

# WRITING PRACTICE NOTES

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W1 - W4      Title



Notes

# WEEK -1

## Def of Academic writing:

## Purposes of Aw:

### What Is Academic Writing?



### Academic vs. General Writing

#### Academic

- Follows a set of rules
- Arguments built on references to the existing scientific evidence
- Exploration and explanation involving particular topics
- Strict adherence to language norms

#### General

- Not really rule-bound
- Does not have any such requirements
- No such pattern
- Language norms are flexible

### Purposes of Academic Writing

Engaging with an academic topic, issue, or problem

Conveying your ideas to the members of your academic community

Informing, explaining, persuading, analyzing, and evaluating information

- Share knowledge/research findings/ideas with the academic community
- Verify claims made by peers
- Examine scientific methods
- Convey a new point of view/argument
- Report the validity of a theory

## Features of Aw:

### Features of Academic Writing

#### While writing an essay:

- How to write a strong thesis statement
- How to include the ideas in a paragraph
- How to conclude in a paragraph
- What is the way in which you want to write
- What will go into each section
- How to include the information in each section



- Presenting arguments in appropriate context
- Frequent use of summarizing and paraphrasing
- Use of hedging or cautious language
- Following a style sheet for citations and referencing
- Change as: descriptive, compare-contrast, argumentative, and cause-effect writing types
- Use of signposting and correct language
- Inclusivity

## Types of Aw:

### Types of Academic Writing

- Descriptive:** Description of a process, situation, or object
- Critical:** Analysis and review of ideas, theories, and arguments
- Persuasive:** Presenting an argument or point of view
- Critical:** Analyzing and evaluating arguments to develop one's own arguments



### Originality

- Novelty and value
- Indicates the academic integrity of the writer
- May not have to develop a completely original idea/thought
- Must be built on existing literature and facts
- Carrying out a thorough review of the latest literature
- Identifying gaps in the literature

### Ensuring Originality

- Reviewing latest information
- Adding a new idea/dimension
- Adopting a new approach
- Exploring new applications
- Working on unresearched/under-researched areas
- Critiquing existing assumptions

## Integrity in Aw:

### Practicing Integrity in Academic Writing



### Factors That Can Hinder Integrity

- Manipulation of data
- Usage of others' data without permission
- Ignoring data that challenges our results
- Improperly assigning authorship



# Plagiarism in AW?

## What Is Plagiarism?

- Copying work without giving the creator proper credit
- Includes published and unpublished work in all electronic and printed form
- Can be intentional and unintentional
- May include ideas, words, information, images, audio-visual files, poems, tables, figures, and so on.

## Forms of Plagiarism

- Inappropriate paraphrasing: not changing the original words and not following citation norms
- Using materials from the internet without giving proper credit
- Verbatim and long quotations
- Self-plagiarism: using a significant amount of one's previous work
- Use of material written by professional agencies
- Collusion: two people working together to deceive someone (the teacher)

## Avoiding Plagiarism in Academic Writing

- Knowing intellectual property rights law
- Learning to paraphrase and summarize well
- Familiarizing yourself with referencing styles
- Citing sources accurately
- Keeping track of sources used in the work
- Knowing quotation norms
- Learning to create academic texts independently

# Understanding Intellectual property rights?

## What Is Intellectual Property?

- Intellectual property refers to something intellectual in nature, created by the mind
- Literary and artistic works, inventions, symbols, images, designs, and so on
- Patents, trademarks, and copyrights provided to IP owners → protecting their intellectual property
- IP laws ensure the smooth use of such creations

## Types of Intellectual Property



- Up to 45-60 words from an article → giving credit to the author
- Beyond that → written permission from the author and the publisher
- 90 words on one occasion, 300 words in total from a book → giving credit
- Beyond that → written permission
- Written permission: images, tables, figures, poems, stories, lyrics, audio-video clips, and so on.
- Copyright-free materials: Project Gutenberg → creative commons materials

# Respecting IPR in AW?

## Respecting Intellectual Property Rights

- Respect the intellectual property rights of the author(s) of the source material that you are referencing.
- This allows you to avoid any act of academic theft.

WEEK 2



## How Does One Provide Credit?



## Important Points to Note

- Copyrights cover the use of figures, data, images, and so on.
- Check whether to seek written permission or simply cite the source.
- Patent/copyright laws differ from region to region and country to country.
- Make sure that you follow the laws of the region when adapting such materials for your own use.
- Check the copyright laws of region/country before deciding to publish/patent.

# Brainstorming Ideas for Writing Paragraphs

## What Is Brainstorming?



## How Brainstorming Works

- |                 |  |
|-----------------|--|
| <b>Topic</b>    | → Impact of pollution on our lives                               |
| <b>Idea A</b>   | → Impact of water, air, land, noise, and nuclear pollution on us |
| <b>Idea B ✗</b> | → How we can control pollution                                   |
| <b>Idea C</b>   | → Various physical and mental health impacts                     |

## Brainstorming Strategies

### Listing:

- Make a list of all the ideas related to the topic and categorize them
- Check which are within the scope
- Arrange the ideas based on importance
- Write sentences on each idea

### Idea mapping:

- Topic in a circle at the center
- Related main ideas above arrows surrounding the circle
- Further the ideas by adding details to each one
- Verify and select (and reject)
- Create connections

