**How do I make my point clear?**

**From Coleman – Polish Your Academic Writing**

State your point, clarify it, and then paraphrase it.

Make sure you understand the topic of your academic writing piece. Once you understand the topic you can create a checklist of as much supporting academic evidence as you need to ensure you can make your point clearly and present a well-balanced and fully supported argument.

Using simple language, make your point briefly in a short statement and then present the main pieces of evidence. Continue by clarifying your point with the rest of the evidence. Now you can paraphrase your point to guarantee you have pushed it home to your audience!

Read your academic writing piece through with your checklist of evidence and tick each item off as you arrive at it, as this will help you to verify that you have included all of the necessary and important elements of your work.

**Evidence:** Information from texts (books, journals, articles) ore experiments you have conducted yourself that may help you to support your reasons, answers, points and arguments.

**Opposing evidence:** Conflicting or contrary information to show you have considered a balanced argument.

**Ambiguity:** When there is a lack of clarity and something is open to being misinterpreted.

**Statement:** A clear and specific expression of something.

**Steps to making your point clear:**

* Understand the question
* Decide on the point you want to make
* Find supporting and opposing evidence
* Create an evidence checklist
* Formulate a simple and short statement of your point
* Formulate a simple and short restatement of your point
* Create a simple and short concluding round-up statement of your point.

**Task 1:** Choose an exam question to work with. Complete the checkpoint task below using 10 pieces of academic evidence. Include 5 pieces that support your point and 5 pieces that argue against it.

|  |  |
| --- | --- |
| **Supporting your argument** | **Opposing your argument** |
|  | 1. |
|  | 2. |
|  | 3. |
|  | 4. |
|  | 5. |

**Task 2:** Now you have some evidence, have a go at creating a statement of your point. Don’t use fewer than 10 words, but equally don’t use more than 25.

**Task 3:** How else could you say the same thing? Have a go at restating your point differently. Again, keep the word limit the same as above.

**Task 4:** How could you restate your original statement as a concluding round-up statement? Have a go at creating a concluding round-up statement with the same word limit.