

## WRITING PROCESS

Writing does not happen all at once. Writers go through several steps, each step bringing them closer to a finished piece of writing. All of these steps taken together, are called the writing process.

The writing process is not so different from other processes you use every day, such as parking a car or tying a shoelace. They seem complicated at first, but once you become familiar with the stages and steps, you hardly notice that you are doing them.

Stages	Sub-processes
Planning	Selecting (selecting and narrowing a topic) Exploring the topic Goal Setting (Writing a topic sentence) Supporting points Organizing (outlining)
Translating/drafting	Writing complete sentences Writing a concluding sentence Focusing on semantic, syntactic and pragmatic components of language
Reviewing	Evaluating (Find errors) (Self/peer/teacher) Revising (Add, delete or change sentences or ideas to make your writing stronger) Editing (Find and correct errors in grammar, word use, spelling and punctuation)

## Pre-writing Techniques

- Prewriting refers to the range of activities in which the writer engages before setting fingers on the keyboard (or pen to paper).
- It is the process of generating and recording ideas.
- Doing prewriting takes five to ten minutes per topic.
- The purpose of pre-writing techniques is to take the writer out of the ‘writer’s block’ state.

## 1. Brainstorming/Listing

- The purpose of brainstorming is to identify as many ideas related to the subject as possible.
- List all the ideas about your topic that you can think of.

Once you have generated all your ideas about the topic then go back to your ideas, review them, cross the irrelevant ones, link the similar ones, mark some of them as more important and add more if needed.

Example:

Topic: **Myself as a student**

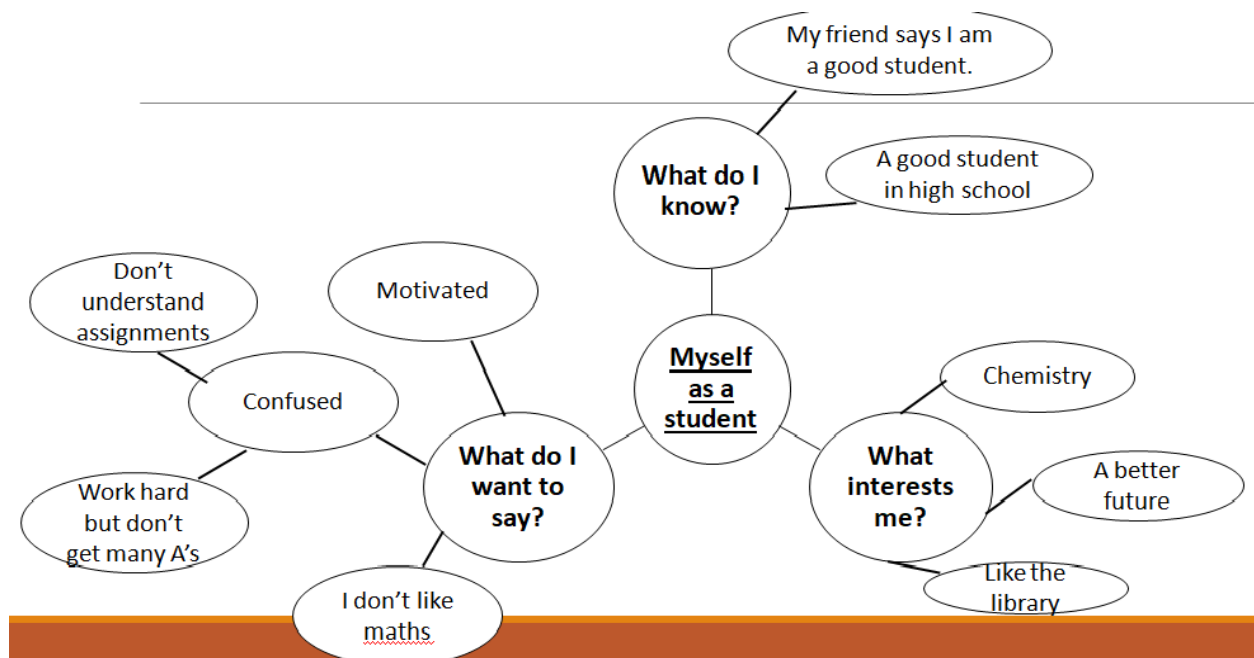
- Nervous
- Disorganized
- Not very successful
- Sometime don't understand the assignments
- Trouble with writing
- no time to do homework
- Brilliant
- Bored
- Frustrated
- Sometimes motivated
- Goals in life

