

مادة الإنشاء- س1- ف2 (المحاضرة الأولى)

Hello everybody,

Let us start our lecture by raising this question:

What is writing?

As what we all know that writing has been with us for several thousand years, and nowadays is more important than ever and it is quite possible that, today, more communication takes place in the written than in the oral mode. The immensity of written record and the knowledge conserved in libraries, data banks, and multilayered information networks make it difficult to imagine an aspect of modern life unaffected by writing. Writing not only offers ways of reclaiming the past, but is a critical skill for shaping the future.

The most common definition of writing system is:

A set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system.

From: Coulmas, Florian, The Blackwell Encyclopedia of Writing Systems (Oxford, Blackwell, 1999), P.560

In other words, we can say that:

Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals, Or we can say that writing is a system of graphic symbols that can be used to convey meaning

So

Writing is not language. Language is a complex system residing in our brain which allows us to produce and interpret utterances. Writing involves making an utterance visible i.e.it is the act of composing a text by putting pen to paper or typing ideas into computer

Now let me give some rules for academic writing:

In fact, having a grasp on proper grammar, spelling, and punctuation won't make you a good writer, there are basics that are essential to academic writing especially if you write term papers or essays for colleges; some of these essentials that can help you in producing an effective piece of writing are the following:

- Good writing has a clearly defined purpose i.e. It makes a definite point

IT'S IMPORTANT TO KNOW why you're writing. Knowing that there is more than one person to please, a public "out there," is a motivation in itself to do well, to communicate clearly, and to have a clear sense of what you're trying to do for this audience. Are you trying to entertain them? That is surely a lofty purpose: writing to lighten someone's spirits is not a project to be undertaken lightly. Is your paper a matter of self-expression? Do you have opinions or feelings that you need to share with others? Are you trying to persuade others that you have a view of things that is clear-sighted, useful, and needs to be shared? Or that someone else's position is faulty, muddle-headed, or otherwise wrong? Are you trying to provide an exposition of facts or process or definition that others can take advantage of, or are you trying to persuade them of the rightness of a moral or ethical position? Do you want your audience to read your paper and then act, filled with new energy because of what you've told them? The objectivity, mood, and earnestness of your prose will be determined by this attitude or sense of purpose.

- It supports that point with specific information.
- The information is clearly connected and arranged.

Any paragraph should be developed as fully as possible with information that clearly supports the main idea of the paragraph.

This could be: specific relevant details; specific relevant illustrations; specific relevant examples; specific relevant paraphrases from other sources.

Also the information should be organized so that a logical order for an argument, for example, would be arranging your points in ascending order of importance.

- The words are appropriate , and the sentences are concise, emphatic, and correct.

In fact, you can develop a broader academic vocabulary by focussing on vocabulary as you read:

- 1-when you come across a word you're not sure of, google it or use a dictionary to find out its meaning and use
- 2-think how you would use that word in speaking or if you were explaining it to someone
- 3-notice how often that word or phrase is used in academic texts you are reading. If you come across it frequently, it's worth making sure you know how to use it.

Additionally, writers are careful not to make claims that are too strong. Words like “may” and “might” are often used to make claims less strong; they also write in the 3rd person i.e. they do not use “I” and “you” with the exception of reflective writing.

Furthermore, as we know words and terms have very specific meanings and it is important that you use them correctly. If you are not sure what a word means, do not use it without checking that it makes sense, both in meaning and grammatical use. It is usually obvious to the reader when a writer has not understood a word or an idea.

Being concise is also important while doing any writing task so you have to

- Avoid repeating yourself – do not repeat an idea because you think that will show its importance.
- Use as few words as you can without losing meaning or complexity. We use more words in spoken than written English, so writing often involves finding alternative words to the words we use in everyday speech.
- Edit your work carefully to find ways you can reduce word count

In short, the trick to creating academic or professional writing that someone will actually want to read is to balance the aforementioned essentials with your own voice. Think of your writing, no matter how academic as your part in a conversation. Your job is to explain the information you're trying to convey in a way that's clear and easily understood.

This quote is helpful for you:

"One is never happy. If a writer is too happy with his writing, something is wrong with him. A real writer always feels as if he hasn't done enough. This is the reason he has the ambition to rewrite, to publish things, and so on. The bad writers are very happy with what they do. They always seem surprised about how good they are. I would say that a real writer sees that he missed a lot of opportunities."

—Isaac Bashevis Singer

Thank you

The 2nd lecture

In our previous lecture, we defined **writing** as a method of representing language in visual or tactile form or writing is a system of graphic symbols that can be used to convey meaning. We also said that writing systems use sets of symbols to represent the sounds of speech, and may have symbols for such things as punctuation and numerals.

