This chapter helps you understand the processes involved in writing your assignment. It deals with practical points such as structure and academic language, and suggests ways of dealing with writer’s block, so you can progress from your first draft to the finished product.

Written assignments
Plan time, plan structure
What goes where
Style of language
Dealing with writer’s block
The practical and the social
From first to final draft
Your assignment writing toolkit
Lightning ideas

Written assignments

Try as we might, we’ll never get away from having to write assignments at university. It’s part and parcel of who we are as a student; it’s mainly how we’re assessed. Short, long, subjective, objective, graphical, scientific – different assignments require different things. Regardless of the style though, all assignments need planning and structure, and to be written in a language that’s academically correct and acceptable. You’ve understood the point of your assignment, you’ve read, considered and gathered the information you need so writing up should be smooth, but is it always?

I always struggle to pull it all together. There’s so much, it sometimes feels too much.

But, if you plan your time and your structure, it’ll seem more manageable.
Plan time, plan structure

Planning is easy but sticking to it is harder. So when you plan, consider the connections in reverse:

- submission to assignment start date
- writing assignment to planning structure to reading material to assignment task
- conclusion to introduction

and consider the contingency plan in case things go wrong.

Activity 7.1 Reversals – note it!

You’ve been given the assignment, now what’s the submission date? Note it! How many weeks away is that? Note it!

Submission date ________ Number of weeks ________

So, what do you know about your assignment topic; what do you need to know? Note it!

Know ! Need to know ?

________________________ ______________________

________________________ ______________________

________________________ ______________________

Once you’ve seen things backwards, now work forwards to your submission date, plan your assignment timeline and pace your writing to meet the deadline.

Weeks 1–3: Start resourcing information, reading and making notes, plan your assignment structure.

Weeks 3–5: Critically think; decide what you’ll use in your discussion and what you’ll discard.
Weeks 6–8: Write up your assignment.

Remember, if you’re using a proofreader, you’re unlikely to be the only student they’re working with. So plan your time well to include a first draft proofread through to a final one.

Week 6: Produce first draft – submit to proofreader.

Week 7: Produce second draft – check structure and content; use Turnitin.

Week 8: Submit to your proofreader for final proofreading; do your final edit; check references.

Week 9: Submit your assignment.

Revisit Chapter 5 when resourcing information, Chapter 6 when you’re evaluating this and Chapter 9 when referencing. With that done, keep track of your progress with the 10-step assignment checklist.

Table 7.1 The 10-step assignment checklist

<table>
<thead>
<tr>
<th>Assignment submission date:</th>
<th>Deadline date</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Set up your assignment folder</td>
<td>/ /</td>
</tr>
<tr>
<td>2</td>
<td>Analyse your assignment question</td>
<td>/ /</td>
</tr>
<tr>
<td>3</td>
<td>Resource, read, annotate and sort your notes</td>
<td>/ /</td>
</tr>
<tr>
<td>4</td>
<td>Critically think – keep and discard</td>
<td>/ /</td>
</tr>
<tr>
<td>5</td>
<td>Plan your assignment structure</td>
<td>/ /</td>
</tr>
<tr>
<td>6</td>
<td>Write your first draft</td>
<td>/ /</td>
</tr>
<tr>
<td>7</td>
<td>Write your second draft – use Turnitin</td>
<td>/ /</td>
</tr>
<tr>
<td>8</td>
<td>Do final edit</td>
<td>/ /</td>
</tr>
<tr>
<td>9</td>
<td>Do final referencing check</td>
<td>/ /</td>
</tr>
<tr>
<td>10</td>
<td>Do final proofread</td>
<td>/ /</td>
</tr>
</tbody>
</table>

What goes where

Assignments don’t just write themselves. There’s logical structure, sequence and a place for everything. So knowing what goes where makes writing that much easier. In any assignment, there’s always an introduction to the subject you’re writing about, a discussion around
this subject and a conclusion to your discussion. So, assignment written, check your conclusion–introduction reversals.