### Annotated bibliography:

- Create a list of published research articles related to the topic
- Use Google Docs
- Jot down the relevant points from each one
- Create categories and organize the points
- Write and make connections

# Searching the Internet for Ideas

## Knowing Databases and Reliable Sources of Information

- Databases: Google Scholar, JSTOR, Researchgate, SCOPUS, and Web of Science
- Publishers: Cambridge University Press, Oxford University Press, Springer Nature, Sage, Routledge, Elsevier, Blackwell, IEEE, and other university presses
- Journals listed in SCOPUS/Web of Science
- Paid or free: Requesting authors to share their published work
- Avoiding Wikipedia: Unreliable information

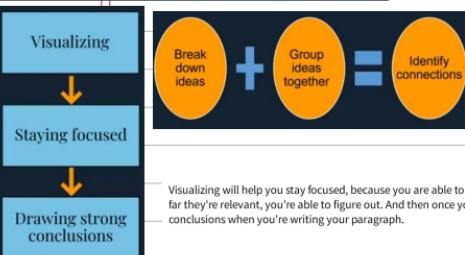
## How to Conduct an Effective Search Online

- Using the right keywords relevant to the topic → saving time
- Using multiple resources for the topic; cross-check the information presented → improving validity and reliability of presented information
- Keeping track (bookmarking) of the sites visited and used in writing → saving for future reference

- Knowing the best academic journals and resources in your area/field → avoiding false information
- Using the information as per copyright laws → avoiding plagiarism
- Going through the references in research articles → gaining expertise in the area
- Providing the correct URLs used in the writing → helping your academic community and avoiding plagiarism allegations

## Creating an Idea Map

### Why Do We Create Idea Maps?



Visualizing will help you stay focused, because you are able to see what is relevant, what is not relevant, how far they're relevant, you're able to figure out. And then once you're focused, you'll be able to draw strong conclusions when you're writing your paragraph.

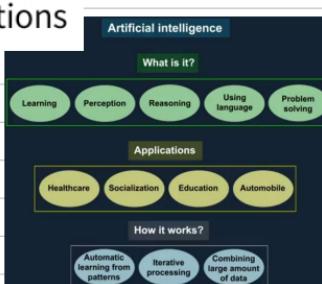
### How to Get Started with Idea Mapping?



## Building Idea Connections

### What Are Idea Connections?

- Necessary to connect ideas and explain them in academic writing
- General relationship categories can be used to link ideas
- Using words or phrases (signposting) that connect or relate the ideas/arguments and maintain coherence and cohesion



### Kinds of Idea Connections

Familiar and unfamiliar ideas	Claims, evidence, and explanations in an order
Cause and effect relationship	Comparison between/ among ideas
Facts and details	Critical and general ideas

## Delimiting Ideas

### What Is Delimiting?

- Narrow down the scope of the paragraph
- Including content that is adequate
- Deciding the depth of the presentation
- Setting boundaries
- Avoiding unwanted elaboration

### Why Delimit?

- |                              |                                |
|------------------------------|--------------------------------|
| Staying focused              | Improving reader engagement    |
| Achieving writing objectives | Making content more accessible |

### How to Delimit Ideas?



# Main Components of a Paragraph

## Basic Components of a Paragraph

Topic sentence	Supporting sentences	Concluding sentence
<ul style="list-style-type: none"><li>Contains the main idea</li><li>Usually the first sentence</li><li>Specific and clear</li></ul>	<ul style="list-style-type: none"><li>Explanation or elaboration of the topic sentence</li><li>Include examples</li></ul>	<ul style="list-style-type: none"><li>Generally the last sentence</li><li>Shadow of the topic sentence</li></ul>

If it's too broad, then becomes problematic. If it's too narrow, and also it becomes problematic. So it should be specific enough and it should be clear.

It comes at the last and whatever you set out to achieve through the topic sentence, you go back and re-emphasize that or restate that not exactly using the same words and phrases, you change that but re-emphasize the same thing in the last sentence.

## Features of a Paragraph

- A whole in itself—complete
- Length can vary
- Defining, classifying, comparing, persuading, describing a process, contrasting, and cause-and-effect
- Signposting to maintain coherence
- Academic paragraphs: citations

## Example of a Paragraph

A place can be considered to be haunted for various reasons. **First**, people who visit or occupy the place feel the presence of a spirit with a sense of uneasiness and anxiety. The spirit may be seeking closure. **Secondly**, people may interpret activities that can be otherwise explained by science, for example, the sudden burst of wind inside a house, as acts of a spirit. **Lastly**, an abandoned place is often misinterpreted as haunted. It may be a good idea to verify the truth behind the place before accepting it as haunted.

**Introduction** States the topic sentence

**Body** Expands the main topic

**Conclusion** Brings the paragraph to an end

Then the next one, in academic paragraphs in many cases, you need citations. You need to cite other's work and build your work on their work. That's very common practice in academic writing. You may have to cite. You need to understand how to cite others when you are writing paragraphs.

## Writing a Good Topic Sentence

### What Is a Topic Sentence?

- A paragraph usually begins with a topic sentence
- Introduces the main idea of the paragraph or tells what the text is about
- The writer must identify the main idea of the text to write an effective topic sentence
- A good paragraph consists of sentences that connect back to the topic sentence; therefore, it must be clear and precise
- Topic sentences are essential as they define the content that will be written further, giving it flow and clarity

It tells you the boundaries of the paragraph also in a way. If it's a strong, well-written specific topic sentence then you have a good idea about the kind of elaboration, the kind of topic, and what is it that is going to be discussed in the paragraph.

