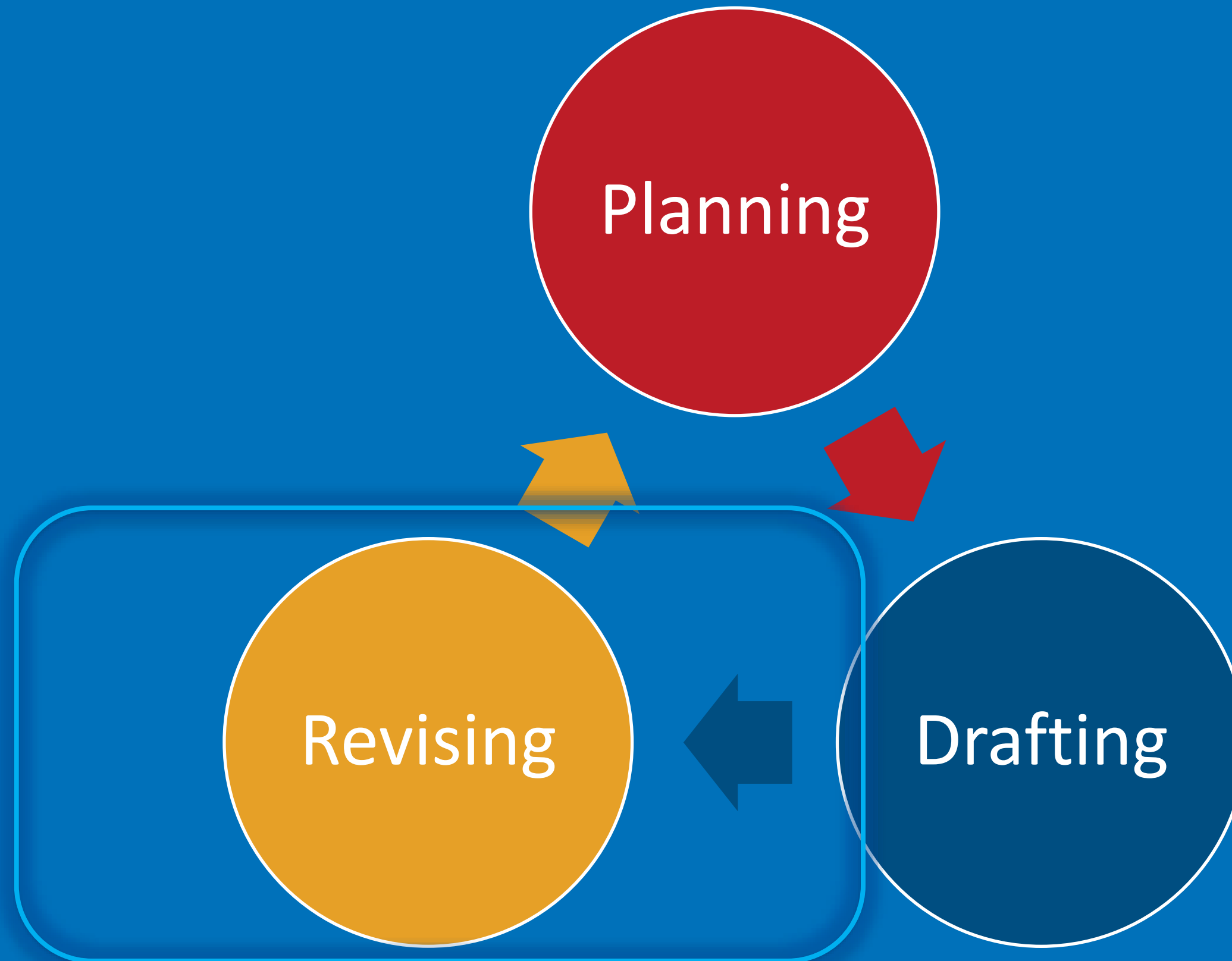


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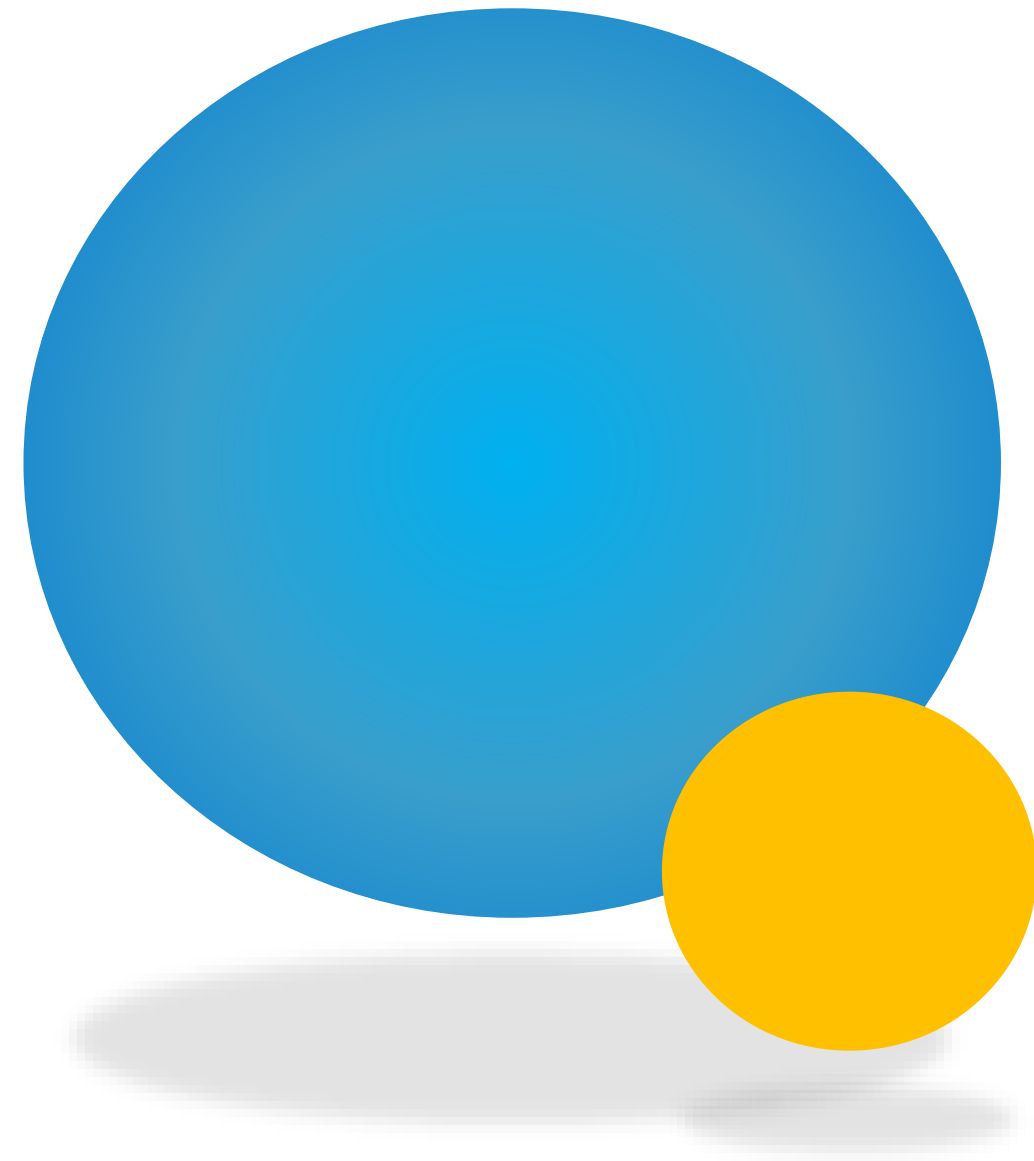


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# THE BASIC STEPS OF ACADEMIC WRITING







