

# Are You An Effective Writer?

## Writing Skills 2013

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# WRITING SKILLS

## Writing Skills: An Introduction

- ❖ THE WRITING PROCESS/ DEVELOPING THE ABILITY TO WRITE EFFECTIVELY
- ❖ Define Writing
- ❖ Give The composite skills necessary for effective Writing
- ❖ Discuss the Major Qualities of Good Writing
- ❖ Highlight the guiding steps to writing effectively

# Definition

Writing is the act of transmitting ideas, feelings, emotions or other information from one's mind or observation to paper or other media.

❖ It is an elaborate process for which to be done well, it requires some skills; the composite skills necessary for effective writing, thus

# COMPOSITE SKILLS NECESSARY FOR WRITING EFFECTIVELY

These are the required /requisite abilities that must be put in place to have a successful writing process. They are:

## ❖ Mental Skill/ Preparedness

A good writer must be able to think clearly and organise his/her ideas in a logical & organised manner using suitable & fitting symbols e.g. Appropriate choice of words, examples, illustrations etc

# Rhetorical Skill

A writer must learn the fundamentals of the craft & must have the mastery/command of the language to make good sentences that make a readable piece i.e. you must know the various ways of putting sentences together to make a smoothly readable piece of work.

# Psychological Skill

As a writer , you must learn & master the art of feeling free & relaxed so that ideas flow from head to hand & finally to paper or other media in use.

## Critical Skill

After completing your writing, try to check through to correct the mistakes & also to improve and add other necessary details or information. This includes evaluation, revision, editing and Proof reading.

# QUALITIES OF GOOD WRITING

These include;

- Simplicity
- Clarity
- Economy
- Transaction

# Dwyer 2005, Efficiency, equity & effectiveness in writing (7 C's)

- clear (readable, logical and unambiguous)
- complete (contains all necessary details)
- concise (no more information than necessary)
- considerate (aware of the reader)
- courteous (tactful and sensitive)
- concrete (not vague)
- correct (care taken with grammar, punctuation and spelling)



# SIMPLICITY

- Let your writing be natural & unpretentious.  
Cut down on pompous phrasing if possible, substitute a long word for the short one that means the same. Strip every sentence to its cleanest component & erase/ take away every word that serves no purpose.
- Ask yourself the following questions:
- What am I trying to say? Have I said it?,
- Will it be clear to the first time reader?

# CLARITY

Express yourself in a readable, informative & whenever possible in a captivating/engaging way.

Have a sense of the following:

- ❖ Who you are as a writer
- ❖ Who your readers are
- ❖ Why are you addressing your readers and on what occasion
- ❖ Your relationship to your subject matter
- ❖ How you want your readers to relate to your subject matter

# ECONOMY

Economical writing avoids strains & at the same time promotes pleasure. It is important to make every word tell. Strunk & White have outlined the Purpose of economy as follows:

“A sentence should contain no unnecessary words for the same reason that a drawing should have unnecessary lines & a machine unnecessary parts”  
This doesn't mean that the writer makes all his sentences short or avoids all detail... But every word must tell.

# TRANSACTION

- The writer's enthusiasm for the subject is important. S/he should have a duty while writing. Good writing should have aliveness that would keep the reader interested. The writer should use language in a way that will achieve the greatest strength.

# GUIDING STEPS TO WRITING WELL

The writing occasions we face can generally be divided into two types;

Type 1.

❖ Those motivated by your own purpose i.e.

Topics generated by oneself. These are the most Satisfying and can include a wide variety of situations e.g. Personal letter, response to some event etc

# Type 2

Those topics assigned by someone else.

Many times, motivation comes from somebody else e.g. Assignment given by a lecturer, being a secretary for an association, reply to a letter or report on an activity demanded by your boss at work.

Having a topic assigned seems easier than choosing one because, then you know the general subject or at least the definite topic.

The steps to follow include:

- i) Know/ choose a subject on which you are going to write i.e. Write about what you know best.
- ii) Formulate a topic from your subject. The topic should be of interest to you and should be focussed, elaborate and comprehensive.
- iii) Carry out an audience analysis and their requirements (Characteristics)

# Steps ctd

- iv) Gather and collect ideas and information i.e. conduct adequate research; Read to improve as well as develop your writing skills to get insights into the subject
- v) Analyse the information you gather according to strength ,importance or priority
- vi) Make your plan; this must entail your goals, possible illustrations e.g. maps, figures, statistics.
- vii) State your purpose and main idea for writing  
(thesis) Plunge in & start to write your first draft.