### Parts of a Topic Sentence

- The topic sentence of a paragraph contains two parts: a topic and a main/controlling idea

#### Example

Chocolate consumption is associated with many health concerns.



Almost always a good paragraph is all about elaboration of the controlling idea or the details that support the controlling idea. In this case, you will not be talking about chocolate consumption rather you will be talking about the health concerns that are associated with chocolate consumption.

### Weak vs. Strong Topic Sentences

#### Weak

General sentences are broad statements – weak  
Example: Books are a very good source of knowledge.  
Which books does the writer want to discuss?

Factual statements: Siberia is one of the coldest inhabited places.

#### Strong

Specific sentences give details about the topic, which are further explained → strong

Example: Sci-Fi books are my favourite genre of books. These books are about....

## Writing Supporting Details

### What Are Supporting Sentences?

- Supporting sentences usually follow the topic sentences
- They elaborate more on the ideas expressed in the topic sentence
- They provide the argument/evidence to support the ideas stated in the topic sentence

#### Controlling ideas



### Types of Supporting Sentences



### Examples of Supporting Sentences

#### Topic sentence—India is a hospitable country to visit.

Supporting definition—  
This means that Indians are extremely friendly and welcoming to guests.

Supporting explanation—  
Here guests are considered good teachers for the guests with utmost care as part of their duty toward their culture.

Supporting example—  
Several foreign travelers, including Farhan and Huda, have mentioned how they were

## Writing a Good Concluding Sentence

### What Is a Good Concluding Sentence?

- Usually, the final sentence of a paragraph
- Serves as a reminder to the reader of the main idea
- Reemphasizes the controlling idea
- Sums up the whole or summarizes the paragraph
- Avoid the introduction of any new idea
- Avoid repetition of sentences or phrases used earlier



Because when you are writing the last sentence, you are reminding the reader of the first sentence or the main idea that you mentioned in the first sentence. What it does is it reemphasizes the controlling idea.

In this case, when you are writing a concluding sentence, you think about phrases like "to sum up," "on the whole," "to summarize." These are the phrases which indicate that you are concluding a paragraph so you can use these phrases, but these are not absolutely necessary.

Again, there is one more thing that you should be aware of, that thing is you should avoid using the exact words and phrases that you used in the topic sentence or when you talked about the main idea or the controlling idea. If you do that, that becomes a repetition and hinders readability.

# Meaning and Importance of Signposting

## What Is Signposting?

- Words and phrases to guide the reader while they read the content of your text
- Two main types

Major Signposts	Linking Words/Short Phrases
<ul style="list-style-type: none"> <li>Introduction</li> <li>Conclusion</li> <li>Main arguments</li> <li>Direction of the argument</li> <li>Opening phrases</li> <li>Closing phrases</li> </ul>	<ul style="list-style-type: none"> <li>Words connecting ideas/sentences</li> </ul>

## Importance of Signposting

Signposts serve the following purpose in academic writing

Emphasize the arguments and transitions in the text	
Establish relationships between sentences in a piece of text	Help maintain coherence in the paragraph
Articulates the structure of the writing	Organizes the text

## Kinds of Signposts in Paragraphs

- Conjunctions are like signposts that help the reader to follow the text further
- Verbs can be used as signposts: Define, assert, claim, state, prove, and so on
- Signposts used in the topic sentence can be used in the concluding sentence in their past tense.

Example:

**Topic sentence:** This essay will argue.....

**Concluding sentence:** As the arguments provided.....

You choose those connectors or those linkers, we call them connectors, or linkers, or conjunctions,  
You can use words like however, moreover, furthermore, but, there are several others that are there.

## Signposting of Order

### What Is Signposting Of Order?

Function as guides for the reader.

Provide a 'roadmap' to help keep track and anticipate the order in which you will present content.

Remind the reader about important information and predict questions.

Useful when writing introductions and conclusions and when transitioning from one idea to another.

Useful when mentioning the procedures and methods that you will use/have used.

### Signposting Words Of Order

**Listing:** Draw attention to the overall structure

- First/firstly
- Second/secondly
- To begin with
- Following this
- Afterward
- Then
- Next
- Lastly
- Finally
- To conclude

**Transitioning between points:**  
Facilitate readers to locate themselves within the text

- Next
- It is now necessary
- Turning now to
- This section identifies
- Moving on to
- Having considered...we will now consider

**Referring backward:** Reiterate important information

- Initially
- As we have seen
- As previously discussed
- Prior to this
- As discussed previously
- As demonstrated above
- As indicated earlier

**Referring forward:** Allows the reader to anticipate what they will be reading ahead

- As will be explained later
- In the following section
- As we shall see
- As explored below

## Signposting of Relations

How you know, because of the signpost. As a result, you see, we are talking about the impact. We're talking about the effect due to this, we are talking about the cause. They tell us clearly which one is cause, which one is effect, and how they're connected.

### What Is Signposting of Relations?

Display the logic within the steps of your argument

Highlight the relationship between ideas used

Draw attention to how you are identifying cause and effect

Emphasize your method of identifying similarities and differences

Highlight summaries, important pieces of information, examples etc.

**Addition:** shows connection to previous point

Another  
To elaborate  
What is more  
As well as

In addition  
Additionally  
Also  
Further

**Illustration:** examples

In particular  
For example  
To illustrate  
For instance  
...such as...