**Activity 7.2  Reversals**

<table>
<thead>
<tr>
<th>Conclusion – what you’ve done</th>
<th>Introduction – what you’ll do</th>
</tr>
</thead>
<tbody>
<tr>
<td>!</td>
<td>?</td>
</tr>
</tbody>
</table>

Don’t worry about writing the introduction first. It might be the first thing your tutor reads, but it’s almost always the last thing you’ll write in your assignment. By all means, write a rough introduction so you’ve a step-by-step guideline to follow when developing your main discussion. In fact, you’ll need that to keep your discussion focused and on track.

- **Introduction**  10 per cent of total word count
  - what you’ll discuss: the assignment question re-written in your own words
  - how you’ll go about this: your approach and assignment structure
  - your hypothesis: reason for your argument and how you intend to prove your hypothesis is right
  - how you agree or disagree with the assignment viewpoint
  - key points relating to the topic
  - an explanation or definition of concepts or points
  - what you’ll discuss and why
  - what you won’t discuss and why
  - previous relevant research you’ll use as evidence
  - sometimes an interesting, relevant quote
  - final sentence leading naturally to first in main discussion

While you can use the phrase ‘main body of discussion’ as a guideline for yourself, don’t make the mistake of writing this as your title
heading with no obvious structure to this section. Present the exact topic headings in sections and sub-sections – keep yourself and your reader focused, and show where the discussion is going. Always check with your tutor if the section headings stay in or out of the final version of your assignment. When writing your main discussion, tackle the section you enjoy most, know most about and find easiest to deal with first.

Main body of discussion  80 per cent of total word count

first sentence linking from the last one of the introduction  main thrust of your argument
a following of the outline presented in your introduction
your summarised discussion of the topic in sections and sub-sections
one paragraph = one general idea, its purpose and subject matter summarised
paragraphs relating to your original hypothesis
the body of evidence you discuss, accurately cited and referenced
information to verify your argument: dates, diagrams, statistics, graphs
for-and-against examples, evidence, cases, quotations
what you agree with and why  what you don’t agree with and why

The conclusion tends to be written at the same time as the final version of your introduction. It summarises all the points you’ve discussed, and presents any findings and recommendations for future reference. When writing your conclusion, double-check that all points mentioned are reflected in your introduction as issues you’d intended to discuss. They say much the same but in reverse. The introduction starts out with your question or hypothesis and the conclusion finishes by answering it. Did you do what you intended to do? Have you answered the question?

Remember, don’t introduce any new material relevant to your discussion in the conclusion. It will be a spare part that just won’t fit.
Portfolios

Different courses require different types of portfolios, so check with your tutor as to the acceptable style and format for your course. Is it all written in the first person ('I') or only part of it? Whatever the course though, a portfolio assignment gives you the opportunity to reflect on your learning and your practice. Writing a portfolio lets you be more active in your learning so you can learn new skills and see your progress as a learner, and a practitioner.

So what’s in your portfolio? It’s a collection of your work that can contain tasks such as:

- Artefacts
- Blogs
- Essays
- Group presentations
- Your reflections

Your portfolio is evidence of your achievements and generally presents:
a brief statement of its purpose in relation to your learning outcomes
artefacts, if required by your course; say why you specifically included that selection
evidence of the knowledge and practical skills that support your assignment outcomes
brief descriptions of that evidence, making connections between course materials and practical experiences
a reflective section that describes:
  o how the individual pieces of evidence support and meet your learning outcomes
  o what new knowledge and skills you’ve learned
  o what you feel you’ve still to master to achieve competency in your subject area.

Activity 7.3  SWOT it

To reflect on your portfolio and improve your learning and practice, why not SWOT it to identify your Strengths, Weaknesses, Opportunities and Threats?

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Paragraphs

Paragraphs vary in length; some are short, others slightly longer – generally between four and 12 lines. If shorter than four lines, then your main point hasn’t been developed enough and if longer than 12 then you’ve probably presented more than a single idea, or have included padding. Of course, paragraph lengths depend on what you’re discussing but what it’s not is one single sentence. It will have:
• one main idea (or points dealing with the same idea)
• sentences that support your main idea
• connecting ideas presented logically and coherently
• enough content to create a unit of meaning in sections or sub-sections
• linking sentences from one paragraph to the next.

Sections
A section deals with information relating to the same issue being discussed. Sometimes sections contain sub-sections (different sub-headings) related to this main issue.

Quotations
We often support our viewpoint by using quotations, so knowing how to manage them is key to developing a robust discussion, and avoiding plagiarism.