# Steps ctd

- Viii) Plunge in and begin to write (draft) basing on your thesis statement and plan. If new ideas/ thoughts come to you as you write, put them in the margin for later consideration.
- ix) Evaluate, revise, edit and proof read.
- x) Write the final copy for onward submission or presentation.

To embark on the actual writing therefore  
requires you to collect data or information,  
thus;

# THE WRITING PROCESS

## Ways/ Patterns/ Methods of generating information

Step 1 . Generating information on a focused, elaborate and comprehensive topic may be motivated by your own purpose or it can be assigned to you by someone else. Data is gathered through the following ways:

- ❖ Reading & Research.
- ❖ Brain storming & Discussion
- ❖ Free writing
- ❖ Clustering
- ❖ Journalistic Question Mode (5Ws&H)

# Reading/ Research

Reading in a very crucial way is an integral part of the writing process . In order for one to write well and be factual, it's vital to be:

As an active reader;

Put into context what you read,

Be aware of the purpose of your reading,

Control what you read,

Note down the relevant ideas, have a summary and

Record all the publication / bibliographical data

# Brain storming

This is the process of opening the minds' gate allowing all thoughts to flow freely. This

Technique requires that you turn off the censure in your head and write down as many of your thoughts as possible. It can be done singly or in groups

# Free writing

This is an excellent warm up exercise that you can use when you have trouble thinking what to write. Write whatever comes to mind without having to think about grammar. However write in complete sentences. It works well when you set a time limit. It also serves as an important function by setting the wheels of the mind going and getting the words on paper e.g....

❖ Free writing helps you to loosen up and to put you in close touch with yourself with a special rhythm and tone of your own voice e.g...

# Clustering

This is a method that was devised by a scholar named Rico to help her students efficiently and effectively get back in touch with the creative part of themselves. It equally releases a stream of ideas by using the minds' ability to group(cluster) pieces of information and ideas into distinct categories.



According to Rico just as fruits come in clusters,  
So do our thoughts and if given free range, they  
come in clusters of association e.g...

Note: Clustering is the grouping of ideas and  
images into sets that tie the text together as one

# The journalistic question mode

The use of 5Ws &H i.e. Who, What, Where, When, Why and How can be used as a checklist for gathering data because they ensure the gathering of essential facts of a given concept/ issue and they can also be used to organise the story into paragraphs. The 5Ws &H are powerful because they can generate basic information.

# Other methods may include;

- ❖ Discussions / seminars
- ❖ Observation
- ❖ Interviews
- ❖ Questionnaire
- ❖ Experiments
- ❖ Tours etc

## Step 2. Analyse Information and Ideas

Analyse the Information and Ideas. This involves identifying most important points, what can be left out, which items are closely related and how might I order the material that is available.

## Step 3. Make your plan

This consists of the general goals and list of details, examples that you will use in supporting your points. It is the method, logic or guidelines and procedures

# Step 4. Analyse your audience

❖ This stage involves assessing the people you are going to address in your writing. You need to gather information about the following:

Age, educational level, sex, occupation/  
profession, Nationality and political affiliation,  
socio-economic status

## Step 5. State your purpose/ thesis

Purpose is the main idea or thesis. It brings out the goal that can be achieved through a specific plan. Main idea (thesis) is what you have in mind about what you want to say and what you ought to accomplish by transferring this idea to paper.

## Step 6. Write the first draft

This should be based on your thesis statement and plan. If new ideas, thoughts come to you as you write, put them in the margin because they may prove useful later.



# Step 7. Evaluate, revise, edit and proofread

This needs to be done having identified the audience for which you are writing and having done an audience analysis guide on;

- ❖ Who they are
- ❖ What is your relationship with them will determine your tone and diction
- ❖ How much they know
- ❖ How much you think they need to know

- ❖ The likely acceptance or resistance they may have regarding your message.
- ❖ What will the audience need in order to understand or accept your thesis
- ❖ The special language requirements for this particular audience
- ❖ The way you want the audience to feel about you and the subject after reading the piece of work
- ❖ How have you designed your paper to appeal to your audiences' sense of emotion, reason & ethics

# Choosing a Topic

❖ The problem of choice of a subject may not be serious once a topic has been presented to the writer. Choosing a topic may require specific knowledge and special skills e.g. To write about... you require specialised knowledge or to write a poem you need to have poetic skills.

❖ As you write you should ask the following:

Who is the writing aimed at?

What do I want to say? Why am I writing?