We also mentioned some rules for writing academically; these rules are

- Good writing has a clearly defined purpose i.e. It makes a definite point
- It supports that point with specific information.
- The information is clearly connected and arranged.
- The words are appropriate, and the sentences are concise, emphatic, and correct.

We also said that we can develop a broader academic vocabulary by focussing on vocabulary as we read.

- 1-when you come across a word you're not sure of, google it or use a dictionary to find out its meaning and use.
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In today's lecture we are going to talk about the different kinds of paragraph, but before starting we have to know the definition of the word 'paragraph'

Paragraph can be defined as a group of sentences related to the same topic; even though it could be formed just by a single sentence, so paragraph is a unit of writing in a larger body of work that expresses a particular topic or theme.

We all know that paragraphs and essays can be written in different types or styles. A writer will choose a type depending on what he or she wishes to accomplish, what sort of material is to be discussed, and what kind of effect s/he wants to have on the reader. Generally speaking, there are four

types of writing, though normally these types are mixed together.

These types are:

1-Narrative

2-Persuasive

3-Descriptive

4-Expository

1-Narrative: The narrative paragraph or essay tells a story, just like a narrator in a play. Narrative writing is best used to illustrate the "personal developmental path" a person (often yourself) has taken to reach a particular point in his/her life. As a result, it is normally written in a **first person point of view**. True narrative writing is unusual, because it is demanding. A narrative must have a conflict that is overcome. So in narrative paragraph we usually have a single incident/anecdote, where the narrator experiences some brief challenge that is met and (hopefully) survived. This "overcoming" should in turn lead to some form of understanding. Simply describing or explaining one's surroundings is not a narrative. You need a (brief) establishment of setting, an explanation of the challenge, and the resolution of this challenge. In other words, you need a plot.

Comments on narrative paragraphs

- Normally chronological (though sometimes uses flashbacks)
- A sequential presentation of the events that add up to a story.
- A narrative differs from a mere listing of events. Narration usually contains characters, a setting, a conflict, and a resolution. Time and place and person are normally established.

so

In this paragraph, the "story" components are: a protagonist , a setting , a goal (to camp), a climax, and a resolution (leaving).

2-Descriptive paragraph: Descriptive writing paints a picture. In its pure form, nothing much happens. "Description" tells us what something looks like, feels like, tastes like, sounds like or smells like - without action or events. It doesn't explain a relationship or a process beyond oneself; it focuses on one's immediate subjective perceptions. Thus, descriptive writing connects the outer world with our inner feelings. It is usually concerned with creating a verbal picture of what we experience and feel at one moment,

and it will use many rich and vivid adjectives and adverbs. So, as a writer, you should make the reader long to smell the rich essence of the trees, the haunting call of the wolves, or the rank odour of the sewer... if that's what you're writing about! Descriptive paragraphs and essays are usually written in **the first person point of view**, and are much more **emotional and personal** than expository writing. It should be said that you will rarely write a purely descriptive passage. Normally speaking, descriptive writing is mixed in with other styles as a supplement.

So descriptive paragraphs

- 1-Is not what you saw, but what readers need to see in order to imagine the scene, person, object, etc.
- 2-It requires you to record a series of detailed observations.
- 3- In it, you have to use sensory language. Go light on adjectives and adverbs. Look for ways to describe action. Pay special attention to the sound and rhythm of words; use these when you can.
- 4-The key problem in description is to avoid being static or flat. Adopt a strategy that makes your description into a little story: move from far to near, left to right, or old to new.
- 5-The cognitive difficulty in description is simple: People see all-at-once. But they read sequentially, one-part-at-the-time, in a series of pieces. Choose

the pieces. Sequence them so they add up. Think: Readers first read this, now this, now this; what do they need next?

3-Expository: Expository writing "exposes" or explains things about a subject. It is also sometimes called "information writing" because it gives information about a person, place, thing, relationship or idea. To accomplish that, it is best developed by the use of clear reasons, facts and statistical information, cause and effect relationships, or examples. Since expository paragraphs are factual, they are written without emotion and usually written in **the third person**. Nevertheless, you can use "I" in your expository writing if the focus is on external, neutral descriptions and explanations, rather than personal feelings (personal feelings move you into "descriptive writing"). Indeed, expository paragraphs and essays are sometimes confused with descriptive writing, because both can spend a lot of time describing things. But again, the big difference is that expository description tends to focus on external objects, situations and processes, in order to explain something in a neutral, matter-of-fact manner. Descriptive paragraphs, on the other hand, tend to focus on our emotional responses as we perceive the world at one point in time.

