

AYDI EST.

Open Learning & Translation

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First Term



1+2



+3+4

Essay I

17/24.11.2023

01/08.12.2023

أ. حلا يوسف



Essay 4.1+2+3+4

AYDI 2024

LECTURE NO. 1

17.11.2023

HELLO EVERYONE!

أنواع الأخطاء التي تؤدي إلى رسوب الطالب:

- إذا كتب الطالب عبارة (he play) عدة مرات في النص
- الأخطاء القواعدية الجسيمة
- إذا قام الطالب بتقييم فقرات المقالة مثلاً

The title of our subject is **Essay or Essay Writing**. What is the meaning of essay?

An essay is a set of paragraphs. There must be at least three paragraphs in an essay.

❖ Types of essays:

1. The narrative essay: it is basically writing a story.

In the narrative essay, we arrange the events according to time. This is called *chronological order*.

2. The process essay: it talks about the steps of doing something. An essay about making a specific dish is an example of the process essay.

مثال على هذا النوع من المقالة هو طريقة صنع طبق من الطعام.

3. The cause and effect essay: here we talk about the reasons of something and what it leads to. "Smoking in Syria" is an example of this type of essays. We might talk about the causes that lead to smoking and the effects of smoking.

4. The comparative essay: here we either compare between two things, contrast between two things, or compare and contrast between two things. You state the similarities, the differences, or both.

5. The argumentative essay: here, you choose a topic that is somehow controversial. For example, what do you think about abortion? I mention my opinion and sometimes I mention the opposite opinion. It's basically about stating your point of view

about something and sometimes you can state other points of view.
هنا لا يجب أن نكون متعصباً لرأيي بل أقنع القارئ بأسلوبي دون فرضه بشكل

6. The descriptive essay: here we describe something, so we use a lot of adjectives. Example: describe this table, or describe a person. In the descriptive essay, the most common tense to use is the present simple.

❖ Ways of organizing an essay

We have two main ways to organize an essay:

① Point by point essays: this method is mainly used in the comparative essay and the cause and effect essay.

② Block organization:

If I ask you to compare and contrast between this desk and this table, how would you apply the method of organizing the essay?

إذا ذكرت نقطة عن المقعد ونقطة بمقابلها عن الطاولة فهذا يسمى (point by point)

(point)

The height of the table is 90 CM. The height of the desk is 60 CM.

The width of the table is 40 CM. The width of the desk is 50 CM.

إذا كتبت فقرة كاملة عن الطاولة ذكرت فيها كل صفاتها وبعدها كتبت فقرة كاملة عن

المقعد، هذا يسمى (block organization)

❖ Parts of essay

1. The title

☞ The first thing that an essay should have is the title. I must have a title.

☞ The title has to be centered; it has to be written in the middle of the line.

☞ In the title, we can either capitalize just the first letter of the whole title, or we can capitalize the first letter of every content word. The second way is better. We don't capitalize the function words like the articles or the prepositions. We only capitalize the content words which are nouns, verbs, adjectives, and adverbs.

- ☞ The title has to be related to the topic.
- ☞ The title has to give a hint about the type of the essay. If I'm writing a process essay about making a dish for example, I mention in the title that I'm writing about the steps of making that dish.

2. The introduction paragraph

The introduction paragraph has three parts:

- ☞ We start with a sentence to attract the reader, sometimes we call it a hook.

The hook itself has four major types:

- **Statistics hook:** We write numbers and statistics
- **Questions:** the question is a hook because it gets the reader to think
- **A challenging thought:** to give the reader something to think about

The challenging thought can be a question but the difference here is that this question in this case is challenging. Example: Students in a certain faculty have similar styles.

- **Strong statement to shock the reader:** Example: smoking is killing Syria.

- ☞ After that we use some background information

- ☞ The thesis statement: a statement that indicates what the whole essay is about. The thesis statement CANNOT be a question.

3. The first body paragraph

- ☞ Topic sentence

It tells me what the paragraph will be about. It is like the thesis statement of the paragraph.

- ☞ Supporting ideas

4. The second body paragraph

There may be many body paragraphs. In the exam, don't write more than three body paragraphs.

5. Conclusion

There are three ways of writing the concluding paragraph:

- I can rephrase the thesis statement.
- I can state my opinion. I can make a suggestion for future action.
- I can summarize the points that I mentioned in the essay.

Notes:

I can never mention new ideas in the conclusion.

We can start the conclusion with something like in conclusion, to conclude, all in all, finally, to sum up, in my opinion, etc.

❖ Steps of writing an essay

The pre-writing stage:

Everything we do before we hold our pen to write. In the pre-writing, we do what we call *choosing and narrowing the topic*. Actually, choosing the topic is not necessary for you because the topic is already chosen. Narrowing a topic is something that interests you because you need to know how wide the information that you will mention should be.

