

ENGLISH

ASSIGNMENT

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PART - I

PROCESS OF WRITING

PRE-WRITING

WRITING

RE-WRITING

THE PROCESS OF WRITING.

A process is a series of actions that are followed to some desired end result. In order for the result to be successful, all steps must be followed. Cooking is a process and a recipe is the directions you follow to get a positive end result. If you are baking a cake and skip one of the ingredients or forget to bake the batter at the right temperature, you will not have a tasty or successful final result. This is true for writing too... writing is a process that involves multiple steps that must be completed to create an effective essay.

However, the writing process is more than a set of steps to follow in the right order. Some have broken down the act of writing into steps and tried to suggest a sequence to follow, but the act of writing doesn't follow a straight line. For instance, you may come to your real thesis as you write your conclusion. Writing is recursive; it doubles back upon itself and leaps ahead. If you correct a spelling error as you write your first draft, you have done a proofreading act (a ~~later~~ stage) while you are drafting (an early to middle stage). There are generally five recognized stages in the writing process:

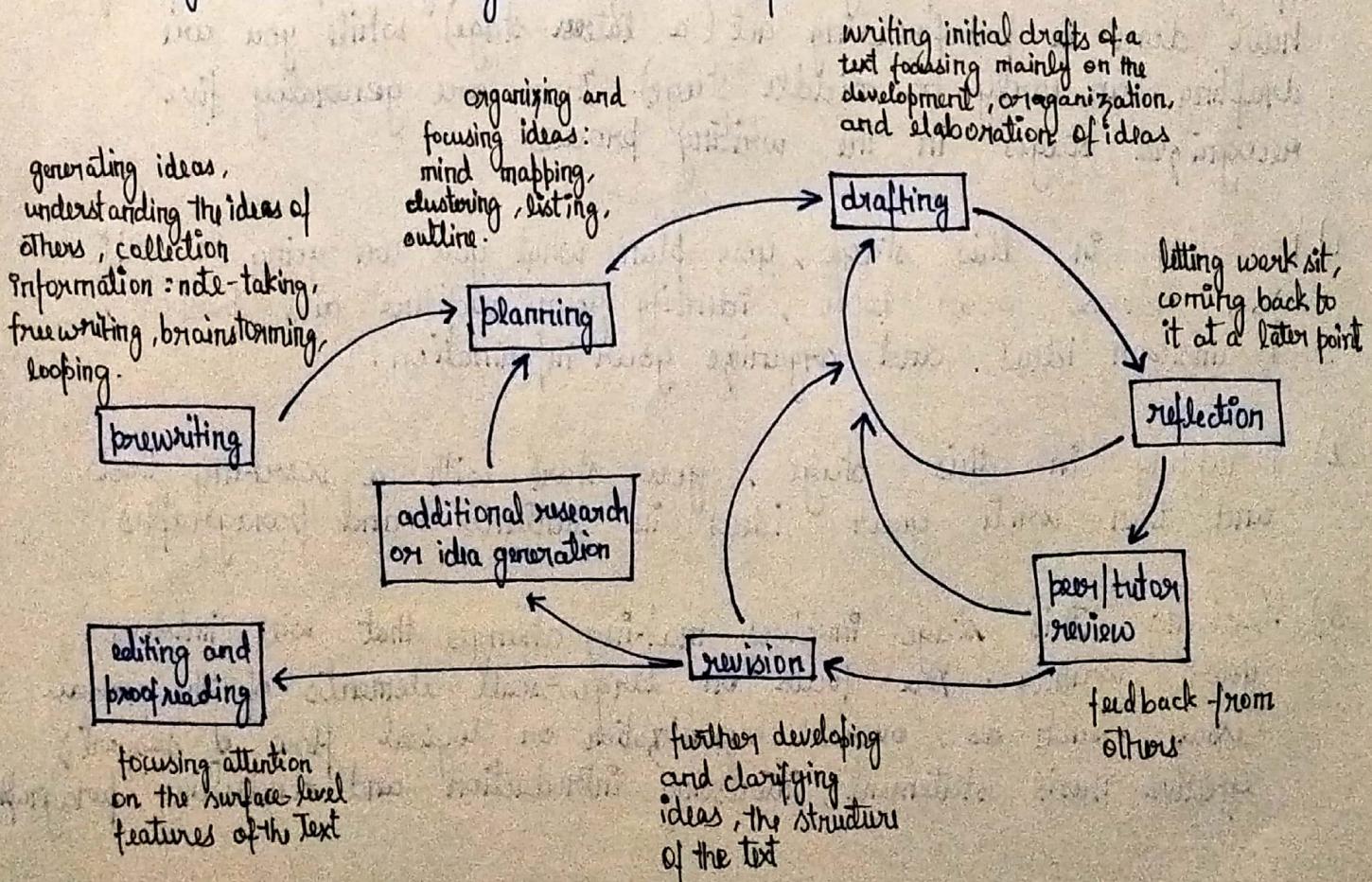
- 1.) Prewriting - in this stage, you plan what you are going to write. You choose your topic, identify your audience and purpose, brainstorm ideas, and organize your information.
- 2.) Drafting - in this stage, you start with a working thesis and then write your ideas in sentences and paragraphs.
- 3.) Revising - This stage involves making changes that will improve your writing. You focus on large-scale elements of the ~~current~~ essay, such as, overall organization or logical flow of support, effective thesis statement, interesting introduction and concluding paragraphs,

