Advanced Argumentation

As academic writers advance through the university, they often struggle with the increasingly sophisticated expectations of academic discourse. These expectations require more advanced techniques for creating compelling and successful academic arguments. Below are four main characteristics of advanced academic argument, as well as examples from published academic texts. Because academic writing varies across disciplines, we have tried to include representative samples from diverse academic fields.

1. Advanced academic writing assumes an on-going (inter)disciplinary conversation. No scholar writes in a vacuum; you are always drawing on, critiquing, elaborating, or revising the work of other scholars in your discipline and in related fields. Successful academic writers explicitly acknowledge this connection by using their arguments to create a dialogue with other writers.

- **This example acknowledges a current theory in the field, and then critiques it.**
  Until we understand Bulnes' underlying argument, we will respond to him as merely one more Mexican nationalist and not as the deeply philosophical polemicist that he is. Some have claimed that Bulnes' critical re-thinking of the Porfiriato represented only a crisis of Nineteenth Century Positivism. But that view underestimates his role as a seminal transitional thinker. In fact, we believe that it was an attempt to adjust to an intellectual perspective more attuned to the context of Twentieth Century Modernity. This "Cientifico" perspective coupled with Bulnes' compelling rhetorical skills and intellectual originality distinguish him as perhaps the most interesting among a group of otherwise neglected counter-revolutionary thinkers.
- **This example identifies and explains two common techniques used in the field, and then goes on to contextualize those techniques by analyzing their advantages and disadvantages.**
  There are two main experimental techniques used in conjunction with system identification schemes to extract the flutter derivatives. The first is based on a forced vibration test in which a bridge section model is rigidly supported by a mechanism which can oscillate in precise motions while time histories of either instantaneous pressure distribution or total integrated aerodynamic forces are measured (e.g., Matsumoto 1996; Haan et al. 2000). The second technique involves a free-vibration experiment in which a model is spring-suspended to allow oscillations in the vertical or torsional direction or in both vertical and torsional directions (e.g., Scanlan and Tomko 1971; Sarkar et al. 1994). The time histories of the free vibration displacement are monitored for further analysis. Although the forced vibration approach involves a relatively more complicated driving mechanism and measurements, it provides very reliable estimates of flutter derivatives. In addition, since the angle of incidence and the amplitude of oscillations can be easily controlled, this technique facilitates the measurements at different test conditions for investigating potential nonlinearities in self-excited forces. The free vibration technique is more widely utilized because of its simplicity and convenience in measurements.
- **This example begins by acknowledging a common assumption in the field, and then moves to apply that assumption to a particular problem faced by practitioners.**
  It is widely accepted that the future competitiveness of destinations will be based on the

extent to which they are concerned about the sustainability of their natural, economic and cultural resources (Gunn, 1997; Laws, 1995) . Hospitality classification schemes, quality grading systems and environmental management systems are generally viewed as part of national or international generic benchmarking enablers that are supposed to contribute to the destination's market competitiveness. By applying these enablers, destination managements and individual firms may improve their existing products and services and, if necessary, identify ways of developing new ones, which might also lead to a better demand-supply relationship with customers and retailers.

- **This example refers to multiple theorists to explain how they connect to each other.**
  These connections help to create a background against which the writer can position herself (by agreeing, elaborating, critiquing, revising, etc.).
  Although Fukuyama is using culturally determined differences in trust relationships to illustrate differences in the development of businesses in various parts of the world, his point readily translates to other social relationships. In addition, both Fukuyama and Redding lend support to Baier's assertion of the relationship between good or ill will on one hand and trust on the other.

2. Advanced academic writing is expected to pose a problem that is significant within the discipline. Unlike argumentation in other cultures, American academic writing is expected to build on previous research to create an original argument. There must be some tension, a gap, a goal - something unknown, undone, unresolved, or confused. Your job is to identify that problem, establish why it is significant for scholars in your field, explain what is currently keeping the problem from being resolved, and propose a course of action to resolve the problem (or to take steps towards its resolution).

- **This example describes a model created by the researchers, and then explains that the model allows them to easily make calculations that were previously impossible or difficult.**
  In our recent publications [9, 10] we developed a model where proton migration along the surface was described phenomenologically as 2D diffusion with the diffusion coefficient Ds different from the 3D bulk diffusion coefficient Db. In frames of this model, the nature of Ds and its dependence upon the properties of the surface and the bulk solution are not considered, assuming this important point to be addressed separately. Another aspect of the theory is the assumption of the Langmuir kinetics for proton exchange between the surface and the bulk. Despite this simplicity, the stationary variant of the theory enabled us to calculate such important characteristics of the process as the radius of the proton-collecting antenna, or the capture radius, which is the maximal distance that protons can migrate over the surface, and the maximal rate with which protons can be supplied to a target on the surface (e.g., the orifice of a proton-conducting channel), as well as the dependences of these parameters on the mobile buffer concentration in solution.
- **This example puts two authors in conversation with each other, and claims that this dialogue can provide insight into both individual authors, as well as the broader philosophical concepts they discuss.**
  I will argue here that Arendt and Derrida in fact offer accounts of the same crisis and that it is the crisis in which we still find ourselves. Moreover, Derrida's response is a

