

Criteria For Academic Writing

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Almost every genre of academic paper requires argumentation, since the goal of any work is to convince the reader that what the author is saying is interesting and important. This requires the development of appropriate strategies so that the author can effectively convey his ideas and take into account the views and expectations of the readers. Argumentative skills help one develop and organize ideas, evaluate the persuasiveness of viewpoints, maintain logical consistency, and present one's point clearly and effectively—all of these skills are extremely valuable for any genre of academic writing.

The modern theory of argumentation originates from Greco-Roman traditions. For the Greeks and Romans, argument was a way to resolve debates and establish truth. We argue not because we are angry with someone or because we don't believe them, but because argumentation helps us better study both our own and other people's ideas; evaluate opposing positions; express our views clearly and accurately; Critically analyze the ideas of others. Thus, mastering the basic principles of an argumentative essay helps us to create a work of any other genre.

There are two patterns of structuring an argumentative essay in academic writing, which are presented below: (Smally, R.L., Ruetten, M.K. and Kozyrev, J.R. (2000). *Rifining Composition Skills: Rhetoric and Grammar*. Boston: Heinle and Heinle, Thomson Learning).

As we can see, the introduction and conclusion are similar in both samples, the difference is in the main part. In the first case, the author presents his arguments, which is accompanied by a discussion and rebuttal of the opponents' argument. In the second case, the author is only engaged in rebutting the views of the opponents. Although both patterns of essay structure are used successfully in Western academic writing, I would still prefer the first pattern, because in the case of an argumentative essay, our goal is, first of all, to present our own arguments and

provide a convincing justification, not to criticize the views of the opponent. Therefore, in further discussion we will be guided only by the first sample. After getting acquainted with the structure of an argumentative essay, let's consider its samples. For an assessment to be convincing, it must be based on reliable facts, that is, facts that can be verified by others.

The use of clear criteria implies that the evaluation is based on a certain theory. It always involves validating the views of others, which is entirely context dependent. Depending on the criteria used, different conclusions can be drawn. For example, there is no doubt that Stalinism contributed to the industrialization of the Soviet Union, and based on this criterion it should be considered a success, but on the other hand, it proved to be destructive for the intelligentsia, therefore, it brought devastating consequences to the country's cultural life.

There are cases when the criteria are given in advance; For example, for a businessman, the leading criterion is to care about profit, and for a social worker, it is to work for public purposes. But in many cases, we have to decide for ourselves what criterion to use in a given situation.

Since several criteria are given to us at the same time, it becomes necessary to balance these opposite criteria. In many cases, the use of only one criterion is not enough, because a reliable assessment requires consideration of several criteria. Stalinism is an example of this, because for its final assessment it is necessary to take into account economic, cultural and other factors at the same time.

Reflection implies that an individual has the ability, through independent thinking, to come to a decision and to have a clear understanding of how and why he came to this or that conclusion. As a rule, reflection depends on our existing knowledge and past experience. Academic writing uses sources to support its claims. Sources are other texts (or media objects like photographs or films) that the author analyzes or uses as evidence. Many of your sources will be written by other academics; academic writing is collaborative and builds on previous research. It's important to consider which sources are credible and appropriate to use in academic writing. For example, citing Wikipedia is typically discouraged. Don't rely on websites for information; instead, use academic databases and your university library to find credible sources. You must always cite your sources in academic writing. This means acknowledging whenever you quote or paraphrase someone else's work by including a citation in the text and a reference list at the end.

An academic text is not the same thing as a literary, journalistic, or marketing text. Though you're still trying to be persuasive, a lot of techniques from these styles are not appropriate in an academic context. Specifically, you should avoid appeals to emotion and inflated claims. Though

you may be writing about a topic that's sensitive or important to you, the point of academic writing is to clearly communicate ideas, information, and arguments, not to inspire an emotional response. Avoid using emotive or subjective language: This horrible tragedy was obviously one of the worst catastrophes in construction history. The injury and mortality rates of this accident were among the highest in construction history. Students are sometimes tempted to make the case for their topic with exaggerated, unsupported claims and flowery language. Stick to specific, grounded arguments that you can support with evidence, and don't overstate your point: Charles Dickens is the greatest writer of the Victorian period, and his influence on all subsequent literature is enormous. Charles Dickens is one of the best-known writers of the Victorian period and has had a significant influence on the development of the English novel. AI writing tools like ChatGPT and a paraphrasing tool can help you rewrite text so that your ideas are clearer, you don't repeat yourself, and your writing has a consistent tone.

They can also help you write more clearly about sources without having to quote them directly. Be warned, though: it's still crucial to give credit to all sources in the right way to prevent plagiarism. Organization is a matter of priorities and structure. Your audience has this expectation that the information will be presented in a structured format that is suitable for the genre of the text, so there are different patterns you should take advantage of, because most readers are familiar with them and this helps facilitate the conveyance of information. Other factors such as relevance, coherence and flow, cohesion and texture, context and message should be taken into account. Moreover, there are several established patterns of information organization which all writers make use depending on the nature of their paper: problems and solutions, comparison-contrast, cause-effect, and classification.