well developed body paragraphs with clear topic sentences, appropriate tone and style for intended audience and purpose, etc.

4. Editing and Proofreading - this is the stage of your essay where you polish your essay. You focus on smaller scale yet important essay elements, such as, clarity in sentence structure, appropriate word choice, correct spelling and grammar, and accurate document format.

5. Publishing - in this final stage, you choose a way to present your work to an audience.

As already stated, these steps do NOT need to be completed in this exact order; frequently in the writing process, you go back and forth between the different stages. A true visual representation of this process may be more circular than linear. It may look something like this example.



PRE-WRITING

Writing occurs in stages. Writing is a process whose finished product is a sentence, a paragraph, an essay, etc.

Prewriting is the first stage during which the writer needs to consider three main factors: topic, audience, and purpose.

A student may have to deal with two different types of topics: assigned topics or chosen topics. If the topic is assigned the directions for the assignment will limit and determine the approach to take. Instructions must be read carefully and directions must be followed exactly. If the student is free to select a topic, it is important to reflect on the value and meaning of the finished product. A writer should select something he is interested in and knowledgeable about, but he should also anticipate the desired effect he hopes to 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 an old topic.

Audience's experience and knowledge of the subject needs to be considered for communication to be effective: too technical and specialized 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. Often these purposes will be combined in a paper, each purpose occurring in function of another.

The main purpose of prewriting activities is to find the focus of the paper. Focus is the point on which all 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,

consider the audience. You may want to take a general approach if your audience does not have specific knowledge of the subject. You are also limited by our own knowledge of the subject. You cannot be specific about something you know little about. Of course, research will give you needed information about a topic.

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

Try these prewriting techniques:

FREEWRITING

BRAINSTORMING

LIST MAKING

ASKING QUESTIONS

KEEPING A JOURNAL

READING ABOUT A TOPIC

OUTLINING

LOOPING.

The next step will be organizing the ideas 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 categorized (grouped together). Also you need to rank ideas for importance.

WRITING

Writing is a medium of human communication that involves the presentation of a language with symbols. While not all languages utilize a writing system, those with systems of inscriptions can complement and extend capacities of spoken language by enabling the creation of durable forms of speech that can be transmitted across space (e.g., correspondence) and stored over time (e.g., libraries or other public records). It has also been observed that the activity of writing itself can have knowledge-transforming effects, since it allows humans to externalize their thinking in forms that are easier to reflect on and potentially rework.

Writing systems are not themselves human languages (with the debatable exception of computer languages) but are means of rendering a language in a readable form. Writing relies on many of the same semantic structures as speech, such as its lexicon and syntax, with the added dependency of a system of symbols to represent that language's phonology and morphology.

The result of the activity of writing is called a text, and the interpreter or activator of this text is called a reader.

As human societies emerged, collective motivations for the development of writing were driven by pragmatic exigencies like keeping history, maintaining culture, codifying knowledge through curricula and lists of texts deemed to contain foundational knowledge (e.g., The Canon of Medicine) or artistically exceptional (e.g., a literary canon), organizing and governing societies through the formation of legal systems, census records, contracts, deeds of ownership, taxation, trade agreements, treaties, and so on. For H.G. Wells, writing "made the growth of states larger than the old city states possible. It made a continuous historical consciousness possible.

The command of the priest or king and his seal could go far beyond his sight, larger and voice and could survive his death. For example, around the 4th millennium BC, the complexity of trade and administration in Mesopotamia outgrew human memory, and writing became a more dependable method of recording and preserving transactions in a permanent form. In both ancient Egypt and Mesoamerica, on the other hand, writing may have evolved through calendric and political necessities for recording historical and environmental events.

Individual motivations for writing include improvised additional capacity for the limitations of human memory (e.g., to-do lists, recipes, reminders, logbooks, maps, the proper sequence for a complicated task or important ritual), dissemination of ideas (as in an essay, monograph, broadside, petition, or manifesto), imaginative narratives and other forms of storytelling, personal or business correspondence, and lifewriting (e.g., a diary or journal).