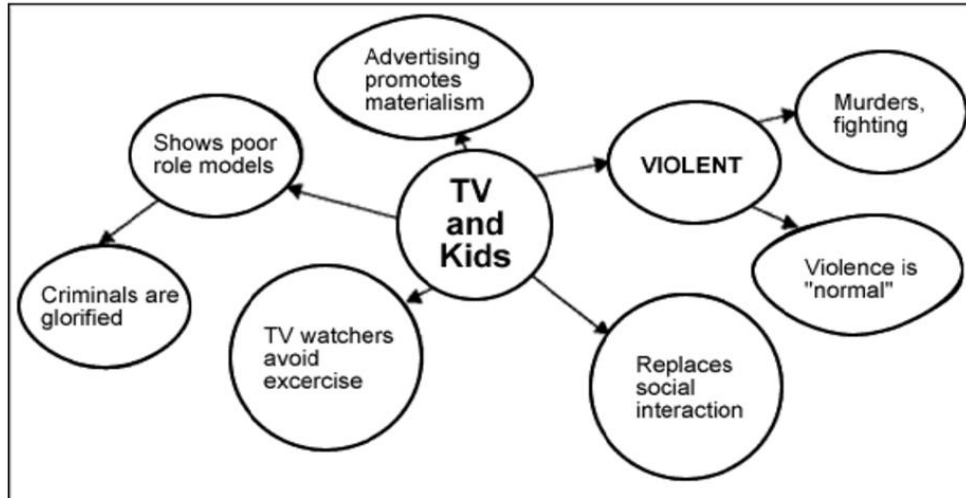
**Task 01: Brainstorm/list for any one of the following topics:**

- An issue in your community
- Leisure Time
- A living hero
- Environmental problems

## 2. Clustering/Mapping

- It is more like listing/brainstorming except that you arrange your ideas in a more visual way.
- Start with a narrowed topic in the center.
- Then write three most important things you want to discuss about that topic. Here you can also take help from the previously dealt questions.
  - What interests me about the topic?
  - What do I already know about the topic?
  - What do I want to write about the topic?
- You may start by writing down the three questions as your first three things about the topic.
- Using the whole sheet of paper, rapidly jot down ideas related to that subject. If an idea spawns other ideas, link them together using lines and circles to form a cluster of ideas.
- The whole purpose here is to use lines and circles to show visually how your ideas relate to one another and to the main subject.
- With this technique, you start with a circle in the middle that contains your main idea and then you draw lines to other, smaller circles that contain sub-ideas or issues related to the main idea. Try to group like ideas together so as to organize yourself.





**Task 02: Cluster or Map your ideas for the following topics:**

- Writing
- Starting a new Job
- A worst day in my life

**3. Free writing**

- It is like having a conversation with yourself, on paper.
- Start writing everything you can think about your topic.
- Write non-stop for at least five minutes.
- Don't go back and cross anything out, don't worry about using correct grammar and spellings, Just Write!!
- After the first five minutes, rest a minute and read over what you have written, then follow the procedure at least two more times.
- You may be able to discern common threads (repeated ideas) after you do a number of freewritings. The ideas you repeat are good ones, as they obviously are ideas that interest you.

Example:

Topic: **Myself as a student.**

Myself as a student myself as a student how can I describe myself as a student when I am not anymore. Okayy myself as a student. My teacher can best tell it. I went to school, college, university. Half of my life has been spent as a student. I was a punctual one. Always there

before time. A dedicated and hard working student but not from the very start of my academic career. Initially I was never interested in studying then with the passage of time my interest started growing up. Actually it was not interest but a clear view of my goals in life and clear sense of achievement which motivated me to study and be a good student. I was used to of being confused at the start of the lecture in my class and act like a dumb student but then with some time I was used to of holding the pace and nail others. In spite of a great hardwork my grades were not good at school. I don't know why?? What was the reason? Lack of focus? Lack of interest? Don't know. But college and university brought focus, interest and motivation to me. Then I went on... from being a position holder to having a command over the concepts.. I achieved everything as a student.. Don't know how I am writing.. But just writing.