After choosing my topic, I move to brainstorming.

The brainstorming stage:

Most of you don't do this in the exam because the time is limited. In this stage, you may just think about the ideas that you will mention in your essay. You may also *draw diagrams*. It's up to you. Some people just do what we call the *free-writing* where they hold the pen and write everything that comes to their minds.

Planning:

My goal is to reach an outline. The outline is like the following:

Introduction

1. Hook
2. Background information
3. Thesis statement

Body paragraph 1

- ①. Topic sentence
- ②. Main supporting ideas
- ③. Secondary supporting ideas

Body paragraph 2

1. Topic sentence
2. Main supporting ideas
3. Secondary supporting ideas

Body paragraph 3

1. Topic sentence
2. Main supporting ideas
3. Secondary supporting ideas

Conclusion

After the outline, I write the first draft. In the first draft, I combine the sentences of the outline using words like but, and, also, etc.

① Then I revise my draft for form and content. In revising the content, I revise my ideas and make sure that all the ideas are related to the topic of the essay. I also make sure that the ideas are interesting. I have to make sure that the essay has cohesion which means that the ideas are related to one another. In content, I also revise for grammatical mistakes.

When I revise the form, I check if I used the correct form of the essay. I make sure that my paragraphs are clear and that the thesis statement is in the correct place. I also make sure of the position of my conclusion for example. Then I check the spelling mistakes.

The outcome of this is called the second draft. In the exam, it's enough to reach this stage.

Thank You

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LECTURE NO. 2

24.11.2023

HELLO EVERYONE!!

Revision

How many paragraphs do we have for the introduction? Only one. For the body, we should have at least one paragraph. For me, I don't prefer more than three body paragraphs.

▪ The Title

I can delay writing the title of the essay until I finish the whole essay but DON'T forget the title because it is very important.

What are the conditions of writing the title?

① We have to capitalize the first letter of the content words which are nouns, verbs, adjectives, and adverbs.

In the title, you use the present simple if you are writing to the press. If you are writing for the news, you don't use the verbs to be.

② It should be centered. It has to be in the middle of the line.

③ It should give an idea about the content and the type of our essay.

Student: when should we use the indentation?

Instructor: this condition should be applied to all the paragraphs of the essay. Even in books and research papers, we should use indentation.

▪ The Introduction

The conditions of the introduction

The introduction has three parts:

1. The hook:

It's a sentence to attract the reader. The hook has different types:

✓ A strong sentence to shock the reader. Example: Smoking is killing Syria.

✓ A question: questions get the reader to think

✓ Statistics: presenting numbers. (In the exam, you can put any numbers or statistics you like, even if they aren't correct.)

✓ A thought: to give the reader something to think about. This thought might be a question. The difference between a thought and a question in this case:

✓ A normal question: what is the percentage of smoking people in Syria?

This is a question that the reader either knows the answer to or doesn't.

Question: what do you think about him?

Here, you're going to give your opinion.

A question to think about: Why do students of similar specialization look similar?

This type of questions pushes the reader to reflect on the idea and think thoroughly about it. It makes the reader eager to know about the topic.

✓ A quote: we can start with a quote and it can be very effective. But, starting with a quote is a little bit tricky because it isn't used correctly; it might make the essay less valuable.

For example, one might start his essay by saying:

It was once said that not all that glitters is gold.

This is not incorrect but it doesn't give any added value to the essay. It's rather boring. The purpose of the hook is to attract the readers not to make them bored.

2. Background information about the topic:

I might write a part of a story. I might also move from general to specific. The background information should be about the topic but a bit wider; its function is to introduce the topic. It shouldn't be as specific as the topic sentence.

3. The thesis statement:

- ✓ It's always the last sentence in the introduction.
- ✓ It CANNOT be a question.
- ✓ It gives an idea about what the essay is about.
- ✓ The thesis statement gives the controlling idea of the essay.
- ✓ It might indicate how many body paragraphs there will be in the essay. For example, the thesis statement may be:

Universities in Syria and universities in America have two things in common, but they have a lot of differences.

Here, the thesis statement doesn't clearly state the number of body paragraphs.

Another example of a thesis statement:

There are three similarities between universities in Syria and universities in America.

▪ **The Body Paragraphs**

Each paragraph starts with the topic sentence which contains the topic and the controlling idea.

What is the difference between the topic sentence and the thesis statement?

- ✓ The thesis statement indicates the idea of the whole essay.
- ✓ The topic sentence indicates the idea of the body paragraph.

Then I have the main idea, the supporting details of each idea, and the examples that support the ideas.