Is the writing intended to inform, persuade or entertain?

# Limiting a topic to a manageable area (Scope)

This stage entails restricting the scope of your subject and limiting the topic to a specific area which can be handled exhaustively i.e. moving from general to specific e.g. Information Communication Technology. One can write many volumes of books on such a topic. You may ask, does the writer wish to talk about ICT in Africa? Importance of ICT in Business? Origins of ICT? Therefore such a problematic and wide topic can be limited to:

“The significance of ICT for the business community in Kayunga district”.

- ❖ One would be able to write completely on such a topic. Choice and restriction of your topic would depend on your audience ( readers), time available to write and space e.g. 2000 word essay or 10 pages in 3hours.

### Researching the topic

- ❖ Your write up should reflect responsible knowledge of the topic/ subject matter. Your text should be backed with illustrations, statistical evidence, expert opinions and quotations.

- ❖ The research should depend on a number of factors such as; Are you writing an academic paper or not. E.g. When you are a student , usually a reading list is provided from which you can get information, if you are working for an institution, there might be documents and research data from which you can extract information you need to write e.g. a report.
- ❖ One shouldn't rush to a library , resource centres or internet; begin with your own knowledge and understanding, what you already know about the topic. This would be supplemented with other sources that are immediately available to you. Other sources could be expert people

## Exercise:

- 1. Mention the various sources from which you would obtain information to help you write on one of the following topics giving reasons for your choice.
- a) The problems related to use of Information Communication Technology among rural health workers.
- b) The effectiveness of Antiretroviral drugs in Uganda/Kenya/ Tanzania/Rwanda.
- 2. Mention the secondary sources of information you could use to do an assignment in your course.

# Drafting

- This is the way we get the shape of our ideas on paper. This can be done in the following ways;
- i) Working thesis; This involves asking yourself questions about the basis of your work i.e. Establish the points that will convince your readers that what you are writing about is true.
- ii) Use an outline of points that will give you the pattern of arrangement and organisation.
- iii) Cut and paste; here you write and complete your text and later on you re arrange it (cut and paste) until you find a pattern that makes sense to the reader.



# Drafting cont...

- iv) Drafting from methods of organisation  
( Modes of thinking) This is shaped by the material that you have to present and your approach to the material. These methods appear so frequently in writing because they reflect methods by which we think( shape our thoughts).These include;
  - a) Narration- Examining events in a sequence
  - b) Description- Exploring a focal point generally visual oriented to direct the readers attention
  - c) Exemplification- Presenting a point, showing the forces that created it, giving examples

- d) Cause and effect- showing the reasons and results/ impact of something
- e) Comparison and contrast- Showing item by item, the differences and similarities bwn two or more points
- f) Classification- This is arranging sub points according to their various categories
- g) Division (Analysis)- This is separating a larger idea into its constituent parts
- h) Definition- This is establishing the parameters of a point or idea or issue

# Paragraphing

- What is a paragraph?

It is a small group of thoughts that hang together i.e.

An expression of thought that is complete in itself. A paragraph acts as a major message unit of a piece of writing.

Effective paragraphing is the core of good writing; it shapes the argument and ensures that the argument flows logically through the text to make it easier for the reader to follow.

\*Discuss functions of a paragraph\*

# Paragraph length

- How long should your paragraph be?

The length of your paragraph will depend on your purpose and the needs of your readers. Complex material could have shorter paragraphs while simple material could have longer ones. Why?

A good writer should however make paragraphs long enough to satisfy their *topic sentence*.

# Topic Sentence

- Every writing that is essay like requires a thesis that asserts the main point. A topic sentence orients readers and tells them what to expect.
- It provides the destination or goal for the writer and guides him/her towards their goal.
- It is usually positioned at the beginning of the paragraph. In some cases it is placed in the middle or at the end of the paragraph.

# Qualities/ X-tics of a good paragraph

- A good paragraph should have the following characteristics.
  - a) Completeness; Should achieve what it set out to do
  - b) Unity i.e. external and internal unity
  - c) Orderliness/ Coherence; content should stick together.

# Paragraph development

This is how a writer provides support material and data to complete their purpose. It can be done by asking yourself the following questions: What? How? Who? When? Where? Why?

The answers to the above questions will also guide you in writing an introduction, body, conclusion, and being able to revise and edit your work.