RE-WRITING

Rewriting makes the difference between good writing and poor writing. Even the best writers are unable to express themselves perfectly on paper, or by word processor, in their first drafts. Newly created sentences usually need help. They may be unclear, far too long, or ostentatious. The writer's thoughts may have been incompletely expressed. Alternatively, the writer may be leaning too heavily on clichés. In addition, his or her writing style may appear disjointed and lack a natural flow or rhythm. Nevertheless the writing is expected to flow smoothly and convey your thoughts easily. It is expected to be interesting, rather than boring or irritating. This requires rewriting. While many persons are unwilling to accept this truth, others are simply unwilling to expend the (mental) effort required to rewrite (or edit) their work several times.

Many of us, who attended school long before the popularization of the personal computer, were taught how important it was to prepare several drafts of our written work before submitting it (to the teacher). Consequently, James Michener's reply to one of Larry King's comments during a radio interview several years ago was not surprising. For persons who are not familiar with James Michener, this writer is probably the most famous living American author. Larry King, of course, is a broadcaster with CNN. During James Michener's lifetime, millions of his best-selling books of historical fiction have been sold in hardcover. (*Exodus*, *Hawaii*, and *Alaska* are three of his works) During the interview, Larry King had suggested that James Michener, his guest, was probably the greatest writer in the world. The writer corrected Larry King by saying, "No Larry. I am perhaps the most greatest rewritten in the world".

He then went on to explain that it was his practice to write seven drafts of a manuscript before releasing the final version to his publisher. Before the advent of word processors, rewriting was a more laborious task than it is today. The writer was required to actually copy the corrected text in its entirety, or to correct the existing draft by a cut-and-paste operation using paste or scratch tape. A writer was able to make only few revisions by the cut-and-paste method before the work became unintelligible to the typist expected to retype it. Today's availability of easy-to-use computers and word processing software has simplified immensely the rewriting task. Rewriting has become a simple on-screen editing task.

Rewriting often consists of changing word sequences and tightening the flow, correcting punctuation, and even creating new paragraph breaks. It also involves replacing occasional words that are more precise or better convey your intended meaning. Above all, rewriting means ensuring that a reader will be able to understand all sentences and phrases easily and that they follow in a natural sequence. It is a cumulative process involving small changes. With every small improvement, one's writing approaches more closely his or her ideal or desired result. Just relax. It takes patience.

PART - II

NARRATIVE ESSAY

DESCRIPTIVE ESSAY

NARRATIVE ESSAY

A narrative essay is a form of academic writing that aims to tell a story. As the author, your goal is to create the right atmosphere and a lifelike experience for your readers.

As a rule, this type of paper is written from the first person perspective. You have to put readers at the epicenter of the plot and keep them engaged. To do this, and to ensure the right atmosphere, narrative writing uses plenty of vivid details, descriptive techniques, etc.

The biggest challenge in writing a narrative essay is that it is always limited in length. Thus, your task is to take a complex story and narrow it down to incorporate its key points to fit into a short essay, while at the same time providing enough detail to keep readers engaged.

Types of Narrative Essays.

There are two types of essay to be put into narrative form:

- Descriptive Narrative Essay-

This is most creative form of this task. The main goal of a descriptive narrative essay is to describe an experience, situation, or memory using vivid details. "Show, don't tell" is the main credo of writing a descriptive narrative paper. The author's goal is to evoke the reader's different senses and paint a clear picture of an event.

- Autobiographical-

This form of task requires you to share a true story that took place throughout your life. Note that this type of assignment should focus on one specific event. Unlike a descriptive essay, an autobiographical one places a bigger focus on the story itself and its purpose, not details.

Narrative Essay Characteristics-

Here are the basic characteristics that defines this type of writing

- Non-fiction - written about events that actually happened;
- Written from the author's viewpoint (1st person);
- Includes elements of a story, but is written in accordance with a basic structure;
- Provides information in chronological order;
- Uses lots of details to describe an event, person, or scene;
- Strives to inform readers of something, not argue or teach.

Example of Narrative Essay-

Moments of Adrenaline.

I was just listening to some music in my car as I rested and waited for my grandmother to finish up so that we could drive off. From the other side of the road there were some kids playing football, and I had not given it much thought since they were just playing - a regular activity. For a moment, I thought I had heard a sound made by a hard-kicked ball, followed by some noise from the children. Then I decided to look through the window to see how far the ball had gone. Before I could even move an inch, another even louder sound, which shook my car, came from the playground. That is when I felt fear all throughout my body and I started sweating profusely, even though I was still not quite sure enough about what had just happened.

I slowly raised my head to check out what was going on. To my surprise, two boys, both of whom were about the same height, were lying in a pool of blood. I realized that there was a black vehicle parked just behind my car, and, within the blink of an eye, the car drove past me as quickly as it could.

