

Atma Ram Sanatan Dharma College

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**AECC –
English
Assignments**

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The Stages of Writing Process

Writing is fundamentally about the communication of ideas. A piece of professional writing is seldom accomplished in a single linear sitting; it is a result of much forethought and constant refinement. It is a recursive process. Writing occurs in stages. Writing is a process whose finished product is a sentence, a paragraph, an essay, etc.

Let's discuss about the stages of writing process. —

1. Prewriting :

Prewriting is a first step of the process and is defined as 'a blanket term for a wide range of techniques designed to start a writer off on the right foot, both intellectually and psychologically.'

It refers to any preparatory work preceding the writing process when the student works to determine the topic and the position or point-of-view for a target-audience.

Prewriting frees the mind so it can focus on the writing process all by itself.

In this stage, the writer needs to consider three main factors: topic, audience and purpose.

A writer should select something he is interested in and knowledgeable about, but he should also achieve and the reader's reaction he is looking for. Any topic can generate an interesting discussion, if one considers the following possibilities.

Selecting an uncommon topic or using a new and original approach for the old topic.

Audience's experience and knowledge of the subject needs to be considered for communication to be perfect and effective; too technical and specialised information may be above the reader's level of comprehension; a too basic or simple approach will bore the

reader. The question to ask is: What does the reader have to gain from reading this essay? The purpose will be to inform, to entertain, or to persuade.

The main purpose of prewriting activities is to find the focus of the paper. Focus is the point on which all the energy is concentrated. If the topic is too broad, the paper will be vague, superficial and likely disorganized. To determine if the topic is limited enough, we consider our audience. We may want to take a general approach if our audience does not have a specific knowledge about the topic. We are also limited by our own knowledge of the subject. We cannot be specific about something we know a little about. Of course, research will give us needed information about a topic.

Once we decide the approach, we may begin gathering ideas. Remember that we can always change the focus of our paper provided that we have enough time to make necessary adjustments. If we have trouble limiting the subject, a prewriting activity may help us find

the focus: freewriting, brainstorming, list making
asking questions, reading about topic,
outlining, keeping a journal.

The next step will be organizing the ideas will
that have been generated so far. Those ideas
will have to be evaluated.

Some will be deleted. New ones will be added.
Some will be moved. Some will be expanded.
Some will be grouped together. Also, we need
to rank ideas for importance.

The result should be tentative outline.

To find the focus we need to write a thesis
statement. To decide on an organizational
pattern, we need to consider a method of
development. We need to consider several things
simultaneously: thesis, outline and method
of development. The thesis helps us to shape
our view or opinion on the subject, the
outline helps us to organise our presentation
of the ideas, and the method of
development helps us to see the shape that
our paper will take.

After all this pre-work, we move to the next
stage.

2. Writing :

This is where we are ready to actually write our piece using formal sentences and paragraphs. We follow pre-writing blueprint and make sure that we accomplish the goal of each section or paragraph. We use our prewriting as a checklist, and further develop our ideas and content as we write. Here, we should write using proper sentences and paragraph structures and use transitions for the flow.

We think about what we are writing and if makes sense, expand upon and expand and explain our thoughts clearly and thoroughly so the reader knows exactly what we mean and never assume the reader knows what we are presenting. We insert our approach, research, support, facts, and details to accomplish our goal. In this stage, we get it all down on paper, from introduction to conclusion.

During this stage, we should concentrate on getting our ideas on paper, organising our information logically, and developing

our topic with enough details for our audience and purpose. We may find ourselves making connections and discovering new ideas as we are writing. When this happens we should go back to pre-writing stage to work new ideas. We may even need to change our thesis or angle we are taking on the thesis.

Because we are drafting/writing for ourselves, to understand our ideas and put them in words, we might be unhappy with our early results. But, we shouldn't agonize over every word and sentence. We will never send off a draft to our audience without at least some sort of revision or at least editing.

Another thing that we should also keep in mind, that the more complicated our writing task is, the more time we should allow ourselves for drafting. As we discover new ideas, connections, we need the time to incorporate them into our plan. One should not force himself to finish the whole paper in one go. It takes time, remember that.

3. Post-Writing :

This stage consists of revising and editing of the writing from previous stage.

If writing-stage is for writers then this stage is for readers. During revision, we consider our writing from reader's point of view. We evaluate our text's content and make sure we actually wrote what we intended in pre-writing stage. Revising should take as much time as drafting / writing.

We read through with a focus on our content and check if it achieves our goal and maintain the focus. We check if we actually wrote on the required topic and used relevant arguments, if each piece of information relevant to the paragraph it is in; if certain parts should be deleted, or moved somewhere else in the text; most importantly, if our text is cohesive and unified around one theme. We may need to change the order of our information, expand certain sections, or cut details in others. We may need to go back to previous stage and re-word parts of paper.

Most writers find it helpful to have someone

else read their writing and thesis statement. A reader who is unfamiliar with our document can help us evaluate which parts are working and which parts are unclear. In this stage, (we) writer should ask ourselves some questions :-

- *) Is level of detail appropriate for the audience (not too general nor too specific) ?
- *) Are the ideas are represented in a logical order that will be evident to the reader ?
- *) Did we used clear transitions to help the reader follow train of our thought ?
- *) Are the sentences clear and specific ?
- *) Do we mean what we say and say what we mean ?
- *) Is the tone and style appropriate for the audience ?
- *) Is the purpose clearly stated for the reader and this purpose is maintained throughout the document ?
- *) Did we separate ideas into paragraphs with dear topic sentence ?