### Task 03:

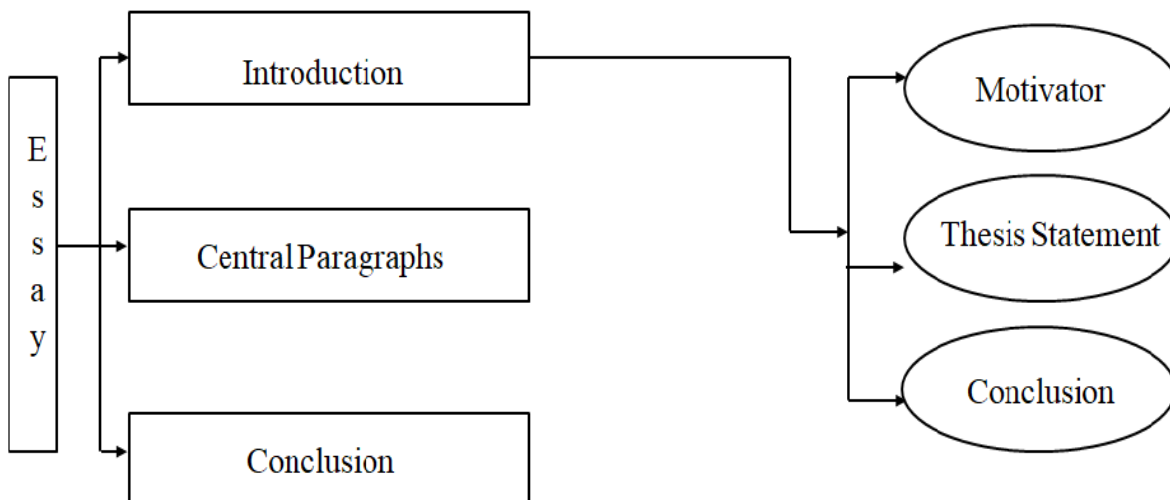
Take a sheet of paper and freewrite about some of the everyday annoyances in your life. See how much material you can accumulate in ten minutes. And remember not to worry about mistakes; you're just thinking on paper.

**Task 04 :** Choose one topic from the following list and collectively express your ideas by choosing any of the pre-writing techniques. Place it in your portfolio.

## ESSAY WRITING

An essay further divides into the following three parts:

1. An Introduction (one para)
2. Central Paragraphs (Minimum three)
3. A conclusion (one para)



## 1. INTRODUCTION

### a. Motivator

There are many ways to write a motivator:

#### 1. Open with a Quote

A good short quote definitely grabs the attention of the readers. It must naturally lead to the essays main point rather than just be there for an effect.

e.g.

**“God help me. I am alone. There is no hope.”** Those thoughts represented rock bottom for Marie Balter. However, she decided to fight, rather than giving in. Abandoned by her mother, abused by her adoptive parents, at times depressed and perhaps suicidal, the intelligent, willful Balter was confined for twenty years to a state mental hospital, where she was misdiagnosed as a schizophrenic and was nearly killed by massive doses of an experimental drug.

#### 2. Give an Example or Tell a Story

People like stories so opening an introduction with a brief story or example often draws them in.

e.g.

**It has been more than two years since my phone rang with the news that my younger brother Blake-just twenty-two years old-had been murdered.** The young man who killed him was only twenty-four and they had once been inseparable friends. A senseless rivalry destroyed all their friendship. The way the two were living, death could have come to either of them from anywhere. The rivalry started from posturing, to threats, lead towards violence and ended into a murder.

#### 3. Start with a Surprising Fact or Idea

Surprises capture people’s interest. The more unexpected and surprising something is, the more likely people are to take notice of it.

e.g.

**The secret to diving under a moving freight train and rolling out the other side with all your parts attached, lies in picking the right spot between the tracks to hit with your back.** As a seventh grader, I struggled to do this, all this took was just a dare. I was first convinced, then threatened, and finally agreed to attempt that dive.

#### 4. Offer a Strong Opinion or Position

The stronger the opinion, the more likely it is that people will pay attention. Don’t write wimpy motivators! Make your point and shout it through words!

e.g.

