

# Inf2-SEPP

## Tutorial 1 (Week 2)

### How to Write a Good Argumentative Essay

Study this tutorial sheet and make notes of your answers in activity 1 BEFORE the tutorial.

#### Introduction

The purpose of this tutorial is to help write an academic argumentative essay.

In the first part you will discuss the premises and conclusions, as well as the evidence needed to support the premises that you have written down based on the three extracts about digital transformation presented in lecture 3 in Week 1.

Then, you will learn more about how to structure an argumentative essay. Finally, you will discuss a prior essay which was submitted last year as part of SEPP CW3.

#### Activity 1: Let's get to know each other (~20 mins)

- Pair with a colleague. Every student interview their partner for 2-3 minutes, then switch roles. They may ask the following questions:
  - What is your name?
  - What is your background (education, employment)?
  - Why did you pick up this BS / MSc and specialism?
  - What is your career plan after this BS / MSc?
  - and something silly, like: 'If you could sing one song from your country, what would it be and why?' or "If you were a bird, what type of bird would you want to be? Would you rather be a pet or a wild bird?"
- When done, every student introduces their neighbour to the group in 1 min.

#### Activity 2: Premises and Conclusions (~10 mins)

Discuss premises and conclusion based on Lecture 3:

- Pair with a colleague and discuss your ideas with them.
- Discuss with the whole group.

#### Structure of an Argumentative Essay (~10 mins)

You may want to structure your argumentative essays using one of the two models of a five-paragraph essay:

*Model 1: Block organisation*

1. Introduction – thesis statement
2. Pro-argument I
3. Pro-argument II
4. Counter-argument & Refutation
5. Conclusion

*Model 2: Point-by-point organisation*

1. Introduction
2. Counter-argument I and Refutation
3. Counter-argument II and Refutation
4. Counter-argument III and Refutation
5. Conclusion

Activity 3: Reviewing a **prior** essay (~30 mins)

- Quickly (re)read the essay and identify what model of essay is followed (5 mins)
- Summarise each paragraph in 1-2 sentences (5 mins)
- Identify the strengths of the essay (2 mins)
- Identify its weaknesses and suggest how can it be improved (3 mins)
- Share with the entire group (10 mins).

Referencing (~10 mins)

Referencing can be done in many styles. The most common are:

1. **author and date** (e.g., APA) - the citation of someone's work is done with the author and year

**Examples** (from <https://uscmcd.sc.libguides.com/c.php?g=477787&p=3266941>)

a) *citation in text:*

One study found that the most important element in comprehending non-native speech is familiarity with the topic (Gass & Varonis, 1984).

Gass and Varonis (1984) found that the most important element in comprehending non-native speech is familiarity with the topic.

One study found that “the listener's familiarity with the topic of discourse greatly facilitates the interpretation of the entire message” (Gass & Varonis, 1984, p. 85).

Gass and Varonis (1984) found that “the listener's familiarity with the topic of discourse greatly facilitates the interpretation of the entire message” (p. 85).

a) *reference list:*

Derwing, T. M., Rossiter, M. J., & Munro, M. J. (2002). Teaching native speakers to listen to foreign-accented speech. *Journal of Multilingual and Multicultural Development*, 23(4), 245-259.

Krech Thomas, H. (2004). *Training strategies for improving listeners' comprehension of foreign-accented speech* (Doctoral dissertation). University of Colorado, Boulder.

**Note:** The reference list would arrange references in alphabetical order by author  
More information on APA, here: <https://guides.libraries.psu.edu/apaquickguide/intext>

2. **numeric** (e.g., Vancouver) – the citation of someone’s work is done with a number

### **Examples**

b) *citations in text:*

Recent research (1) indicates that the number of duplicate papers being published is increasing.

Simons et al. (3) state that the principle of effective stress is ‘imperfectly known and understood by many practising engineers’ (p.4).

c) *reference list:*

(1) Errami M, Garner H. A tale of two citations. *Nature*. 2008;451(7177): 397–399.

(2) Watkins PJ. *ABC of Diabetes*. 5th ed. London: Blackwell Publishing; 2003.

(3) Simons NE, Menzies B, Matthews M. *A Short Course in Soil and Rock Slope Engineering*. London: Thomas Telford Publishing; 2001.

**Note:** When using the Vancouver style, the reference list should be in numerical order and each number matches and refers to the one in the text.

More information on Vancouver style, here: <https://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/library/public/vancouver.pdf>

More information about referencing styles: <https://libguides.reading.ac.uk/citing-references/referencingstyles>

### Activity 4: Identify a reference (~5 mins)

- Open Google Scholar
- Use the phrase “impact of Covid-19 on education” to search relevant articles
- Identify the number of citations for the first article in the list of results
- Click on “Cite”, and identify the APA reference
- Identify the BibTeX for that reference – you need it when using Latex for editing a document. More on LaTeX: [here](#). It is recommended to use Overleaf which is an online LaTeX editor that's easy to use. It allows you to use LaTeX without installing it on your own machine. See an introduction to Overleaf [here](#).

Questions (~5 mins)

Ask any questions and discuss with the entire group.