# Revision , Editing & Proof reading

Revision – It is the final going over that makes your written work clear, less wordy and more vigorous. It involves more than just re-reading one's written work to correct spelling or to insert a missing correct punctuation or to attend to grammatical correctness. Grammatical correctness is essential as is the rhetorical features, ( worthwhile content, sensible organisation and readable style).

## Stages of revision

Focus (point), clarity, logic (order), balance (distinguishing opinion from facts, how many sides has an argument)



# Reasons for revising one's work

- To make our ideas clearer ( attend to the thesis)
- To explain what we've said in greater detail (dev't of the essay)
- To change of our emphasis ( dev't , organisation and style)
- To make our ideas easier to follow ( organisation and transition)
- To establish correctness about our ideas and accuracy ( editing)

# Basic operations during revision

- Addition; bring in something necessary
- Deletion; remove what is unnecessary
- Substitution; replacement
- Combination; for better flow
- Re – arrangement

We revise our written works on four levels:

- The overall theme (main idea/ thesis)
- The paragraph
- The sentence
- The words ( correctness and appropriate use)

# PUNCTUATION

What is punctuation?

It is the utilisation of technical tools to regulate and regularise the flow of ideas from the smallest semantic units of any language.

Punctuation therefore helps to show how various elements of a language are organised beginning from the word, to the phrase, to the clause, to the sentence, paragraph, section to the entire discourse.

Since the sentence is the basic semantic unit that communicates a complete idea, punctuation begins inevitably with the sentence to regulate the flow of ideas.

# Punctuation marks



# Punctuation ctd



## Uses of each punctuation marks

- i).....is used to separate ideas in a sentence (written)  
Used to catch a breath in speech and is used in cataloguing of items
- ii).....indicates the finality of any meaningful sentence.  
Also referred as the period.

# Uses of punctuation ctd

- iii).....serves as a mark in the middle of a sentence to pause and explain an idea. e.g.....
- iv).....explains a point in a sentence that indicates a long pause in the flow of ideas. It also explains a point of contrast . e.g.....
- v).....is used to designate information that only comes as an appendix or attachment to the sentence for the purpose of giving extra information that could as well be ignored. e.g.....
- vi).....is used to show a possessive element in a sentence. e.g....

# Uses ctd

- vii).....links up two or more words to form a compound or hyphenated word. e.g.....It is also used to join up several words to form a matter of fact expression (truism). e.g.....
- viii).....exists either in single or double pairs and is used to designate words that are attributed verbatim to somebody. Are used to designate half truths (generally untrue statements). e.g....
- ix).....indicates moments of wonder, surprise or amusement. e.g.....
- x).....is used to indicate doubt but also is used in making inquiry . e.g....

# Uses ctd

- xi).....refers to a case where a word(s) are deliberately omitted to indicate either tension, suspense or internal conflict in the mind of a speaker. e.g....
- xii).....is used to indicate proper nouns such as naming or at the beginning of a new sentence or in titles and headings or acronyms. e.g....



# GRAMMAR

*Learners of English language usually have difficulties with English language. To use it correctly one should NOT take it for granted because if we do, we are bound to believe and think that an eggplant contains an egg and that pineapple has pine. That if writers write then fingers fing; that the plural of booth is beeth since that of tooth is teeth. And we should be aware of preachers who praught because teachers taught.*

# Objectives

- To construct and write correct English sentences
- Punctuate your work appropriately
- Use correct English words for your essays and articles
- Spell English words appropriately

# SENTENCE CONSTRUCTION

## WRITING EFFECTIVE SENTENCES

What is a sentence?

It is a statement that contains a subject and a verb and handles one complete idea.

### Sentence parts

Subject – This is the actor of a sentence i.e. It is the noun/pronoun that normally precedes the predicate (verb and other words) that explain it. e.g. Mary {submitted her essay late}. It is the element about which we say something or ask a question.

**Predicate** – Is usually what is said about a subject's action of being. It is up of a verb and any words that modify and explain the verb.

**Object** – This is the item that is acted on either directly or indirectly by a verb or that is governed by a preposition.

**A phrase** – Is a group of related words that lack either a subject or both e.g. will be eating, will be attending.

**A clause** – It is a group of related words that contain a subject and a predicate. It may be independent or dependent. A clause can at times be a full simple sentence. e.g.

Juma came late.( independent clause)

When Juma came late...(dependent)

## Types of Sentences

Simple Sentence – It contains one independent clause and express one complete thought. It contains one subject and one verb.

Compound sentence – It contains 2 or more independent clauses each with a subject and a predicate. The clauses are usually joined by a conjunction(but, and , for or, nor, semi colon).