**Communication is a very common term which is used in everyday life but it has no clear definition.** It can be explained as a creation of messages and displaying to the receiver for interpretation and then give the feedback in terms of audial or symbolic. There are fundamental elements in human communication, creation of the message or display, interpreting and responding or prediction which is affected by, human relation, human resources, systems and cultural approaches.

### **5. Ask a Question**

A question needs an answer, so if you start your introduction with a question, your readers will be motivated to read on to get the answer.

**e.g.**

**You know how great those models look on the covers of magazines? Don't they?** That's because of the ability, that almost all graphic designers have today, to edit the photographs. In fact, altering digital photographs is easy to do by improving their lighting, by removing unwanted parts, and by moving something from one place in a photograph to another place.

### **Practice Writing a Motivator:**

#### **1. Topic: Home Pet**

Technique: Quote

Motivator: "Dogs are the most loyal home pets and are men's best friend."

#### **2. Topic: Smoking**

Technique: Strong Opinion

Motivator: \_\_\_\_\_

#### **3. Topic: Food in the cafeteria**

Technique: Example or story

Motivator: \_\_\_\_\_

#### **4. Topic: Role of media**

Technique: Quote/surprising fact or idea

Motivator: \_\_\_\_\_

### **b. Thesis Statement**

A thesis statement is a complete sentence that contains one main idea. The idea controls the content of the entire essay.

A thesis statement will never be in the form of a question like motivator. It is a complete sentence with a main idea.

A thesis statement is mostly found in the middle of the paragraph or near the end of the paragraph

**E.g.**

1. The sport of cross-country running. (incomplete idea)

The sport of cross-country running has allowed me to meet some interesting people. (a complete idea)

2. Why do I want to be a teacher? (it's a question)

Being a teacher is a great profession, because it allows me to work with students and be creative.

**Note:** In thesis statement, you should avoid using statements like 'This essay will discuss...' or 'I am going to write about...'. Try to write a thesis statement that captures your reader's attention without announcing your main topic and stated the obvious.

**E.g.**

~~This essay will discuss some ways teachers can fight teenage drug abuse.~~

Teachers can fight teenage drug abuse by educating young people on its dangers and by being good role models.

### **Characteristics of a thesis statement:**

1. A thesis statement is an assertion (a claim or declaration) not a statement of fact or an observation.

e.g.

Fact/observation- People use many chemicals.

Assertion- People are poisoning the environment by using chemicals merely to make their life easier.

2. A thesis statement takes a stand rather than announcing a subject.



e.g.

Announcement: The thesis statement of this essay is the difficulty of solving our environmental problems.

Stand: Dealing with the environmental problems has become the most challenging difficulty, our country is facing currently.

**3. A thesis statement is narrow rather than broad.**

e.g.

Narrow: The Pakistani steel industry has many problems.

Broad: The primary problem of the Pakistani steel industry is the lack of funds to renovate outdated plants and equipment.

**4. A thesis statement has one main point rather than many main points. Multiple points make it difficult for the readers to understand and the writer to support.**

e.g.

Multiple Main Point: Stephen Hawking's physical disabilities have not prevented him to become world's renown physicist and world's best author.

One Main Point: Stephen Hawking's physical disabilities have not prevented him to become world's renown physicist.

### **Practice Writing Thesis Statement:**

#### **1. Topic: Home Pets**

Motivator: "Dogs are the most loyal home pets and are men's best friend."

Thesis Statement: That common saying may contain some truth, but dogs are not the only animal friend whose companionship people enjoy. For many people, a cat is their best friend.

#### **2. Topic: Smoking**

Motivator:

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Thesis Statement:

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#### **3. Topic: Food in the cafeteria**

Motivator:

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Thesis Statement: \_\_\_\_\_

#### 4. Topic: Role of media

Motivator:

\_\_\_\_\_

Thesis Statement: \_\_\_\_\_

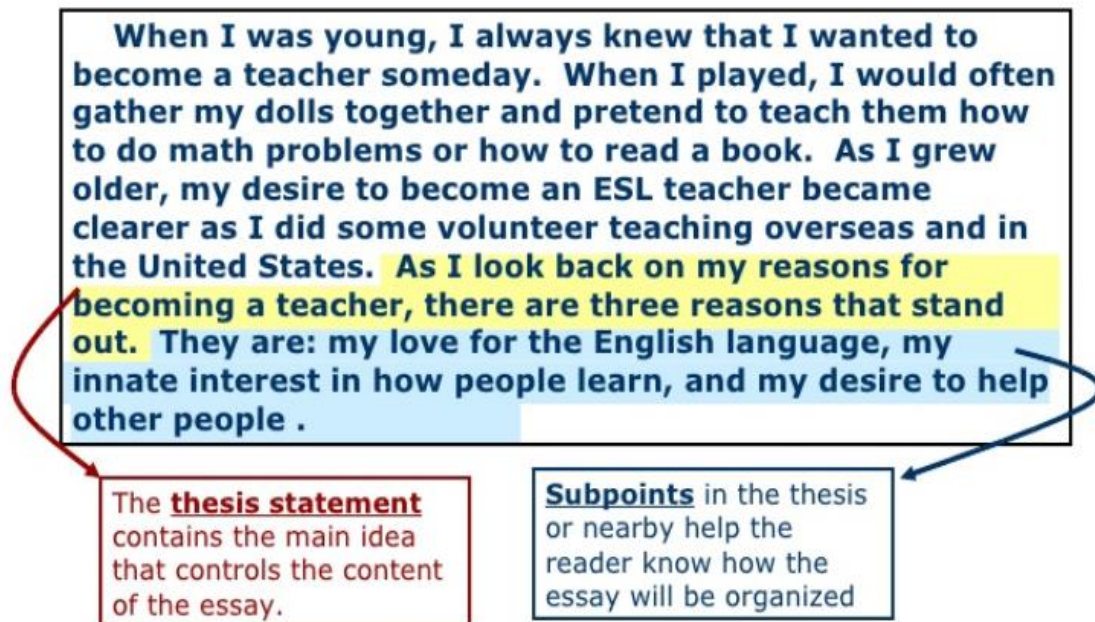
#### c. Blueprint

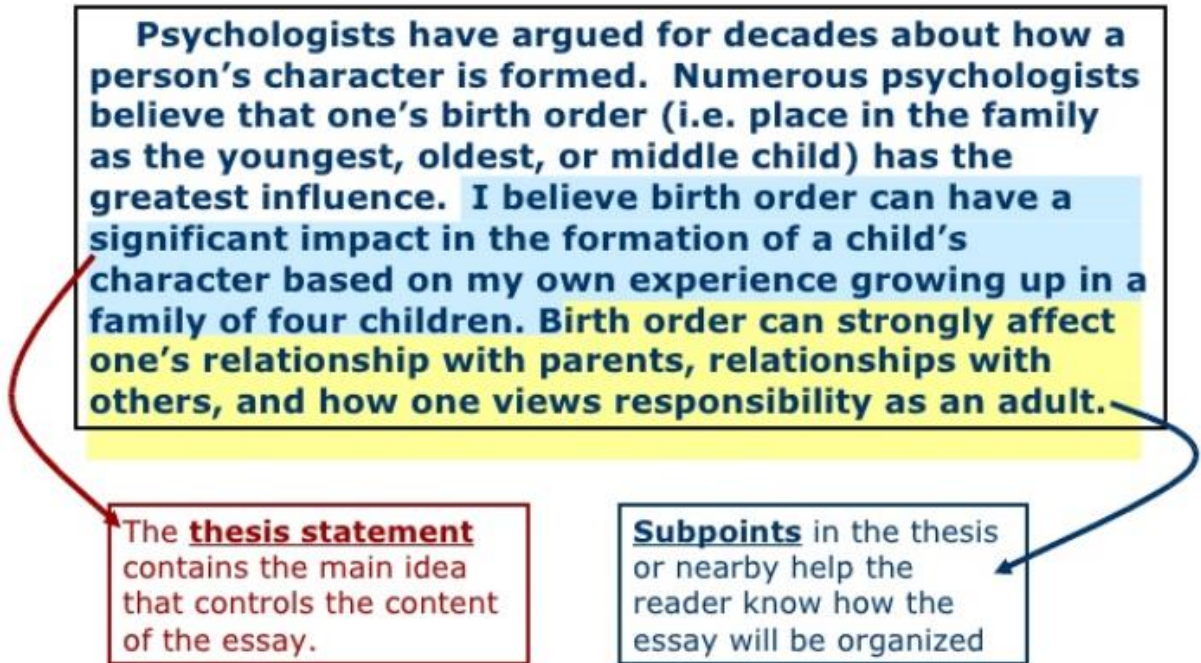
The blueprint, typically found at the end of the introductory paragraph, is a list of the topics you plan to cover in order to prove your thesis statement. A useful blueprint will preview the relationship between all sub-points (or at *least* list the points) in the order they will appear in the body of your essay, before the paper launches into details about the first sub-point.