Comments on exposition:

- Exposition is explanatory writing
- Exposition can be an incidental part of a description or a narration, or it can be the heart of an article
- Aside from clarity, the key problem with exposition is credibility. What makes your explanation believable? Normally, writers solve this problem by citing authorities who have good credentials and good reason to be experts in the subject.

4-Persuasive paragraphs: This type of writing is probably the most common form of writing at the university level. Persuasive (or argumentative) writing attempts to convince the reader that the point of view or course of action recommended by the writer is valid. To accomplish this, the writer must develop a limited topic which is well defined and debatable, and has more than one side. It is important that the author understand other sides of the topic so that the strongest information to counter the others can be presented. You may present these opposing points of view, but they must be summarized at the beginning and then quickly

refuted (to refute something means to show it is false or not particularly important). If you're not sure how to do this, then simply stick to your side of an argument. While persuasive writing attempts to prove your point of view, it's usually written in an objective, third person point of view; such a stance helps demonstrate your objectivity. It should be noted that “argumentative” writing is said by some to be more rational and empirical (i.e. based on facts), whereas “persuasive” writing will often use emotional appeals to manipulate the reader’s sympathy. However, most writing experts view the two terms as synonymous; few essays are so coldly dispassionate that they will not use strong and loaded language to win an argument, and analytic facts are always a good way to persuade the reader of one side over another.

Comments on persuasion:

- This paragraph is but a small example of the kind of writing used widely in editorials and columns.
- To persuade people to change their minds or take an action, more is needed than your opinion or sense of conviction. You need to supply them with the information, analysis, and facts.

- Remember: Readers are interested in only one opinion--their own. If you can help them formulate and deepen that opinion, they will be glad they read your article.

Now read the following paragraphs and answer the questions below:

-1st paragraph-

Around 2 a.m. something woke Charles Hanson up. He lay in the dark listening. Something felt wrong. Outside, crickets sang, tree-frogs chirruped. Across the distant forest floated two muffled hoots from a barred owl. It was too quiet. At home in New Jersey, the nights are filled with the busy, comforting sounds of traffic. You always have the comforting knowledge that other people are all around you. And light: At home he can read in bed by the glow of the streetlight. It was too quiet. And much too dark. Even starlight failed to penetrate the 80-foot canopy of trees the camper was parked beneath. It was the darkest dark he had ever seen. He felt for the flashlight beside his bunk. It was gone. He found where his pants were hanging and, as he felt the pockets for a box of matches, something rustled in the leaves right outside the window, inches from his face. He

heard his wife, Wanda, hold her breath; she was awake, too. Then, whatever, was outside in the darkness also breathed, and the huge silence of the night seemed to come inside the camper, stifling them. It was then he decided to pack up and move to a motel.

- 2nd paragraph-

This family was a victim of a problem they could have avoided-a problem that, according to Florida park rangers, hundreds of visitors suffer each year. "Several times a month," ranger Rod Torres of O'Leno State Park said, "people get scared and leave the park in the middle of the night." Those people picked the wrong kind of park to visit. Not that there was anything wrong with the park: The hikers camped next to them loved the wild isolation of it. But it just wasn't the kind of place the couple from New Jersey had in mind when they decided to camp out on this trip through Florida. If they had known about the different kinds of parks in Florida, they might have stayed in a place they loved.

-3rd paragraph-

O'Leno is a good example of a state park in Florida. Surrounded by the tall, shaded woods of a beautiful hardwood forest, the Santa Fe River disappears in a large, slowly swirling, tree-lined pool. After appearing intermittently in scattered sinkholes, the river rises three miles downstream in a big boil, then continues on to meet the Suwannee and the sea. Nearby, stands of cypress mirror themselves in the still waters, walls of dense river swamp rise before you, sudden sinkholes open in the woodlands-rich with cool ferns and mosses. Farther from the river, expanses of longleaf pinelands stretch across rolling hills. In the midst of this lovely setting, you find 65 campsites, 18 rustic cabins, and a pavilion for group meetings. A diving platform marks a good place to swim in the soft, cool waters of the Santa Fe, and canoeing up this dark river is like traveling backwards in time in the direction of original Florida.

-4th paragraph-

Before you go camping in Florida, plan ahead. Don't wind up in the wilds when you want to be near Disney World, and don't wind up on a concrete RV pad when you really want the forest primeval. Find out what parks are available, and what they are like. Get good information on what to expect, and what your options are. This can make all the difference in the quality of your vacation.

1. Do you think the paragraph is narrative, descriptive, expository, or persuasive? How can you tell?
2. How are the details organized in each paragraph (chronologically, spatially, logically)? How do you know? Could the information have been organized in a different way? How?
3. What was the writer's purpose for writing each piece (to entertain, inform, influence, express)? Do you think that the writer achieved his or her purpose? Why?