A crowd had now started to gather around, but then I realized that my grandmother was nowhere to be found. My legs started shaking and questions started rushing through my mind. Could it have been Grandma? Could she have been taken by whomever had done it? Or perhaps, was she too frightened to come out of the house? I collected myself and started slowly walking toward the house. Before I got far, I

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heard a voice calling out for me. Of course, it was my grandmother, we were both walking in opposite directions

I had quickly turned and had started walking forward her when the same vehicle I had seen some few minutes ago came speeding across the street again. As they navigated their way off of the street to avoid other cars, they started driving toward my grandmother at high speed. I couldn't open my eyes and couldn't process what was happening in the moment. I heard a loud sound, and I knew my granny was in trouble. Fortunately, the car had lost control, but hadn't hit her. The car hit a tree in one of the compounds.

All of this had shaken me up. By the look of the car, the accident was fatal—since they were speeding and the car had been crushed. I reached out for my grandma and took her to my car. She was also in shock and it was too much for her to take in. I did not feel comfortable simply driving away and leaving the injured culprits. I went back and asked if there was anyone from the vehicle still alive. Only one had survived the accident, but unfortunately, his leg was stuck between the seats. I waited a bit longer as others came to help me try to save the man. It took us a couple of minutes, and since no medical service had come to our rescue. I drove the victim to the hospital. I tried my best, but couldn't keep my hands on the steering wheel. I asked for help; the whole time trembling as my heart was racing.

DESCRIPTIVE ESSAY

The descriptive essay definition explains that this paper is a type of composition which describes an object, a person, a process or an event.

The writer's goal is to create:

- vivid reading experience;
- to show instead of telling

Descriptive writing usually appeals to the five senses: taste, touch, smell, hearing, and sight. (Eg: Jack's coffee mug exploded into tiny shards of glass, catching the attention of everyone at the office.) Always appealing to the senses is key to writing a good descriptive essay.

When writing the descriptive essay, your goal will be to paint a comprehensive picture for the reader, appealing to the five senses. Last but not the least, your essay should have a purpose. It could be anything from a lesson you learned from experience to a story of how an object impacted your life.

It's all about making your bright ideas come to life!

Descriptive Essay Topics and Ideas.

Finding descriptive essay topics isn't hard. You can describe pretty much anything, from your favorite car to the weather today.

Here are some good descriptive essay topics which will spark your imagination!

- Choosing a person to describe.
- Describing an Object or a Place.
- Describing an Emotion.

Example of Descriptive Essay

What it is like to play Rugby

In the eye of the untrained, a rugby game is just bunch of huge individuals senselessly fighting one another, struggling to move an oval ball inch by inch down a field full of mad towards the goal line of the opponent team. Players don't put on pads nor get timeout in case of injuries except a two-minute deadline to get out on. But rugby is a totally different thing, a gentleman sport, to those who understand it. While rugby appears rough, its players maintain good respect toward both teammates and opponents.

To a player, rugby a relatively cool game - safer than football - which is perhaps the reason they don't wear pads or helmets - But it is a normal thing to suffer minor injuries like a bloody nose, cuts and bruises - Players believe that the reason for low the relative low risk of harm in rugby compared to other games in the lack of protective gear. Actually, the presence of protective gear like pads and helmets used in other games subconsciously create a false feeling of safety in the minds of players. It gives them the temptation to play disregarding safety precautions. This is paradoxical but it is the reason in rugby we avoid tackling by the head, shoulders and neck.

Unlike football, a rugby player has no businesses blocking or hitting anybody without a ball. That means that you can never be hit unexpectedly. Since there is no blindsiding, you only get ready to be hit as soon as you get the ball. Although we play with absolute confidence as if injuries never existed, no one is sure who would be affected the most by a wrong move in tackle attempt or when trying to break loose from one.

One of the most interesting activities in a rugby match is the restart of the match. Scrum is just fun. It feels good to come together and bind with the opponent team, at the shoulders as you jostle for position while shoving at the same time. This, for me, is normally like a time to take a break from the rapid rugby activities which involve very fast movement, especially during sevens, which have more space for movement.

When restarting with a lineout, I love to be hoisted up in the air, being held by my legs. In the first days, this was not an easy experience because it is difficult to steadily pursue and hold the ball in the mid air just with support of the legs. In this kind of restart, the ball is passed to you by a team member from without the bounds. However, it truly becomes difficult to save your team if the opponent also raise many players. In fact, it is normally a sign to get ready for chaos, because it would be very likely to follow.

Lastly, rugby is a game that never turns anybody way. In a normal team, you will find very good athletes and others who are not very fast, but all of them matter in a game of rugby. There is never a feeling of intimidation in rugby because it never has exclusive talents.