Blueprints are also called as the sub-points of the essay.

A shuffle in the positions of a blueprint and a thesis statement is possible according to the requirement.

e.g.





### Practice Writing a Blueprint:

1. Motivator: "Dogs are the most loyal home pets and are men's best friend."

Thesis Statement: That common saying may contain some truth, but dogs are not the only animal friend whose companionship people enjoy. For many people, a cat is their best friend.

Blueprint: Despite what dog lovers may believe, cats make excellent house pets as they are good companions, they are civilized members of the household, and they are easy to care for.

### 2. Topic: Smoking

Motivator:

\_\_\_\_\_

Thesis Statement: \_\_\_\_\_

Blueprint: \_\_\_\_\_

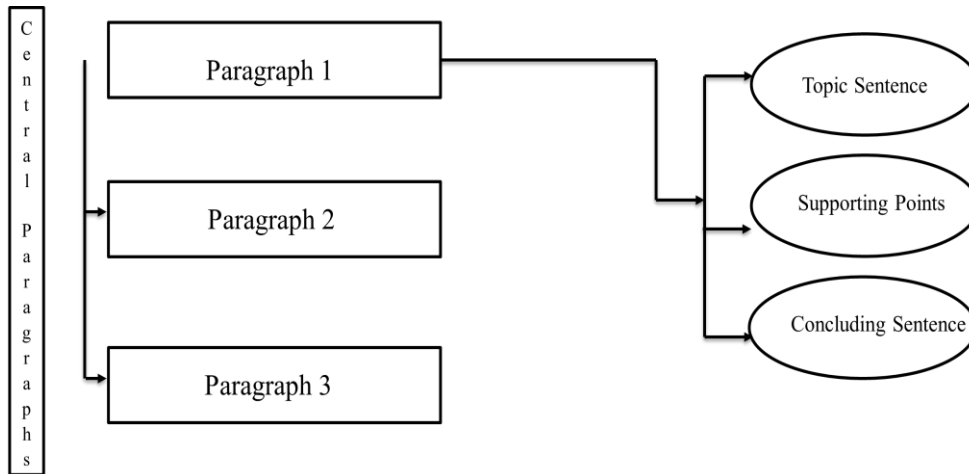
### 3. Topic: Food in the cafeteria

Motivator: \_\_\_\_\_

Thesis Statement: \_\_\_\_\_

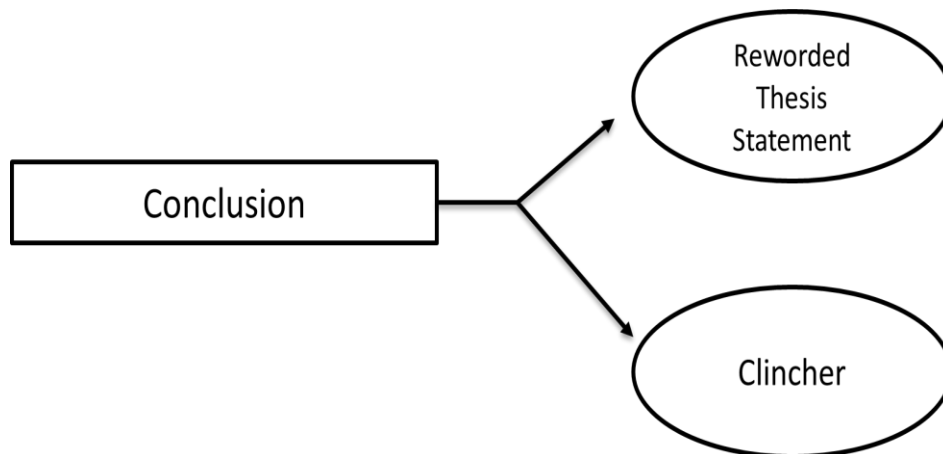
Blueprint: \_\_\_\_\_

## 2. CENTRAL PARAGRAPHS



## 3. CONCLUSION

Remember that reworded topic sentence at the end of one-paragraph essay? The sentence gave your paragraph a sense of finality. A conclusion of the essay is similar in nature, it gives a sense of finality to your essay.



e.g.