Complex Sentence – It contains one independent clause and one or more dependent clauses, i.e. two or more clauses that are not equal in importance with a subordinating conjunction (which, since, when, after, though).

### Making Sentences Clear

Clear sentences convey the writer's meaning on the first reading. To construct grammatically correct sentences, you should have good knowledge of grammar and be in the habit of practicing writing. In order to write correct and standard English sentences, you need a clear understanding of the elements of grammar; you need to know the parts of speech and the role they play in written English.

- Always keep the modifier close to the word it modifies. Check the sentences below and re-write them in the correct way.

At the beach, devouring 20kgs of meat, I saw a huge crocodile.

I often remind myself of the need to balance my cheque book .

- Avoid dangling modifiers e.g.

Answering the telephone, the dog run out of the door.

As an expert in this field, I am sure your advice will help.

➤ Keep your pronouns clear, if the pronouns referent is vague, then there will be confusion in meaning.

e.g. Tom told Henry that he was obsessed with watching movies.

➤ Avoid overstaffing – run on sentences. An overstaffed sentence is one that crams in too many ideas forcing the reader to struggle over its meaning. e.g. “The judge’s ruling sent shockwaves throughout the whole world because no one expected such a verdict especially as it was evident that the man had a weak defence but as you know the law can never cease to surprise”.



- Keep equal items parallel to reflect terms of equal importance. Use parallel structures e.g. The government of the people for the people by the people.
- Use the demonstrative pronoun “that” wisely. e.g. This is a problem that bothers me. Instead it should be, This problem bothers me.
- Emphasize key words: for emphasis put key words of the sentence at the beginning or end. e.g.

If our language skills continue to decline, we may one day become a nation of illiterates.

- Use proper coordination: i.e. Give equal emphasis to ideas of equal importance by joining them within a simple or compound sentence using coordinating conjunctions. e.g.

We must support or reject that plan.

- Use proper subordination, proper subordination shows that a less important idea depends on a more important one. e.g.

John failed because he was lazy.

- Use the active and passive voice selectively because it is more direct and concise – active voice is often better than the passive but to emphasize certain relationships the passive voice may be preferred.

## MAKING SENTENCES CONCISE

A concise sentence is brief but informative. It gets to the point straight away.

\*Conciseness doesn't mean the omission of specific details needed (necessary) for clarity. e.g.

Moby scored 3A's and 3B's last semester. Unlike Moby's grades were excellent last semester.

At this particular point, I must say I need a holiday.  
Say, I need a holiday now.

➤ Avoid if possible 'There' sentences openers. Save words and impute emphasis by deleting There is, There are from the beginning of sentences. e.g.

There are several good reasons why registration of first years has delayed. Instead say;

Registration of first years delayed for several reasons.

- Delete needless verb 'to be' constructions i.e. Various forms of the verb to be, is, are, was often add clutter (excess words) to the sentence without adding to the meaning. E.g. She seems to be annoyed. Say, She is annoyed.
- Avoid excessive prepositions if possible. E.g. Some of the members of the committee made these recommendations. Say, Some committee members made these recommendations.

Clear out excess words. These stretch a message without adding meaning. E.g. Very, definitely, extremely, sort of, obviously. Example;

Actually, one aspect of the registration exercise that makes me extremely angry is the needless emphasis on 'O' certificate rather than the pass slip.

➤ Delete needless prefaces e.g. I am writing this letter because I wish to lodge in my complaint for not being admitted for BIS yet I had the points. Instead say, I submit my complaint for reconsideration for admission on BIS.

➤ Use that and which sparingly; e.g.

The BMW is a car that is worth driving. Instead say,  
The BMW car is worth driving.

➤ Fight noun addiction - too many nouns in a sentence make it awkward and wordy. Noun clusters are often found in needless prepositions or weak verbs such as, is, as or make. E.g. I am giving consideration to the possibility of a change in hobbies. Instead say,

I am considering changing hobbies.

Ensure that your sentences are polished, graceful, and easy to read.

# Exercise

Re – write the following sentences by using correct tenses or eliminating unnecessary words and repetitions.

1. I never have, never will, understand how processor works.
2. If I was you I would have paid by now.
3. Does your warden do most of the supervising?
4. He were working at his computer most of the time.
5. Because the academic staff was on strike. The University council closed the campus.