Table 7.2  How to use quotations

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>• use quotations that support your discussion</td>
<td>• use irrelevant quotations</td>
</tr>
<tr>
<td>• use each quotation appropriately and in context</td>
<td>• use a quotation without commenting on it</td>
</tr>
<tr>
<td>• record quotations accurately</td>
<td>• alter the meaning of a quotation to suit your view</td>
</tr>
<tr>
<td>• use ‘single’ quotation marks when quoting directly</td>
<td>• use lengthy paragraphs containing irrelevant</td>
</tr>
<tr>
<td>• use “double” quotation marks when quoting within a quote</td>
<td>information as quotations</td>
</tr>
<tr>
<td>• if using a long quotation, use three dots (…) (ellipses)</td>
<td>• use quotations as padding</td>
</tr>
<tr>
<td>to show that some words have been omitted</td>
<td></td>
</tr>
<tr>
<td>• if using a part of the original quotation, make sure this</td>
<td></td>
</tr>
<tr>
<td>makes sense in the context of your own sentence</td>
<td></td>
</tr>
<tr>
<td>• if changing words in a quotation to fit the context of your own</td>
<td></td>
</tr>
<tr>
<td>sentence, put the changed word in brackets [ ]</td>
<td></td>
</tr>
</tbody>
</table>

Long quotations:
• are generally more than two lines long
• are presented as a separate paragraph
• are indented one inch from the left-hand margin
• don’t require the use of quotation marks
• are referenced accurately, citing the page number also.
Below is an indented quotation

Portfolios are becoming a common form of assessment. It is tempting to accumulate quantity instead of quality, but don’t just hurl a load of material in. Tutors will want to see ‘evidence’ of your achievement in relation to specific learning outcomes. It’s sensible to place your evidence (your lesson plan, an extract from a research diary you kept … an annotated bibliography of reading …) into appendices and cross-reference these to:

(a) a contents page (closely tied to the specified learning outcomes and/or assessment criteria)

(b) a discussion which highlights what you have learned, and draws attention to the evidence that can be found in your appendices (Sambell, Gibson & Miller, 2010, p.65).

Short quotations:

• are generally up to two lines long
• are presented as a running text within your own sentences
• require the use of quotation marks
• are referenced accurately, citing the page number also.

For example:

In a discussion around different forms of assessment, Sambell, Gibson & Miller (2010, p. 66) advise students on the use of reflective commentaries by stating: ‘don’t assume that they [lecturers] are asking for personal opinionated writing. Lecturers will be looking for theorised thoughts that show what you have learned’.

Style of language

Wouldn’t student life be so much easier if we could write our assignments exactly as we speak? How good would that be – using words we know and like, instead of words we don’t always quite understand, and in a way that almost seems foreign to us? Foreign or not, it’s a skill we must learn and one that takes time. Learn the skill and master the writing process.

Remember, writing in an academic-style language doesn’t mean that you’ve to write in a way that’s complicated, long-winded or difficult to understand. Want to engage your reader? Then write in a brief,
clear, direct, straightforward language style that’s readily understood, and remember your academic pointers.

Some academic pointers

- As previously discussed...
- See section on...
- This will be dealt with later...
- As mentioned in...

What they do

- Cross-reference
- Refer your reader backwards and forwards in your assignment
- Make connections in your discussion

Use:

- the third person (‘he’, ‘she’, ‘it’, ‘they’, ‘the writer’, ‘the author’)
- the active voice, e.g. ‘students conducted the research’
- the present tense of an author's past reporting, e.g. ‘the author suggests’.

Don’t use:

- the first person (‘I’) unless writing a reflective or subjective piece of work, or instructed to do so
- the passive voice, e.g. ‘research was conducted by the students’
- contractions of words, e.g. don’t, it’s, can’t
- conversational language, e.g. maybe, really
- figures of speech, e.g. metaphors and hyperboles
- conjunctions at the start of sentences, e.g. and, because, but
THE STUDY SKILLS TOOLKIT FOR STUDENTS WITH DYSLEXIA

- colloquial words and expressions, e.g. sort of, stuff
- two-word verbs when you can use one word, e.g. put off.