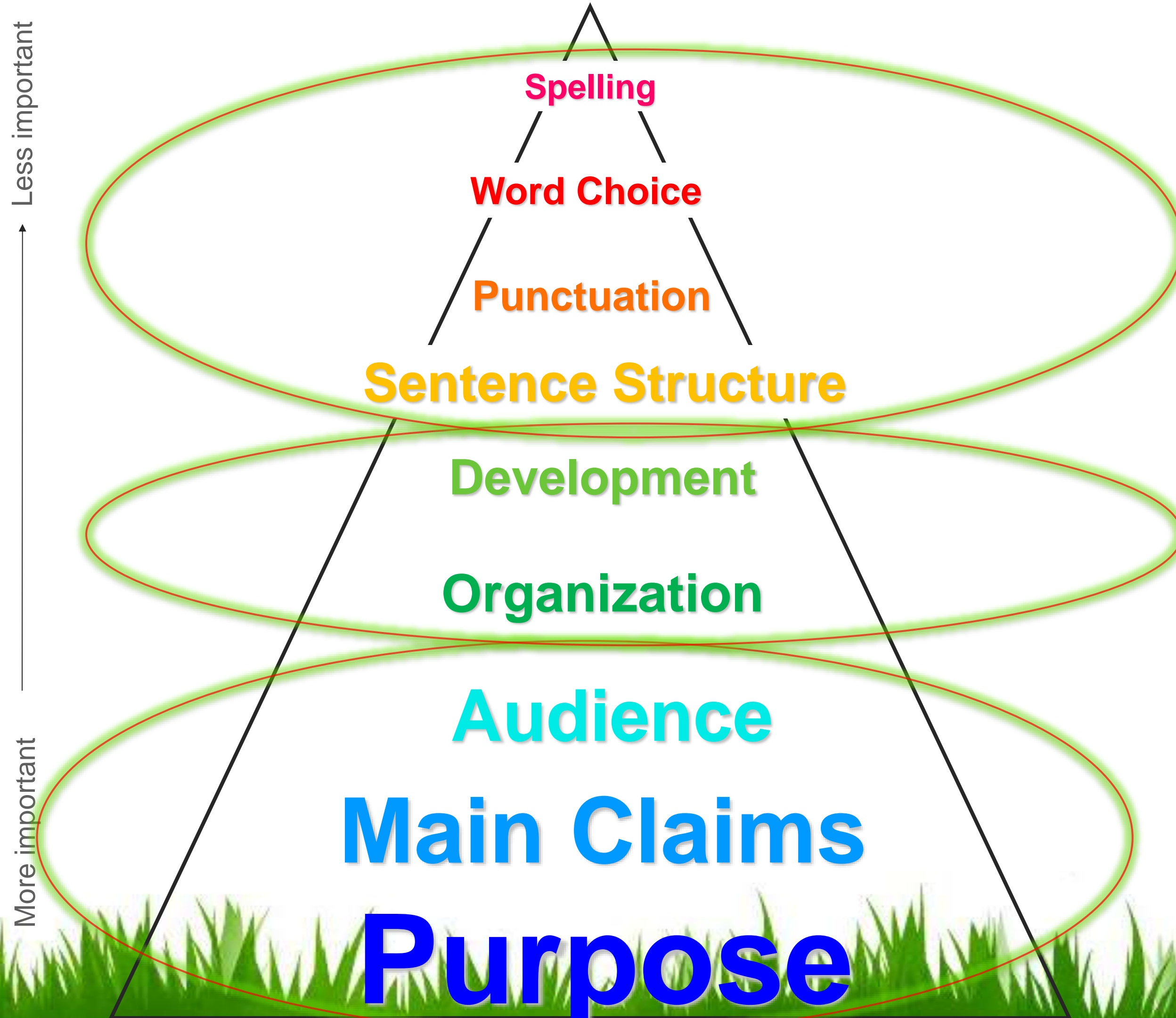
# Focus on the big things first

Know the **hierarchy** of writing concerns



# MOST IMPORTANT SELF-EDITING STRATEGIES

- ❖ Know the **hierarchy** of writing concerns
- ❖ Edit **in rounds**



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# Strategize your revisions

## HOW WE CAN HELP...

- One-on-one writing appointments (every day!)
  - Get written feedback (by 7pm)
  - Meet online in Zoom
  - Meet in person!
  - three 25-minute appointments per week
    - Need more help? Contact us! [cacmgr@uvic.ca](mailto:cacmgr@uvic.ca)
  - Book online at [uvic.mywconline.com](https://uvic.mywconline.com)





# HOW WE CAN HELP...

**The Centre for Academic Communication (the CAC)**  
*formerly The Writing Centre*  
University of Victoria Library, Academic Help Hall, Room 135J-M

First visit? [Register for an account](#).  
Returning? Log in below.

Email Address  
gillians@uvic.ca

Password  
\*\*\*\*\*

**Register**

**Choose a schedule and log in**

**SELECT A SCHEDULE**

☐ Get written feedback

☐ Academic writing + more: Meet in person

☒ Academic writing + more: Meet online

☐ Learning strategies: Meet in person

☐ Learning strategies: Meet online

Check this box to stay logged in: ☐

**Log In**

Welcome to the [Centre for Academic Communication!](#)

Winter program information available; check out our academic writing and additional resources!

Choose a schedule ("Get written feedback", "Meet online", or "Meet in person"), and log in.

In your chosen schedule, 1) select an available space, 2) complete the booking form, and for written appointments, 3) attach a Word document and your assignment instructions.

WOnline email notification that we have reviewed and offered written feedback (by 7pm\* on

meet online" schedule and click on your tutor's Zoom link at the time of your appointment.

- To meet in person, please come to the CAC, located at the end of the Library's Learning Commons hallway (offices 135i-m).
- Is the schedule full? Email [cacmgr@uvic.ca](mailto:cacmgr@uvic.ca) for schedule updates or to be put on a wait list.

\*If extenuating circumstances impact this deadline, we will email you with an update.

[Click here for detailed booking instructions: check out our website](#) for more information about the CAC

You may self-book TWO 25-minute appointments per week; if you need additional weekly appointments, please email [cacmgr@uvic.ca](mailto:cacmgr@uvic.ca). If you do not "show up" to a meet online appointment or have an assignment attached within 10 minutes of the time you've booked for written feedback, your appointment will be marked as "missed". If you miss two appointments, your account will be temporarily disabled. For assistance, please reach out to [cacmgr@uvic.ca](mailto:cacmgr@uvic.ca).



