

ACADEMIC SKILLS

Week 7

Project Execution Seminar 1: Arguments

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Agenda

Structure

Argumentation and Everyday Life

Argumentation and Academic Work

Targeted Learning Outcomes

Argument-driven work

A Memorable Disagreement You Had...

What did you disagree with someone about?

What did you contribute to this discussion?

What did your “opponent” contribute?

Did either of you revise change your views?

Not Leaving Your Skills at the (Classroom) **Door**

In my experience, there is one surprising quality that distinguishes the very-top students from others who find their studies more of a struggle

Top students do not approach academia as a hermetically sealed bubble that operates to different rhythms than the outside or the “real” world

After all, we all spend some of our free time discussing the world as we see it, often disagreeing with others, sometimes learning from them

Through are disagreements, reconciliations, and revisions we are all clearly well-versed with the minutia of argumentation and positioning

Yet, most students and scholars leave this aspect of everyday life at the classroom door, assuming they must relearn things: they are wrong!!

Argumentation: Or Your Thesis Statement

Having formulated our topic and research question, we need to think about the most important aspect of academic work: argumentation

Without argumentation there is no scholarship – instead we will have are some disconnected observations partially commenting on a topic

This sub-wikipedia quasi-encyclopedic collection of musings perhaps better represents the start of the process than the end of it: it is our notes

Instead, we should aspire to the production of focused, direct, argument-driven work wherein all content supports a main hypothesis

We are talking her about an assertion that is supported by evidence: this is argumentation in a nutshell - “In this paper I will argue that ...”

Exercise: Write One Sentence per Point

1. Decide on something you care quite strongly about
2. Tell us what the people you disagree with think
3. Tell us why you feel their view is wrong/incomplete
4. Tell us what you feel is a better way of seeing things
5. Tell us why the other people should share your view

Takeaways

With our research topic and question in place, we now need to think about what we want in a general sense to say in our research paper

Top papers are organized around argumentation wherein they offer a clear, focused, and direct response to our research question

This involves g an assertion or thesis statement – “In this paper I argue that ...”, ensuring all of the paper supplies evidence in support of it

This approach ensures we have a framework in place that will help us to thoroughly answer our own research question

Don't forget, you are already an expert of argumentation – you do it whenever you try to persuade folks of your perspective in everyday life

Next Time

Date: 10.11.22

Instructor: Sarka

Topic: Analysis Refresher Seminar 2

Outcome: Further sharpening our critical analysis skills

Preparation: TBC