Namely  
Notably  
...as can be seen in...  
...as demonstrated by...  
One such

**Similarity:** shows the similarities with the previous point

Correspondingly  
Similarly  
Just as..., so too

Likewise  
In the same way  
Complementary to this...

**Emphasis:** identify key information

Chiefly  
Mainly  
In fact  
Importantly  
In particular

Furthermore  
Indeed  
Especially  
Mostly  
Moreover

Contrast: show opposition to previous point

Conversely  
Rather  
Whereas  
Even so  
Despite this

In comparison  
However  
Alternatively  
That aside  
On the contrary

Reformulation: say it in other words

That is to say  
To look at this another way  
In other words

Rather  
Put simply  
Stated otherwise  
Better still

**Cause and effect:** show how something is the result/cause of something

As a result  
This causes  
Hence  
For this reason  
In view of this

Therefore  
This means that  
Resulting from this  
This suggests that  
Accordingly

**Summary:** overview of previous points

Overall  
In summary  
Altogether  
On the whole  
In brief

To sum up  
In short  
On the whole  
In all  
To review

In signposting of relations, using signpost, we display the logic within the steps of your argument. Why something is next? Why something is present and ahead of something else? If you use signposts, there is a logic to it. You add that logic using signpost.

The next thing is, they also help us highlight the relationship between ideas used in the paragraph or in a piece of writing. That means when you use signposts of relations, they tell us what kind of relationship two ideas share.

They also help us emphasize your method of identifying similarities and differences. There can be similar. They are similarly, that means they're similar. In contrast or as opposed to this, you can actually show differences. There can be several other words that we're going to use.

# Choosing and Using Appropriate Signposts

## Choosing and Using Appropriate Signposts

- Words used as signposts should be chosen correctly, as different signposts serve different purposes.
  - Example: In contrast, consequently, however, etc.
- All the above words serve different purposes in writing.

- Inaccurate signposts can confuse the reader:

"Coding has simplified qualitative research. It has enhanced the quality of interpretations. Moreover, it has brought challenges to the researcher."

- Unnecessary signposting might appear like an activity to increase the number of words.
- Example: "The report has four chapters: Introduction, Methodology, Results, and Conclusion. First, in the Introduction chapter, I will... Then, in the Methodology chapter, I will..."

- Coming to the point directly: The noticeable fact is that... As discussed in detail in the previous paragraph, data science can determine the future of...
- Signposting can make reading tiring if it keeps taking the reader back to many previously mentioned ideas without any justification.

If you add it to positive sentences, you have already two positive sentences. You are bringing a negative side of coding but you have word moreover, which is in addition, you will confuse the reader here. If you use a word like, moreover, in this context,

- The focus should be on conveying ideas in an organized manner.

- Excessive use can make the text wordy:

*"It may be appropriate to understand the great many ways in which gravity controls our lives"*

• Can hurt precision in writing: "The idea is not only extremely outdated and old fashioned but also in many ways ineffective and unattractive."

- Editing thoroughly before submission—verifying if the message is conveyed effectively without signposts.

## WEEK 3

# Writing Argumentative, Cause-Effect, and Comparison Paragraphs

## Structure of Argumentative Paragraphs

### Features of an Argumentative Paragraph

- Persuade the reader to agree with you
- Argue against or for a particular claim

Persuasive paragraphs

### Features of an Argumentative Paragraph

- Uses factual evidence to prove that your claim is the most logical claim
- Example of a topic sentence: The argument that students from socially disadvantaged backgrounds cannot learn without the use of their mother tongue in the classroom is misplaced.

### Structuring the Argument

#### Introduction

Topic sentence: clearly states the argument

#### Body

Support the main idea expressed in the topic sentence

#### Conclusion

Restate the main idea and draw your conclusion

First one, argumentative paragraphs are used when you are trying to persuade the reader or you want them to agree with you or you want to project an idea and you want them to accept the idea or it can also be a case where you are trying to argue against something and you want them to accept your argument.

The argument is what is misplaced, that the students from socially disadvantaged backgrounds cannot learn without the use of their mother tongue in the classroom. The argument is that this argument is misplaced.

Now you need to search for evidence or gather evidence and present in the paragraph which will support the idea that this argument is misplaced. It's not really a strong argument, it's a weak argument or it's a wrong argument. This is what you are going to prove in the paragraph.

## Organization of an Argumentative Paragraph

### Claim

- Arguing about what
- Providing a reason for your claim
- Considering counterclaims

### Evidence

- Quotes or examples
- Evidence with correct citations

### Link

- What the evidence means
- Why the evidence supported your claim

### Counterargument

- Why your claim should be acknowledged
- Why the contradictory arguments and objections are not strong or sustainable
- Introducing possible rebuttals and counterarguments

You need to think about how you can present a topic sentence that has scope for elaboration, that has scope for argument or debate, and then you prove it there in the paragraph. But whenever you come up with something that is very close to a factual statement, it doesn't remain a claim.

## Introductory Sentences and Evidence in Argumentative Paragraphs

### Composing an Argumentative Paragraph

A primary argumentative paragraph follows a general paragraph structure

An topic sentence clearly stating an argument

Supporting sentences covering evidence to support the argument

Concluding sentence re-emphasizing why the argument should be accepted

### Introductory Sentences in Argumentative Paragraphs

- The topic sentence or the introductory sentence should specify the main idea you are arguing for or against:

Tobacco industry has a significant negative impact on the environment.