When reporting authors’ ideas or opinions

Table 7.3 How to reports others’ ideas

<table>
<thead>
<tr>
<th>Use</th>
<th>Rather than</th>
</tr>
</thead>
<tbody>
<tr>
<td>considers or believes</td>
<td>thinks</td>
</tr>
<tr>
<td>questions</td>
<td>asks</td>
</tr>
<tr>
<td>states or suggests</td>
<td>says</td>
</tr>
<tr>
<td>observes</td>
<td>sees</td>
</tr>
<tr>
<td>maintains or argues</td>
<td>feels</td>
</tr>
<tr>
<td>raises</td>
<td>brings up</td>
</tr>
<tr>
<td>appears to be</td>
<td>looks like</td>
</tr>
</tbody>
</table>

**Activity 7.4 How much do you know?**

Circle true or false (see Appendix 5 on the Companion Website for answers):

I can add new information in the conclusion | True False
I can’t give my personal viewpoints in my assignments | True False
I use quotation marks when quoting directly | True False
I can present longer quotations as separate paragraphs | True False
Longer quotations are usually more than three lines long | True False
I can write ‘main body of discussion’ as my heading | True False
My main body of discussion is divided into different sections and sub-sections that contain paragraphs | True False
I can use both numbers and letters at the same time when listing my appendices | True False
References are works I’ve cited throughout my discussion | True False
One sentence can be considered a paragraph | True False
My main body of discussion contains the main thrust of my arguments, as well as my discussion of the topic | True False
My conclusion draws together all the main points discussed in my assignment | True False
Bibliography is everything I’ve read as background information for my assignment topic | True False
Dealing with writer’s block

Writer’s block – that thing we all dread but experience at some time in our student life. Those moments where we stare endlessly at the blank paper or screen waiting for inspiration, thinking we’re the only ones who get writer’s block. We’re not! It’s part and parcel of the writing process – books, articles, reports, assignments, exams. Even the most successful writers or most experienced professors get it. No one escapes the dreaded writer’s block!

Waiting for inspiration? Don’t! It won’t come, unless you actively do something about it – talk to others, get their support, doodle your thoughts, record them, shape up your ideas. Know what to do when the block strikes and make sure you don’t confuse writer’s block with procrastination – they’re not the same. What’s more, don’t make one the excuse for the other. In short:

writer’s block = getting stuck while trying to write and struggling to become unstuck = motivation
procrastination = putting things off and staying stuck because, well, we all find excuses = lack of motivation

Writer’s block comes in many guises and at different stages:

- getting started
- making sense of things
- finding the correct words or phrases
- putting things in the correct sequence
- pulling it all together with supporting evidence

But I want to get it all instantly perfect first time around!

Take that view and you’re sure to get writer’s block – the writing won’t happen, the block will. There’s no such thing as ‘instantly perfect’. It all takes time – thinking, considering, exploring and re-working concepts, refining
arguments and viewpoints, and, finally, after numerous drafts, piecing your ideas and thoughts together so that it all makes sense to you and your reader. So, use the strategies that work for you and feel the progress.

The practical and the social

We need practical and social solutions to unblock our writer’s block. Using them when we most need to should put us on another track and help re-energise our thinking and our writing. They’re not meant as a quick fix – it’s great if that happens though! So why not practise some of the solutions in this section and see how they work for you.

Achievable and manageable goals

Make your daily goals realistic, manageable and less overwhelming by creating a work schedule that’s realistically productive. Think of the plus in tackling a sub-section and the minus in aiming to complete a full section. So aim small, achieve much!

<table>
<thead>
<tr>
<th>Achievable Goal</th>
<th>Action</th>
<th>Deadline</th>
</tr>
</thead>
</table>

Free-thinking writing

Activity 7.6 Think free, write free

Find it hard getting your thoughts on paper? Struggling, feeling blocked? Then do some free thinking writing. Write anything for five minutes – a letter to a friend, a diary entry, a poem about how you’re feeling at that moment. Become friends with the paper and the writing, free up your thought processes and unlock your block. How do you feel now? Feel that helped? Can you put words to that?
Brainstorms

Working on the same topic as your friend? Then put your heads together and brainstorm. Chunk your fresh ideas into thought clouds as you’re chatting and see what it generates.

