



STUDENT AFFAIRS  
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SUCCESS SERVICES

# Write It: A Strengths-Based Skills Approach to Academic Writing

Let us acknowledge that Queen's is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to be live, learn and play on these lands.

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# Academic writing is...

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no one's first language.

# Write It

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- What is Write It?
- How does Write It work?
- Why does Write It work?
- Write It in your class!





# What is Write It?

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- SASS 1:1 appointment common questions
- Designed for multilingual students
- Weekly writing workshop
- Increase confidence
  - Leveraging existing skills
  - Authorial voice
  - Choice making

How does Write It work...

A thick, red, wavy horizontal line that underlines the text above it.



# Writing critically

Writing critically means writing with an awareness of the discourse within our field. We show this awareness by:

- **Synthesizing** previous directions in the research
- **Explaining, analyzing, and evaluating** the contributions of other scholars
- **Persuading** our audience of the validity and necessity of our own contributions
- Engaging in **metadiscourse**

## Connectors: Coordinating conjunctions

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- Connect elements of equal weight, importance, or function.
- Can connect words, phrases, or independent clauses.
  - *By analyzing the data **and** comparing it with previous studies...*
  - *We can present the findings at the annual conference, **or** we can draft an article.*
- Are rarely used to start sentences in academic writing.



# Metadiscourse

Metadiscourse is the writing—the terms, devices, and expressions—that **frames your ideas and directs your reader**. Common examples include phrases that:

- Orient the reader to the text (reference the structure and organization of the text OR outline the frames of reference)
- Describe the relationship between ideas
- Introduce evidence and examples (and describe how they further our own thinking)
- Articulate the author's feelings towards a particular text, method, or idea
- Reflect the author's role

Connections between Edwin Long's history painting *The Babylonian Marriage Market* (plate 1) and Victorian society **have been acknowledged** both by nineteenth-century viewers and by recent scholars, yet such observations **have not reached beyond a straightforward interpretation** of the painting as an illustration of a classical narrative. **By carrying out a close visual analysis** of the painting, and **by demonstrating how it both engages with and diverges from** its sources, **I will show** that *The Babylonian Marriage Market* participates in Victorian debates **in much more subtle and ambiguous ways than previous scholars have recognized**. **This new reading is important** because **a common critique** of the painting rests on the argument that it represents and invites an exploitative male gaze. **I will show that, while there are grounds to support such a view**, the painting can be alternatively interpreted as a feminist intervention in a range of overlapping contemporaneous discussions surrounding the status of women. **My argument is not based on** evidence relating to the artist's conscious intention, but **instead draws on** the visual evidence contained within the painting itself and on the sources that survive relating to the painting's reception in the nineteenth century.<sup>1</sup>

Source: Imogen Hart, "The Politics of Possession: Edwin Long's *Babylonian Marriage Market*," *Art History* 35, no. 1 (2012): 87.



# Let's practice!

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## Week 4: Transitions

**Original Paragraph:** Adapted from Moore, M. (2021), Territorial Rights in Unoccupied Places. *American Journal of Political Science*, 65: 598-611.

1. It is not obvious what it means for a group to be in occupancy of a place. 2. "Occupancy" applies to a collective. [Choice from poll: To clarify whether a place can be occupied or unoccupied, we must first define "occupancy" as applying to a collective.] 3. A collective is a group that has a [joint / shared / common / unified] collective identity. [and / where / within which] 4. [In other words, ?] the members share a geographical location with one another and materially interact with the space where they live. [;] 5. [However,] The [this] space is also the locus of their collective plans and projects. 6. [Further,] A group can [also] be said to "occupy" a space if the group's material way of life, collective identity, and history are bound up with the specific geographical area, which is the legitimate locus of their collective lives, plans, and projects. 7. The requirement that the occupancy is "legitimate" is meant to exclude cases where a group occupies an area through forcibly removing another group from the area or mere

# Why does Write It work?

- Demystify academic English writing
  - “I can revise my own work with the skills learned from this workshop.”
- Conventions vs rules
  - “I finally realized that it is more common to put the result before the reason in English, which is very different from my mother language.”
- Writer agency
  - “These classes are very helpful to consider why we make the word choices we do.”
- Community of writers
  - “This was helpful. I enjoyed hearing the perspectives of other participants.”