The last part is a concluding sentence where you reemphasize why the argument should be accepted. In many cases in argumentative paragraphs, you create sentences that indicate prediction of something, and they are considered to be pretty good conclusions for argumentative paragraphs.

- It must clearly indicate the position, if any, taken by the author:

Education is the only way to control crimes against women.

- They should not be factual or only describe the scope of the paragraph:

Singapore has one of the best school education systems in the world.

## Evidence in Argumentative Paragraphs

- Primary documents, facts and statistics, relevant research findings, large scale survey results, etc.



That means the source from which you are collecting information and including your paragraph should be reliable. Consider some authentic sources of information and use those. The next one is

You will be able to convince your readers really well. Next one is acceptability. Sometimes evidence is good but you will find your readers not accepting the evidence that is presented to them.

last thing is that all these four factors are on a continuum. How acceptable, how accurate, how reliable, and how relevant.

They can be not at all reliable, acceptable, relevant, or accurate or they can be highly accurate and acceptable and all that. In between, they can stand anywhere. It could be here, there. It could be more reliable, not so reliable or very reliable, very very reliable, strongly reliable.

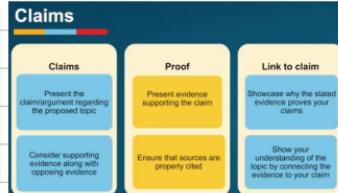
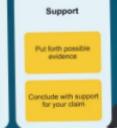
## Claims and Counterclaims in Argumentative Paragraphs

### Why Claim and Counterclaim Method?

Claims: Related to the evidence made for the topic sentence

Counterclaims: Go against the claim

#### Counterclaims

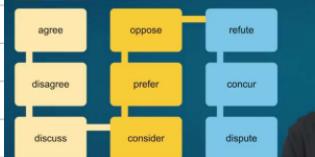


But when you are making a claim, you must have already considered the arguments that go against your claim. That's why you are in a position to prove to the reader that your argument is stronger than the counter claims that go against your claim. Then

So that when we talk about claims and counterclaims, we first present our claim, then we persuade the reader about our claims. We present evidence to convince our reader to accept our claims.

And also what we do, we bring in counterclaims to let the reader know that we are aware of the counterclaims. We also convince them by showing them that we know about the counterclaims. We know about the arguments that go against our claim.

### Words to Agree/Disagree in an Argumentative



## Useful Vocabulary for Writing Argumentative Paragraphs

### Vocabulary for Argumentative Paragraphs

- Acknowledging others' ideas and opinions

insist	explain	present	concede	argue
assert	claim	describe	examine	report
confirm	affirm	contend	deny	consider

### Words to Acknowledge and Disagree with Opinions

although	despite	nevertheless
whereas	however	while
but	yet	even though

It'll be wrong to use wrong words from this list of words we talked about, it would be wrong if you see that the person is not trying to conclude something but person is just putting forward on an argument. If you say that the person concludes, it won't make much sense.

### Challenges to Presenting Arguments

Demonstrating conviction and authority:  
I believe that investing in creating cost-effective materials can make the company more profitable.

Sounding objective (not overly emotional):  
'Global warming can wreak havoc on the entire human population.' vs. 'Global warming is a threat to human existence.'

Maintaining logic and reason in building arguments:  
Although it has not been conclusively proved, learning more languages can add to our cognitive capability as language learners.

Brain research suggests that their brains are more active and act faster when acquiring a new language.

# Structure of Comparison Paragraphs

## What Is a Comparison Paragraph?

### Compare

- How two ideas/places/people/objects are similar

### Contrast

- How two ideas/places/people/objects are different

- A popular academic writing genre
- Evidence for your argument
- Explaining with clarity and accuracy
- Compare or contrast or both

### Commonly used words in comparative structures

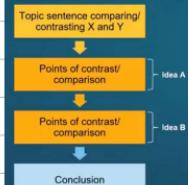
And	Both	Both... And
Also	Too	Neither... nor
Similar to	The same as	(just) as + adjective + as
Likewise	Similarly	

### Commonly used words in contrastive structures

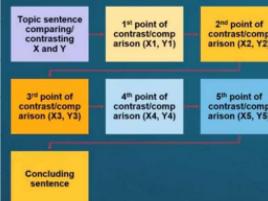
Moreover + adjectives/adverb + than	Adjective + er + than	But/while/ though
Not the same as	Not as...as	Different from
In contrast	However	On the other hand

This is called block organization because you are arranging one block entirely devoted to compare idea A, then another block entirely devoted to idea B.

### Method 1: Block Organization



### Method 2: Point-by-Point Organization



When we are contrasting, we are trying to find out, trying to highlight the differences among two places or ideas or people or things how they are different. We are trying to present or we're trying to prove that they are different and in how many ways in how they're different from each other.

When we are contrasting, we are trying to find out, trying to highlight the differences among two places or ideas or people or things how they are different. We are trying to present or we're trying to prove that they could be anything. So, if you compare to two different entities and in the process, you can also contrast the features of these two entities.

## Language Use in Comparison Paragraphs

### Transition words/phrases used in comparison paragraphs



### Transition words/phrases indicating contrast



So, instead of saying, the 12th generation computers are faster than 11th generation or 10th generation computers, you can say that the 12th generation computers are slightly faster or significantly faster than i7 or 8, than 11th generation or 10th generation computers.