Storyboards

Find it easier to tell a story about what you’re doing or how you’re feeling at the moment? Then picture it and note it, and unravel the muddle in your head.

Topical bookmarks

Create your own topical bookmarks by chunking information that belongs together. Numbering your bookmarks keeps them in sequence when developing your assignment.

Scribbling jigsaws

Things popping into your head but not really making any sense and so you’re stuck? Scribbling jigsaws are ideal for noting down your initial thoughts and piecing them all together. Note one idea per card, number or colour them and click one thought into the next to create a jigsaw of each section or sub-section in your assignment. Then:

- add more thoughts and ideas as you go along
- see the sequence of topics in your sub-section
- see the bigger picture for each section.
Blockbuster cards
Unblock your ideas and reduce your stress levels with blockbuster positive thinking cards. Create your own 'use anytime, anywhere' handy-sized pack.

Activity 7.7  Personalised blockbuster cards
Jot down:
- a positive thinking slogan
- your favourite quote
- a previous challenge or task you handled well
- a positive quality you value in yourself
- a positive quality others value in you
- a stress-busting catchphrase
- a comment about how well you're doing in your studies
- a mini map of your progress
- a mini map of your writing progress
- a note of your goal and reward

Sticky memos
Stickies are great for following up on ideas. Develop ideas from your scribbling jigsaws using the sticky memo. Give your memo a deadline; achieve your goal.

Note Nuggets
Find these worked for you in lectures? Nuggets jotted and noted? Then build a picture of your thoughts by building a wall of nuggets.

Shaping up your ideas
Want to get your ideas down but struggle with lists, mind maps, W.Cube-It, even the Mapping Man? Then shape up your ideas.

Your social keys
Want your writer's block to be short-lived? Then make small changes that physically and emotionally remove you from the situation. Socially re-create yourself and re-create your focus by making small changes.
Inner circle = main topic
Outer circle = brief summary of topic

Triangle points = assignment structure: introduction, main body of discussion, conclusion
Triangle lines = immediate thoughts of each

Inner diamond = data name
Diamond points = dates or statistical information
Diamond lines = what they relate to

Cross top, bottom, left, right = key contrasting issues
Cross lines = additional information to develop your argument

Got other things to say? Then use the folded corner as a reminder
Inner square – note your key point; outer – issues you’ve still to cover
where are you most productive? channel your energies
your workplace – home, library physical activities – walk, sports
free up your mind, do some free writing switch off to switch on later
your landscape – beach, park pampering activities – a cup of tea, a bubble bath

Still suffering from writer’s block? Then explore the problem and not the topic you’re working on!

**Activity 7.8 Unlock the block**

Any idea what’s blocking you? Note it, action it and unlock it.

<table>
<thead>
<tr>
<th>Block (tiny concerns)</th>
<th>Action (tiny goal)</th>
</tr>
</thead>
</table>

Feel you can manage now? Breaking things down into tiny concerns and actions should give you the confidence you need to move forward and progress. Deal small, progress far.

**From first to final draft**

Writing an assignment doesn’t just happen. It takes shape in stages from sorting information to structuring your discussion. You need time to work and re-work your thoughts and ideas; add and subtract to how and what you’ve written. Typically, you’ll write a first and second draft (or more) before the final edit and final reading.
**First draft**

The first draft tends to follow the structure you drew up at the planning stage. Once you’ve read the material and taken notes, you can then formulate your ideas and start writing. During the first draft, you typically cut and paste; add and subtract ideas.

<table>
<thead>
<tr>
<th>Activity 7.9 First draft checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Things to do</strong></td>
</tr>
<tr>
<td>present my section headings and themes in a logical sequence</td>
</tr>
<tr>
<td>write down my ideas as I think of them</td>
</tr>
<tr>
<td>make sure I reference things accurately</td>
</tr>
<tr>
<td>start writing the section I know most about or the one I find easiest to work with</td>
</tr>
<tr>
<td>make sure each paragraph or section presents a new development in my discussion</td>
</tr>
<tr>
<td>make sure the content of each paragraph connects with the previous one and shows development in my discussion</td>
</tr>
<tr>
<td>write a rough introduction as a guideline</td>
</tr>
<tr>
<td>make sure I write in the third person and not the first, or a mixture of both</td>
</tr>
<tr>
<td>make sure I write in the active voice and not the passive, or a mixture of both</td>
</tr>
</tbody>
</table>

Completed the first draft? Then leave it for a day before reading it again. A fresh pair of eyes and a clearer mind help you work out what’s relevant and what’s padding. Make changes in the first edit of your work – your second draft.