continuation and radicalisation - in the sense of deepening - of Arendt's response. Specifically, reading Arendt through Derrida allows us to see the equivocal nature of the concept of responsibility on which she founds her new thought of authority.; where Derrida addresses the privileged institutional place of the university, Arendt sets education apart as a quasi-public space; the phenomenon Derrida describes as the profession of the professor turns out, after all, to be a version of what, for Arendt, is the peculiar authority of the educator, what is to be gained from reading these thinkers together, then, is an insight into their respective essential equivocations, an indication of their shared attentive worldliness, and a thought, built by both, of impossible, worldly education that may help us to grasp our own, contemporary, crisis of education.

- **This example explores a gap in the research, an area that has not been much studied, and explains why further research in this area is necessary.**
  Relatively few studies have reported detailed information on the processing of emotional prosody or facial expressions during on-line mediation of these events, and data exemplifying how simultaneous activations of prosodic and facial displays of emotion are registered and integrated by decoders in real time are scarce. New on-line data are essential to provide clues about how nonverbal stimuli presented in separate but conjoined channels are evaluated and (presumably) combined to form a coherent impression of a communication partner's affective status, and perhaps to derive other types of inferences during natural discourse. These concerns motivated the current study which adopted a new on-line approach to examine issues in the processing and recognition of nonverbal emotion displays, and in particular, to obtain empirical support for the assumption that emotional prosody and emotional faces share an overlapping cognitive structure during input processing (e.g., Borod, 2000; Bowers, Bower, & Heilman, 1993).

3. Advanced academic writing places a premium on synthesizing rather than summarizing source material. The goal is not simply to demonstrate that you have read the material. Instead, academic writers need to show that they can see connections between different sources, and that they can combine the ideas of well-known scholars with their own contributions in order to create an original or refined perspective on an established area of disciplinary inquiry. Academic writers are expected to draw on their extensive reading to develop brief, but cohesive overviews of previous research, with a focus on emphasizing connections, contradictions, and potential for further inquiry.

- **This example condenses multiple studies into brief overviews of the most important points, emphasizing the connections and correspondences between those studies.**
  Notice that the writer focuses on summarizing the studies as a whole, not paraphrasing individual sentences or paragraphs.
  Most studies found age to be the main factor associated with qualitative differences in children's death-related concepts (Brent & Speece, 1993; Childers & Wimmer, 1971; Kane, 1979; Tamm & Granqvist, 1995; Wenestam & Wass, 1987). These studies proposed that Piaget's (1960) theory is the most appropriate for explaining qualitative differences in children's knowledge of death, and found a close correspondence between Piaget's levels of cognitive development and development of death-related concepts (Kane, 1979; Koocher, 1973; Lonetto, 1980, 1982; Speece & Brent, 1992). In their

numerous studies on children's development of mature concepts of death, Speece and Brent concluded that children are unable to achieve a mature understanding of death until ten years old, because they are unable to synthesize the individual principles into a complete concept (Brent & Speece, 1993; Speece & Brent, 1984, 1992).

- **This example condenses multiple studies into brief overviews of the most important points, then identifies areas that have been under-researched.**
  Sociologists have devoted considerable attention to the manner in which the reputations of cultural producers and their products are created and perpetuated (Becker 1982; Corse & Griffin 1997; DeNora 1995; Dowd et al. 2002; Kapsis 1992; Lamont 1987; Lang & Lang 1988), but they have paid much less attention to more formal processes of retrospective cultural consecration (Bourdieu 1991; Zolberg 1990). This lack of attention to formal processes of cultural consecration is somewhat surprising given the fact that the conferring of honors, awards, and prizes is a pervasive and highly visible aspect of everyday life (Goode 1978; Levy 1990). There have been a number of historical studies of the processes by which scientists receive Nobel Prizes (Feldman 2000) or athletes are elected to the Hall of Fame (James 1994).

4. Advanced academic writing cannot rely on plagiarism. Academic writers cannot use another researcher's words OR ideas without giving full credit through proper citation. The purpose of using source material in academic writing is to gain authority by drawing connections between your ideas and those of experts in your discipline. If you use their material without giving them credit, you have undermined your authority and cast doubts on your conclusions. If you refer to another writer's study, theory, model, methodology, conclusions, etc., you must still cite your source, even if you have not quoted directly from their work. Plagiarism is considered a form of theft and is a serious breach of the University Code of Conduct.