Another important factor is flow. It means moving from one statement in a text to another. It is obvious that by keeping the flow and making clear connection of ideas and concepts you will help your audience to follow the text. One of the most commonly used methods for establishing a flow is moving from old information to new information. By stating old information first you can provide some brief background information and then state your assumptions or conclusions and establish a connection between them. Example: Although it is believed to connect the world together, internet can have negative impact on some cultures. We will focus on linking words and phrases later on. These elements can help the writer maintain the flow of information and establish clear relationships between ideas and concepts. Audience and purpose are interconnected. If the audience knows less than the writer, then purpose is instructional. But if the audience knows more than the writer, as is the case with students, the purpose will be demonstration of knowledge and expertise. So you should be aware of the purpose of your writing as it is a decisive factor.

What does it mean to write in an academic style? It doesn't mean using lots of long words and complicated sentences! The purpose of academic writing is to communicate complex ideas in a way that makes them least likely to be challenged. So, it's important to avoid any ambiguity. That means that academic writing must be:

- formal, because informal writing is not always understood in the same way by every reader;
- structured, because complex ideas need to be controlled to produce an unambiguous statement;
- precise, so that none of its ideas can be challenged;

- appropriate, so that it communicates to its audience in the most effective way. There are a range of definitions of this term, but in this paper? e-learning? refers to any type of learning situation where content is delivered via the internet. Learning is one of the most vital components of the contemporary knowledge-based economy. With the development of computing power and technology the internet has become an essential medium for knowledge transfer. Various researchers (Webb and Kirstin, 2003; Haniger al.,2006) have evaluated e-learning in a healthcare and business context, but little attention so far has been paid to the reactions of students in higher education (HE) to this method of teaching. The purpose of this study was to examine students? experience of e-learning in an HE context. A range of studies was first reviewed and then a survey of 200 students was conducted to assess their experience of e-learning. Clearly a study of this type is inevitably restricted by various constraints, notably the size of the student sample, which was limited to students of Pharmacy and Agriculture. The paper is structured as follows. The first section presents an analysis of the relevant research, focusing on the current limited knowledge regarding the student experience. The second part presents the methodology of the survey and an analysis of the findings, and the final section considers the implications of the results for the delivery of e-learning programmes. Many international students who arrive at college to study in English can speak the language well enough for normal life: shopping, travelling and meeting people. But the same students are often surprised to find that writing essays and reports in English is much more difficult. It can be helpful to think about the reasons for this situation. First, speaking is usually done face to face. If your listener cannot understand you, then they can look puzzled and ask you to repeat. But this does not work with a reader! When we write, we usually have little idea who may read our work, so we have to write as clearly as possible so that it is easy to understand. With academic writing, writers and readers have to learn special conventions, such as using capital letters in certain places. If you do not follow these conventions, your meaning may be unclear and your teacher can have difficulty assessing your work. Another issue is vocabulary. Most academic require writers to use semi-formal language, which is different from the idiomatic language used

in speech. One example is using a verb such as 'continue' instead of phrasal verbs such as 'go on'. What is the purpose of the book? This book is designed to help you succeed in the writing tasks you may be given as part of your academic course. The kind of writing that you are asked to do may be different from the work you have done before, and for some this may be the first time you have had to write long essays or reports in English. Your teachers know that English is not your native language and will be sympathetic to the problems you have in your writing. But at the same time, you will want to learn to write as clearly and accurately as possible, not only to succeed on your current course, but also in preparation for your career. Almost all large companies and organisations expect their staff to be able to communicate effectively in written English, as well as orally. Therefore, during your studies you have the ideal opportunity to learn to write English well, and this book can help you achieve that goal. In addition to accuracy, students on academic courses are expected to take a critical approach to their sources. This means that your teachers will expect you to question and evaluate everything you read, asking whether it is reliable or relevant. You are also expected to refer carefully to the sources of all your ideas, using a standard system of referencing. *Academic Writing: A Handbook for Students* will help you to develop these skills. Academic writing is a formal style of writing and is generally written in a more objective way, focussing on facts and not unduly influenced by personal opinions. It is used to meet the assessment requirements for a qualification; the publication requirements for academic literature such as books and journals; and documents prepared for conference presentations. Academic writing is structured and logical and therefore brings the reader from one key point to the next. It is important for you when you are writing to convey the information clearly and concisely, as, in terms of writing success, quantity does not always indicate quality. Your writing should also be supported by evidence/research which demonstrates understanding of underlying theories, processes and practices. Sources of the ideas/thoughts/information must always be referenced. When incorporating facts and other information, these should not just be copied and pasted, but instead should be used as the basis for a discussion or forming an argument. In general, a plain English approach to writing academically is acceptable but jargon, slang words or phrases should be avoided. Where there is a word count guide or restriction, this is to encourage the writer to express all of their insights and convey all of the relevant information and analysis in a clear and concise manner.

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რეზიუმე

ნაშრომი ეხება აკადემიური წერის კრიტერიუმებს. ყოველთვის როდესაც ვამბობთ, წერას ვიწყებთ, ამ სიტყვით ყველა იმ ფიზიკურ და ფსიქიკურ აქტივობას ვგულისხმობთ, რომელსაც დასრულებული ნაშრომის შექმნაში მონაწილეობს. ვიცით, რომ არ არსებობს წერის ერთადერთი სწორი გზა. ორი სხვადასხვა ნაშრომის ავტორი ნაშრომის შექმნისას ვერ მოახერხებს იდენტური რეკომენდაციებისა და მითითებების გაზიარებას.