**Second draft (see Activity 7.10)**

Now leave your second draft for a day. With fresh eyes and a clearer mind, you’ll feel more confident about what stays and what goes. Your final edit is your most ruthless stage – word limit, deadline looming; it’s time to be absolutely clear about your discussion and get rid of the padding.
Activity 7.10  Second draft checklist

<table>
<thead>
<tr>
<th>Things to do</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>read over my first draft quietly; does anything jump out that seems out of place or doesn’t flow? Highlight this for future reference in a second, closer reading</td>
<td>✔</td>
</tr>
<tr>
<td>re-read my first draft as a close reading</td>
<td></td>
</tr>
<tr>
<td>check the logical sequence of information in sections and sub-sections, and change the order, where necessary</td>
<td></td>
</tr>
<tr>
<td>remove information that’s irrelevant, misplaced or is padding</td>
<td></td>
</tr>
<tr>
<td>add information that supports my discussion</td>
<td></td>
</tr>
<tr>
<td>re-write chatty language into formal academic style</td>
<td></td>
</tr>
<tr>
<td>add academic pointers that inform the reader of the sequence of my discussion</td>
<td></td>
</tr>
<tr>
<td>check all my references (including supplementary references)</td>
<td></td>
</tr>
<tr>
<td>check that all my quotations are accurate and correctly acknowledged</td>
<td></td>
</tr>
<tr>
<td>write my conclusion</td>
<td></td>
</tr>
<tr>
<td>re-write my introduction, checking that all points in my main discussion are logically and systematically presented</td>
<td></td>
</tr>
</tbody>
</table>

Final edit

Activity 7.11  Final edit checklist

<table>
<thead>
<tr>
<th>Things to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>check my assignment structure</td>
</tr>
<tr>
<td>check that I’ve not repeated the same information in several different ways</td>
</tr>
<tr>
<td>make sure my discussion flows logically</td>
</tr>
</tbody>
</table>
Final reading

We all do a final reading just to make sure – have we forgotten a reference, does it read OK, are we happy with it? Remember, you can’t add anything at this stage. It will be seen as padding, a spare part that doesn’t fit, or worse – it could effectively jeopardise what was otherwise a good discussion. So make your final reading just that!

Your assignment writing toolkit

Get to grips with your writing and make how you deal with your assignments smoother by using the tools that match your learning style.

The visual learner’s assignment writing toolkit

See the different elements of your assignment develop and take shape by using the visual tools in this toolkit. From initial ideas to final product, this toolkit will support your visual learning style.

- Bubbl.us
- Coloured stickers
- Dabbleboard
- Inspiration
- Mapping Man
- Mind Genius
- MyWebspiration
- Note Nuggets
- Noticeboard
- Personal reference system
- Shaped Post-its
- Sticky text highlighting strips
- Storyboarding
- Topicscape
- Wall planner
- W.Cube-It
- Mind Genius

The auditory learner’s assignment writing toolkit

Never written an academic assignment? Feel you’ll learn the processes more easily by being told how to do things? Then dip into this toolkit to sharpen your skills and make writing easier.
The tactile learner’s assignment writing toolkit

Practise and refine your writing skills by using the tools in this toolkit.

Lightning ideas

- Plan and write a manageable and achievable timetable
- Use different software for different stages or tasks in your assignment
- Use visual images to capture your ideas
- Jot down your initial ideas in any format, even if you discard some later
- Talk to someone about your assignment’s initial ideas and generate more
- Leave time in between the first, second and final reading
- Use your study skills and proofreading support often and effectively
- Don’t overload your workspace with too many notes, books, articles when writing: clear workspace = clear mind = clear writing
WRITING YOUR ASSIGNMENT

Plan to write and you're writing to your plan

Please go to the Companion Website for this book www.sagepub.co.uk/gribben to access downloadable resources, all the activities featured here and a podcast for this chapter.