So, if you are saying slightly, the degree of difference is less than when you use a word like significantly when we are kind of trying to generate more impact by showing the difference as significant.

## Block Organization in Comparison Paragraphs

### Block Organization

#### Two main approaches

##### 1. Block organization

Shorter paragraphs

##### 2. Point-to-Point organization

Longer paragraphs

### Block Organization

#### Block organization

#### Topic sentence indicating the comparison/contrast

#### Points of comparison/contrast for topic/idea 1

#### Points of comparison/contrast for topic/idea 2

#### Concluding with re-emphasis

### Example

Android operating system and iOS are different from and similar to each other in many ways.

Google develops the Android operating system (OS) which is based on the Linux kernel.

Android OS is mainly used in smartphones and tablets. It can operate with 5G network. It is used by many smartphone companies across the world like Samsung, LG, Nokia, etc.

On the other hand, Apple owns iOS. It has a layered architecture. It is used by devices such as iPhone, iPod, iPad, etc., produced by Apple. It can work with 5G network. Smartphones running iOS are usually costly. Android operating system and iOS have their unique features which help people choose smartphones.

If you are comparing two ideas or two entities we present all the details or points of contrast or comparison in the first part related to the first idea and then we take the next idea and present the entire, all the points of comparison or contrast related to the second idea in the second block and then we conclude.

# Point-to-Point Organization in Comparison Paragraphs

## Composing a Point-to-Point Comparison Paragraph

Introduction  
Topic sentence comparing/contrasting two ideas/objects

Middle  
Each sentence explaining a difference/similarity between the ideas/objects

End  
Concluding the paragraph with restating the main idea—highlighting the comparison

## Example of a Point-to-Point Comparison Paragraph

Though both hold digital data, a hard disk drive (HDD) is different from a solid state drive (SSD) in many ways. To begin with, an SSD uses electronic circuits for storage as opposed to an HDD where data are stored magnetically. Secondly, an SSD with its lower latency is faster than an HDD. Thirdly, an HDD uses more power as it has to rotate its platter which is not there in an SSD. Fourthly, the reliability and data transfer speed are higher in SSDs. Lastly, SSDs are costlier than HDDs. For all these reasons, SSDs are going to completely replace HDDs in the near future.

You have two ideas, you are comparing them or contrasting them and you are doing that in each sentence, how they are similar or they are different from each other.

Sometimes in some sentences we used two points of comparison, in some sentences the point of comparison was just one. But in two or three sentences, we use more than one point of comparison.

## Points to Remember

- Clarity about the points of comparison/contrast
- Use of appropriate vocabulary indicating compare/contrast
- Maintaining coherence
- Following the main idea track
- Most important to least important
- Bringing a logical end through conclusion

# WEEK 4

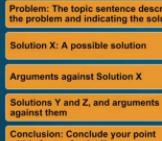
## Writing Paragraphs on Problem-Solution, Process, and Visual Information

## Structure of Problem-Solution Paragraphs

### What Are Problem-Solution Paragraphs?

- Explaining a problem and proposing one or multiple solutions to that problem
- Minimum importance given to the problem, more to the solution
- Explanation of the problem - a set of solutions

### Structure of a Problem-Solution Paragraph



### Example

Topic sentence  
Academic writing can be improved by adopting a few strategies over a period of time, as there is no single strategy to improve it. It is also important to receive feedback from general writing. One of the most popular strategies is to utilize academic writing workbooks. However, without receiving feedback on the writing, it may be difficult to identify the errors. There are several software tools available for writing with the help of software like Grammarly. Though Grammarly may help identify grammatical errors, research indicates that it may also miss some errors. People also take the help of online writing courses to improve their writing. If these courses are not monitored by an expert and regular feedback is not provided, it may not be effective. Academic writing depends on one strategy; the use of multiple strategies will surely help improve academic writing.

Argument the problem  
Argument the solution  
Conclusion

As it's obvious from the term "problem solution," when you think about a problem solution paragraph, there is a problem and there is a solution. Simplistically put, you mention the problem first and the solution next. What happens in such paragraphs, generally, we start explaining a problem.

When we move on from this one sentence where we're talking about problem to another sentence where we're talking about solution, we need to make sure that the problem and the solution are linked properly.

### Introductory and Concluding Sentences in Problem-Solution Paragraphs

#### Topic Sentence

##### • Introduction of the problem and the solution ideas:

The expansion of the university campus is hindered by a number of factors that need to be addressed immediately.

##### • Topic + Problem:

Undernourishment is an alarming issue that gets inadequate attention across all developing and underdeveloped countries.

##### • Components of the topic sentence:

topic (problem) + controlling idea (solution)

Climate change has significant impact on human lives across the world and, therefore, efforts should be made globally to address the crisis.

The problem we are talking about is an alarming issue that gets inadequate attention across all developing and underdeveloped countries. This can be expanded, this can be debated, discussed, and this will happen in the form of supporting details.

When you add supporting details, you will start talking about why and how it's getting inadequate attention and what can be done about this issue.

#### Concluding Sentence

##### • Exploring all the solutions to the problem and concluding with the solution/s that is/are better than the rest.

Apart from country-level efforts, more global gatherings such as the 2021 United Nations Climate Change Conference in which climate change issues are openly discussed and concrete plans to address the issue are made are necessary.