**1. Introduction:** You know how great those models look on the covers of magazines? Don't they? That's because of the ability, that almost all graphic designers have today, to edit the photographs. In fact, altering digital photographs is easy to do by improving their lighting, by removing unwanted parts, and by moving something from one place in a photograph to another place.

**Conclusion:** The ability of altering digital photographs brings a great ease for the graphic designers. They can change lightings, remove unwanted parts and even replace one part with the

other. The next time you look at a photo in a magazine or a newspaper, think about its odds, which a photo editor has clicked away!

**2. Introduction:** Motivator: “Dogs are the most loyal home pets and are men’s best friend.”

Thesis Statement: That common saying may contain some truth, but dogs are not the only animal friend whose companionship people enjoy. For many people, a cat is their best friend.

Blueprint: Despite what dog lovers may believe, cats make excellent house pets as they are good companions, they are civilized members of the household, and they are easy to care for.

**Conclusion:** Reworded Thesis Statement: Many people who have plenty of space and time still opt to have a cat because they love the cats because they are civilized companions and have low maintenance.

Clincher: In many ways, cats are the ideal house pet.

**Task:**

Write an essay on any one of the following topic in class. Write essays on the rest of the two topics indicating its components and place it in your portfolio. (Refer to the rubrics given at the end of this handout)

1. Smoking
2. Food in Cafeteria
3. Role of Media

## **RUBRICS FOR DIFFERENT COMPONENTS OF WRITING**

<b>Writing Components</b>	<b>4 Excellent</b>	<b>3 Good</b>	<b>2 Above Average</b>	<b>1 Average</b>	<b>0 Inadequate</b>
<b>Relevance and Content</b>	Fully satisfies the requirements of the given task. Includes all relevant information.	Mostly covers the requirements of the given task. Includes most of the relevant information.	Addresses some of the requirements. Includes some relevant information but not clearly focused.	Attempts to address the topic but few relevant information. Digresses often from the topic	Does not attempt the task/ the answer is completely irrelevant.
<b>Organization</b>	Includes an inviting introduction and a satisfactory conclusion. Skillfully manages paragraphing. Logical arrangement of ideas. Manages all aspects of cohesion well.	Includes an introduction, body and conclusion. Uses paragraphing successfully. Uses a range of cohesive devices but may look mechanical.	Attempts to include an introduction, body and conclusion. Main idea is not clearly supported with details. Less attention given to organization. Rare use of transitions.	Begins abruptly. No paragraphing or inappropriate paragraphing. No attempt to maintain logical arrangement of ideas.	No clear message is communicated.
<b>Vocabulary and Word Choice</b>	Uses a sophisticated range of vocabulary which is appropriate for the purpose and audience. May use figurative language	Uses accurate vocabulary which suits the audience and purpose with a mixture of precise and general words. Occasional errors in word choice.	Uses a fair range of vocabulary to express ideas. May be inappropriate for the audience and purpose at some occasions	Uses a limited range of vocabulary. Mostly inaccurate for the purpose and audience.	Inappropriate and inaccurate vocabulary.
<b>Grammar, Spelling and Punctuation</b>	Uses a variety of grammatically correct sophisticated sentence structures. Perfect spelling and Accurate punctuation.	Uses mostly correct sentence structures with 1-2 mistakes. Correct spelling and appropriate punctuation with occasional errors	Uses basic sentence structures with some errors. Uses spelling and punctuation with some errors	Uses mostly sentence fragments with frequent errors. Frequent errors in spelling and punctuation	Writing is incomprehensible
<b>Presentation</b>	Neat, easy to read, error free	Mostly readable, neat, minimum errors	Fairly readable. Some strain on the reader	Not clear. Considerable strain on the reader.	Illegible