# HOW WE CAN HELP...

**Academic writing + more: Meet online**

January 20 - 26, 2023

[Previous Week](#) | [Current Week](#) | [Next Week](#) |

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Meet us [in Zoom](#) to chat about **written assignments** and more!

For [Zoom appointments](#), 1) select an available space, 2) click on your tutor's Zoom link at the time of your appointment and wait to be admitted.

You are not required to attach a file. If you attach a file, we can share screens and discuss the draft. For written feedback on your file, please select an appointment in our "get written feedback" schedule. :) Thank you!

If your paper is **due today or tomorrow**, we'll focus on **one or two changes** that you'll have time to make.

- [Emily's Zoom](#)
- [Faria's Zoom](#)
- [Kaveh's Zoom](#)
- [Nancy's Zoom](#)
- [Gillian's Zoom](#)
- [Madeline's Zoom](#)

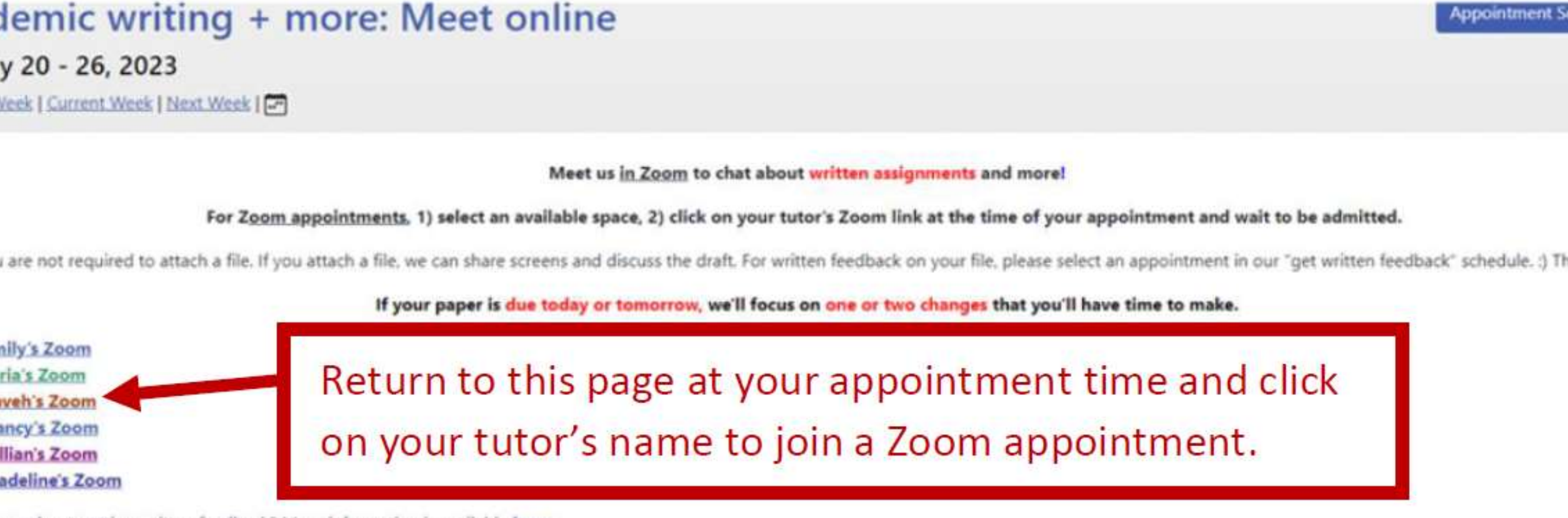
Questions about getting written feedback? More information is available [here](#).

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**Display Options**

Show All Staff & Resources

Jan. 20: Friday	8:00 am	9:00 am	10:00 am	11:00 am	12:00 pm	1:00 pm	2:00 pm	3:00 pm	4:00 pm	5:00 pm	6:00 pm	7:00 pm	8:00 pm	
Kaveh (Academic writing + comm skills)														





# WHERE WE ARE LOCATED

## McPherson Library



- [uvicmywconline.com](http://uvicmywconline.com) (for appointments)
- CAC website [uvic.ca/cac](http://uvic.ca/cac) (for information/resources)
- “CAC Online” Brightspace site





# Learning Outcomes

What is research?

## HOW CAN THE CAC **HELP**?

- One-on-one appointments
- Workshops
- “Learn About ...” sessions
- Online resources



of Victoria

Thank you so much for your participation! 😊

**Kaveh:** [eal2@uvic.ca](mailto:eal2@uvic.ca)

**Nancy (CAC Manager):** [cacmgr@uvic.ca](mailto:cacmgr@uvic.ca)

**CAC Website:** [www.uvic.ca/cac](http://www.uvic.ca/cac)

**Brightspace site (CAC Online):** <https://bright.uvic.ca/d2l/le/discovery/view/course/67890>