6. In my opinion I think the opening hours for the computer labs should actually be extended.
7. There are many factors that have influenced the use of ICT in urban areas.
8. In reply to your advertisement in the newspaper of The New Vision for post of Information Systems Manager, I beg to apply.
9. The classroom was really untidy, unclean and in a real mess.
10. I have had no business experience at all.
11. In my estimation, I believe the project has already proved itself very successful.



12. The computer curriculum was of a unique nature.
13. The computers were being serviced at that point in time.
14. Hoping that your project in Computer Literacy and Communication Skills.
15. We spent a lot of money on computer accessories. For example, memory sticks and mother boards.
16. Everyone should come out to see the game between staff and students. The date of which will be announced later.

17. I never have understood the mechanism of a mobile handset.
18. Several members of the Communication Skills class, including the lecturers, has not attended the annual fair.
19. Either the Vice President or his aides is to blame for the scandal.
20. Sheila, along with her friends, are on their way to the new restaurant.
21. Both of my parents sells real estate.
22. Because the lecturer didn't leave behind a piece of work.

23. I had seen the collision coming, but when it happened the impact was so abrupt and stunning that it shocked the sense out of me, and for a while I sat quietly among the broken glass of the bus as though I had been sitting there for two hours.

# Types of Essays

To write an essay requires one to carry out adequate research or investigation. Such an essay will require citing. Such an essay will require sources as books, journals, websites, newspapers, personal interviews e.t.c.

The essay you write must be a well organised presentation of your viewpoint or analysis of the topic you choose. Essay writing takes different approaches and any approach chosen by a writer shaped by the material one has to present and represent a pattern in which we think and shape our ideas and thoughts.

Any good essay should have three parts: the introduction, body content and conclusion.

The types of essays include:

- 1. Narrative Essay.** This is an essay which tells in detail a story that has one main point. The narration process requires looking at and examining events in a sequential order. e.g. Procedure of registration for a semester at University.
- 2. Cause and Effect Essay.** This type shows the reasons and the results ( impact) of an aspect on some one or something. e.g. The issue of shoddy works on road constructn, land wrangles, jiggers

**3. Descriptive Essay.** To describe an experience, event, phenomenon, concept, person, place, object is to give a verbal account in detail. A good descriptive essay helps the reader to see, hear and feel what is being described. Described method requires exploring a given focal point (generally visual oriented) to direct the readers attention e.g. Describing the equipment to buy for your firm such as computers (Type, capacity, cost, accessories, functionality etc.)

## 4. Example Essay ( Exemplification)

This is an essay in which you support your point of view on a particular topic simply giving examples.

In writing an example essay, you present a point, showing the forces that created it and the results from it e.g. Rampant strikes in institutions of learning; secondary schools, universities – MAK, KYU, Gulu, Busitema, KIU etc.

## 5. Comparison and Contrast.

This is an essay that shows how two objects, places, people are alike or different or both. It shows item by item bringing out the differences or similarities between two or more ideas, concepts, terms or items e.g. BIS Vs B.Sc. CS Vs BIT, Urban Vs rural dwellers.



## 6. Classification Essay.

Classification means the arranging or ordering of material according to type, function or size e.t.c

The main purpose in writing a classification essay is to divide a subject area into various classes, describe those classes and state your overall view of the subject area. It involves arranging points and sub points according to their various categories e.g.

Fundraising efforts to clean Kampala city –  
Professional solicitation

- Volunteers
- Indirect & Direct contact

## 7. Division Essay

Division means separating items into their different categories. It requires separating a larger idea into its constituent parts e.g. Urban sectoral management can be divided into:

- Traffic management
- Commercial Area
- Administrative
- Social services

## 8. Definition

This requires a writer to establish the parameters of a point being made or particular aspects or activities. e.g. You can write an essay using definition method about “ The progressive fight against Aids in Uganda”. Writing on such a topic will require definition and citation.

**9. Argumentative essay**, This is mainly concerned with persuasion and discussion. For most people it is the most satisfying form of writing in which to engage. It is most concerned with emotional issues. People sometimes confuse it with the kind of argument that we engage in everyday situations.

Argumentative writing aims at convincing readers that a point of view being presented has merit though writers of argumentative essays will sometimes ask their readers to change their perspectives on a topic and even to engage in concrete actions as a result.

While writing argumentatively, consider to write to a pursuable audience, opposing arguments, scepticism and control of your tone. Argumentation works well in controversial subjects such as politics, Religion, Law, Crime, Drug use and abuse.

## Exercise

1. Describe ....

- a) What it feels to have malaria
- b) Your favourite meal

2. Write a narrative essay on....

- a) A difficult decision you had to make