##### • Highlighting only the best solution

If each country makes efforts to meet a yearly carbon emission reduction target, the problem of climate change can be addressed.

##### • Emphasizing the value of all solutions

Reducing carbon emissions, controlling population growth, making public transport more efficient, and conducting plantation drives can save the planet from the menace of climate change.

# Description of the Problem

## Description of the Problem

Beginning with a brief description of the problem

Reasons behind the problem

At times, evidence to provide more clarity about the problem

## Example of Description of a Problem

### The Problem: Mastering academic writing

Description of a Problem + Reasons

It is difficult to master academic writing as it is different from general writing and involves complex norms.

Nature of the Problem and its Impact

The challenges of academic writing can arise from the use of discipline-specific register, discourse features, citation and referencing conventions, etc.

Using problem + solution 1 + critique 1 + solution

2 + critique 2 ... structure

In most cases, it's always the solution that is described or that is elaborated in a problem-solution paragraph. But in some cases, where you dedicate an entire paragraph to describing the problem, then we talk about the problem in detail.

Academic writing can be improved by adopting a few strategies over a period of time, as there is no single strategy to improve it. It is difficult to master academic writing as it is different from general writing. One of the most popular strategies is to utilise academic writing workbooks. However, without receiving feedback on the writing, it may be difficult to make much progress only through writing. Another strategy could be writing with the help of software like Grammarly. Though Grammarly may help identify grammatical errors, research indicates that it may not be helpful when you lack a sense of accuracy. People also take the help of online writing courses to improve their writing. If these courses are not monitored by an expert and regular feedback is not provided, they cannot improve writing. Overall, instead of depending on one strategy, the use of multiple strategies will surely help improve academic writing.

# Description of the Solution

## Description of the Solution

Block vs. point-to-point structure

↓

Description of a problem first

↓

Description of a solution

↓

One ideal solution or multiple solutions to a problem

↓

The effectiveness of each solution explained with possible counter-arguments

## Point-to-Point Solution

Academic writing can be improved by adopting a few strategies over a period of time, as there is no single strategy to improve it. It is difficult to master academic writing as it is different from general writing. A major challenge is to learn to use the discipline-specific vocabulary. One can learn that by reading articles and using workbooks. However, without receiving feedback on the vocabulary use, it may be difficult to make much progress only through writing. The next challenge could be using discourse features correctly. With proper guidance from a tutor, one can learn to use academic discourse features in writing. Though many people claim expertise on academic writing, finding efficient tutors and being able to afford them are arduous tasks.

## Block Solution

Sometimes problems and solutions in two separate paragraphs. There are several strategies using which a student can improve their academic writing. First, one can utilize academic writing workbooks. However, without receiving feedback on the writing, it may be difficult to make much progress only through writing. Another strategy could be writing with the help of software like Grammarly. Though Grammarly may help identify grammatical errors, research indicates that it may not be helpful when you lack a sense of accuracy. People also take the help of online writing courses to improve their writing. If these courses are not monitored by an expert and regular feedback is not provided, they cannot improve writing.

And if you're talking about multiple solutions, we are talking about effectiveness of each solution and with the counter arguments like we saw earlier that when we talk about a solution we also talk about the disadvantages of that solution. That strengthens our argument, so we generally do that.

When we have an ideal solution, we describe the solution in some detail. If there are multiple solutions, we minimize the description and talk about each solution and their advantages, disadvantages in the paragraph.

When you talk about block structure, we are talking about the problem first and then talking about solution next. So, description of the problem is the first block, description of the solution is the next block.

# Structuring and Composing Process Paragraphs

## Structure of Process Paragraphs

### Structure of a Process Paragraph

#### Topic sentence

- Introduction to the process explanation

#### Supporting sentences

- Describe the sequence of steps required and Process details
- Details background that explains the process and its usefulness
- List tools that may be required

#### Concluding sentence

- Restates the process objectives
- Provides suggestion or warning to help complete the task with more ease

### Process Paragraph Example

A good PowerPoint presentation for academic purposes can be prepared if a series steps are followed. First, a Microsoft PowerPoint file is opened and given a name. Then, a proper design and background and font colours and sizes are chosen for titles and texts. After entering all the texts in bullet point form, appropriate illustrations are entered. Lastly, all the points and illustrations are animated. Apart from following the aforementioned steps, thorough proofreading and editing are necessary to make PowerPoint presentations effective.

## Introductory and Concluding Sentences in Process Paragraphs

### Topic Sentence

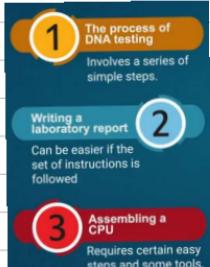
Topic (the target output) + main idea (the process)



Identify the exact output (creating a motor)



Brief information about the process (steps to creating a motor and a summary of tools)



### Concluding Sentence

Restate the importance/purpose of the topic

State the final result of the process described

Mention predictions/warnings for improving the process

DNA testing has become so easy that any ordinary person can do it at home without much trouble.

Nevertheless, writing a high quality laboratory report is a challenging task that requires training and practice.

These days, people assemble CPUs at home as technology training has become accessible.

In this case, in case of a process paragraph, the topic generally involves the target output we have in mind, and the main idea is generally, it refers to the process, because we will be elaborating on the process as part of supporting details in the paragraph.