We note the answers for the questions and work/ change our document accordingly.

Then, at last comes editing, where we check the grammar, sentence, structure, word choice, punctuation, capitalization, spellings and document format. Editing should always be done in the last and after writing and revising the document.

To summarise : post-writing is the stage where redundancies and errors are removed; spellings and punctuations are checked ; the writer scours their manuscript for anything problematic and strengthens their ideas and communication in order to tell ^{the} tale in most effective and economic way .

Descriptive Writing

In descriptive writing, the author does not just tell the reader what was seen, felt, tested, smelled, or heard. Rather, the author describes something from their own experience and, through careful choice of words and phrasing, makes it seem real. Descriptive writing is vivid, colorful and detailed.

Good descriptive writing creates an impression in the reader's mind of an event, a place, a person or a thing. The writing will be such that it will set a mood or describe something in such detail that if reader just saw it, they would recognize it. To be good, descriptive writing has to be concrete, evocative and plausible.

- To be concrete, descriptive writing has to be offer specifics the reader can envision.
- To be evocative, descriptive writing has to unite the concrete image with phrasing that

evokes the impression the writer wants the reader to have.

- To be plausible, the descriptive writer has to constrain the concrete, evocative image to suit the reader's knowledge and attention span.

examples:

| Blank Space : In her hit song, "Blank space", Taylor Swift uses concrete, evocative descriptions to evoke two very different impressions.

"Cherry lips, crystal skies
I can show you incredible things
Stolen kisses, pretty lies
You're the king, baby, I'm your queen"

"Screaming, crying, perfect storm
I can make all the tables turn
Rose gardens filled with thorns
Keep you second guessing. ,"

Yosemite Mountains - Anonymous

“ Nature's cathedral , beautiful valleys
Half dome reaches high in the sky
Mountains are pristine and gorgeous
Tranquil and magnificent
Half dome stands tall and mighty ”

It is a place where heaven speaks ,
Beautiful sky
I soak the view in
Nature hums with all life around me ,
The sun breaks through the giants trees ,

Iconic granite walls dominate the valley
Greenery and beauty thrive in all directions
Beauty with glorious falls ,
Wild life so abundant
Falls colors of leaves and trees so bright
Such a magnificent sight

Rivers so cold glistening in sun ,
With beautiful scenery I am in awe of it all
A gentle breeze comes through the trees . ”

Narrative Writing

In narrative writing, the writer tells a story, often about a personal experience but also make a point. So, the purpose is not only to tell a story that is interesting and entertaining but also show the reason for the story and importance of the experience.

A narration uses all the story elements, — a beginning, middle and ending, plot, characters, setting and climax — all coming together to complete the story.

The focus of a narrative writing is the plot, which is told using enough details to build to a climax.

It is usually told chronologically. It has a purpose, which is usually stated in the opening sentence. It may use dialogue.

It is written with sensory details and bright descriptions to involve the reader.

All these details relate in some way to main

point the writer is making.

All of these elements needs to seamlessly combine. It is usually in first person but third person can also be used.

example:

Travelling to India for the First time

- Nicholas Klacsanzky

As a 20-year-old college student with cash to spare, going to India was a dream. I had been listening to tons of Indian classical music, meditating, and loved Indian food. I daydreamed of the day I could step foot in India and see it for myself. They say there are two reactions when coming to India: either you hate it, or think it is best place the world has to offer.

After been thru five times, it is still my favorite place to visit. But for now, I will talk about the first time I visited this land.

My father passed away when I was 18 years old, and I got some inheritance money (one year's of my father's salary work as a radiology manager in a hospital). With this money, I had enough money to travel to India and study music academy for Indian classical arts. I felt it was a way for me to go through the grieving process, and

and also a way to reach my dreams.

I was to stay in India for 10 months. Six months at music academy, and four months travelling. The plane ride there was the longest I have been on. I remember it being about 24 hours long.

I did not travel alone. I went with my brother and friend, but our connecting flights were different. My brother and our friend got to India almost a day earlier than me. We did not have cell phones back then, so I had no way of reaching them. I would just have to wait until I got to academy to talk to them.

So, when I arrived in Mumbai, I had a mix of feelings swirling through my body. I was excited to see the sun rise on the great land of India but, I also knew I was stranded in a country I did not know much about.

I arrived at the hotel in a taxi, and people were asking for tips of everything; opening the door, bringing me water, carrying my exhilaration. But when I saw my room, it was shabby, and the bathroom have centipedes and other insects lining the walls, I was shocked and a little terrified. But anyways, my enthusiasm for seeing an Indian sunrise conquered this fear.

I woke up early the next morning, and talked to the hotel staff about arranging a car to music academy. The driver said that he konw where it was without

hesitation. The academy was in a town called Vaitarna, and I took the driver's word that he knew where he was going. Little did I know that people in India almost never say "no" and simply say something even if they are not knowledgeable about a certain subject. So, instead of the driver taking me to the music academy, he took me hours in the wrong direction to an ashram of a spiritual teacher or guru.

But the positivity can change one's outlook, as I was not so concerned about getting lost. I was a little upset that I was taken to a strange guru, but at the same time, happy to be in India. The people at the ashram seemed like decent people, and after a phone call from their office to music academy, my brother and my friend were informed about where I was. They said they would come pick me up with one of the academy's drivers. In meantime, I was playing chess with one of the locals there, drinking masala chai tea, and enjoying the reality of what I envisioned.

from that day, I learned more than ever that attitude can make a sour experience a joyful one.