# Write It in your class...

- Practice disciplinary phrasing and conventions
- Incorporate into scaffolded assignments to review common writing concerns
- Disrupt the notion that there is only one way to write academically
- Humanize the writing process and get students excited about it
- Invite SASS to do a session with your students



# Thank You! Miigwech!

Connect with us



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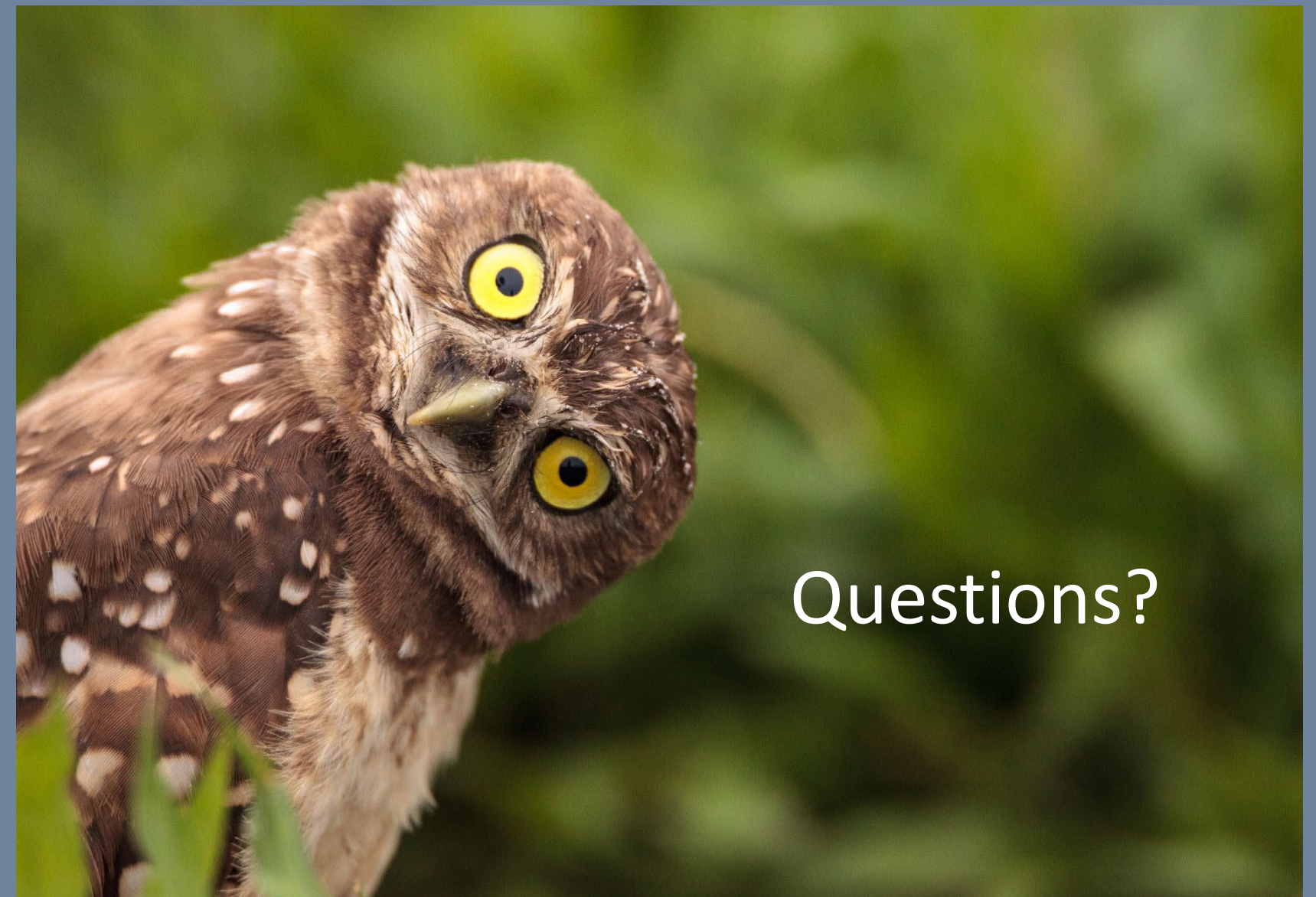


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We'd like to work with you and your students!



Questions?

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