## Following a Chronological Order in Process Paragraphs

### Why Chronological Order?

Step-by-step process

One step followed by another

Target output dependent on the right order

### Chronological Order

What happens or will happen

If instruction/process is followed

If next step is followed

Step 1

Step 2

Step 3

If instruction/process/step following the previous steps is followed

### Example

**How is a car cleaned?**

Step 1: First, the car is cleaned with a duster to remove dust and other such particles.

Step 2: Then, 25 ml. of car shampoo is added to 15 liters of water in a bucket.

Step 3: After that, the shampoo water is used to clean the body of the car with a piece of cleaning sponge.

Step 4: Finally, the car's body is washed with clean water, and the car is wiped with a piece of microfiber cloth.

### Language Indicating Order

#### Sequence connector

Firstly, First, First of all

Secondly, Second

Thirdly, Third

After that, Next

Final, Finally, Last, Lastly

### Purpose

First step in the process

Second step

Third step

Any step

Final step

## Using Passive Structures Process Paragraphs

### Use of Passive Structures

- Usual in scientific writing, especially process writing
- Popular in research writing
- Not mandatory, depends on instructions

### Examples

Describe the process in the methods section

- Water is heated or poured
- Measurement was taken
- The mixture is boiled
- The circuit is exposed

### Passive structures:

- is/am/are/was/were + past participle
- has/have/had been + past participle
- can/could/will/would/may/might/shall/should + be + past participle

### Examples

Describe the process in the methods section

#### Active

- We collected data
- I interviewed 20 people for the study
- We used a new processor in the PC

#### Passive

- Data were collected
- Twenty people were interviewed for the study
- A new processor was used in the PC

### Passive Form in Process Paragraphs

- Focus on the process, not on the agent:

Example:

The font size and color are decided.

- Preparing filter coffee

Passive: The water is brought to boil

Active: You bring the water to boil

Subject is omitted and action is emphasized

## Structuring and Composing Paragraphs Describing Visual Information

### Structure of Paragraphs Describing Visual Information

### Composing a Paragraph Describing Visual Information

- Academic writing in science: visual representation to present statistical data
- A large quantity of information through graphs and tables
- Visual information usually conveys the whole data

- Writing about visual data: interpretation, identification of patterns
- Tables and figures (graphs, charts, etc.)
- Numbering tables and figures and reference in the text

### Example

Table 1: The percentage of car types produced in the years 2018 and 2019

Car Type	Sedan	SUV	MUV	Convertibles	Hatchback
2018	20	30	5	50	25
2019	25	40	5	5	25

The table displays the production percentage of various types of cars during the years 2018 and 2019. While the production of SUVs and sedans increased during the two years, the production percentage MUVs and convertibles decreased significantly and hatchbacks remained steady during the period. Overall, the demand for large cars shot up during the two-year period.

More or less we are talking about the most important pattern first, then the next important, the last one last. After that, you add more information about each category. What has increased and in comparison to what?

### Writing Introductory and Concluding Sentences

### Writing Topic Sentences

The table illustrates the difference in wheat production across various European countries during 2012 to 2022.

Kind of visual (table or figure?)	What the table/figure intends to do	Specifying the scope
The table	illustrates the difference in the wheat production	across various European countries during 2012 to 2022.

### Writing Concluding Sentences

- Regular approach: describing opinion/prediction/warning, highlighting the most important pattern
- Transitional sentence: leading to the next paragraph, connecting with the most important pattern

Clearly, the emphasis in the IELTS examination is on writing, with essay writing being the most important component.

In the subsequent section, the reasons behind the emphasis on writing performance in the IELTS examination will be analyzed.



The figure illustrates the weighting given to each major language skill and the list of components under each skill in the IELTS examination.

# Use of Different Types of Visuals in Academic Texts

## Type of Visual

Diagram  
Table  
Map  
Pie Chart  
Bar Chart  
Line Graph

Table	Figure
Table	Diagram Map Pie Chart Bar Chart Line Graph

## Usage of Visual Information in Paragraphs

**Diagram:** systematic drawing to explain information

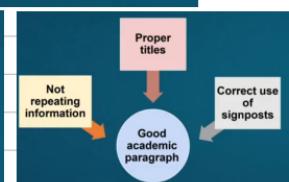
**Table:** statistical information

**Map:** location

**Pie chart:** numerical proportion

**Bar chart:** plotting numeric values for various categories

**Line graph:** information that changes over time



## Language and Planning for Describing Visual Information

### Language Use

- The table/figure

Shows, illustrates, displays, presents

- Verbs

Rise, increase, grow, climb, fall, decline, decrease, drop, dip, decrease, remain stable, not change, remain steady, stay constant, crash, collapse, plunge, plummet

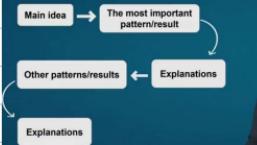
- Adverbs

Significantly, substantially, rapidly, sharply, steeply, considerably, steadily, continuously, constantly, slightly, minimally, markedly

- Adjectives

Significant, substantial, rapidly, sharp, steep, considerable slight, minimal, little

### Planning for Describing Visual Information



### Language Use



**Series 1:**

- 1-2 sharp fall/fell sharply
- 2-5 rose steadily
- 3-4 grew slightly

something like that

**Series 2:**

- 1-2 increased significantly
- 2-3 showed minimal decline
- 3-6 grew constantly