▪ **The Conclusion**

- ✓ We start the conclusion with something like "to sum up" or "in conclusion" or "finally".
- ✓ We CANNOT add any new ideas in the conclusion.
- ✓ We can summarize in the conclusion.
- ✓ We can rephrase the thesis statement in the conclusion.
- ✓ We can mention our opinion in the conclusion.

Student: can the title of the essay be a question?

Instructor: it's not wrong but it should give an idea about what the essay is about and about the type of the essay.

Our book is entitled The Process of Writing by Prof. Dr. Ali S. Hasan.

Open the book please on page 17:

Whenever you want to write an essay, there are three elements that you need to keep in mind:

✓ Subject

✓ Purpose

✓ Audience

Let's read from the book:

Unit 1

The Writing Process

1.1. Introduction

Some people seem to find writing easy. Some students can dash off a well-written paper in one draft. The poet Samuel Taylor Coleridge even claimed that verse came to him in his sleep. But most people find writing difficult. Choosing a topic, gathering information, organizing ideas, and correcting grammar errors require real effort for most of us (Keene & Adams, 1996, p. 2).

You will find it easier to write if you have a subject that you know well and understand, a clear purpose for writing, and an audience that you have identified. Keeping these three elements in mind will help your writing stay focused (Blanchard, 1997, pp.4-7).

Subject

In order to write well, it is helpful to choose a topic that interests you and that you know and understand. If you are assigned a subject, try to find an angle of that subject that you find interesting and want to explore. You will usually have to go through a process of narrowing down the general subject until you find an appropriate topic.

You may not have a very precise topic to write about. Here, at least you have to narrow the topic that you are talking about.

It's always better to choose a topic that interests you and that you understand.

Purpose

Whenever you write something, it is important to think about your purpose. To determine your purpose, you should ask yourself the question "What am I writing?" The three most common purposes for writing are to entertain, to inform, and to persuade. However, these three purposes are not always mutually exclusive. It is possible for a piece of writing to accomplish several purposes at the same time. An article, for example, may be amusing but also educational and/or persuasive.

You need to know the purpose of your writing; why you are writing. Are you writing to entertain the reader? Are you writing to inform the readers? Are you writing to persuade the readers? The purpose determines the tone that I will use. So there are three main purposes of writing an essay: to inform, to entertain, or to persuade the readers. It's possible to have more than one purpose in one essay.

Audience

What you write about (subject) and your reason for writing (purpose) are greatly affected by whom you expect will read the final product (audience). Because you will almost always be writing for an audience, you will communicate your ideas more effectively if you keep that audience in mind. Remember that all audiences have expectations, but those expectations vary from one audience to another.

Oshima and Hogue (1999, p. 3) add that you should also consider the tone of your writing, which depends on your subject matter and on your audience. Tone is your style or manner of expression. It is revealed by your choice of words and grammatical structures and even the length of your sentences. The tone of a piece of writing can be, for example, serious, amusing, personal, or impersonal.

You should know your audience as well: When you are writing about a certain topic for children is different from when you are writing for a university professor. In the exam, I am your audience.

After you know your audience, think about how you will appear to them. Writers play many different roles—among them, the entertaining storyteller, stern boss, helpful teacher, conscientious reporter, or committed advocate (Keene and Adams, 1996, p. 7). If you are writing for a general audience or for your teacher, you will generally take on the role of an informed researcher who presents information clearly and concisely. Your role helps you to determine what to say and how to say it. Informal language and flippancy don't belong on a job application, for example. If you're applying for a job, present yourself as a respectful and professional candidate:

Too Informal

~~I'd like to get that clerking job you put in the paper. More~~
Appropriate

I would like to apply for the clerk's position that you advertised in the Times Picayune.

~~If you're writing an article for the campus paper, you want to seem~~
informed, helpful, and not too formal:

Too Formal

When the education year commences this September, registration will transpire at the portals of the student center.

More Appropriate

When the fall term begins in September, students will register at the student center.

As you write each assignment in this course and in other college courses, keep in mind your audience, tone, and purpose so that the message your reader will receive is the message you intend to convey.

Compare the following sentences regarding applying to a job:

I'd like to get that clerk's job you put in the paper.

I would like to apply for the clerk's position that you advertised in the newspaper.

The second sentence is professional. It has a degree of formality that is necessary in such a situation. That is why it is very important to know who my audience is.

The writing processes are four stages:

1. **Prewriting**: in this stage, you choose a topic and narrow it down. We have more than one way of choosing a topic.

2. **Planning** (outlining): in this stage, I order the ideas and choose the organization that I will use in my essay.

3. **Draft** (writing and revising draft): I write the draft and revise it.

4. **Final copy.**

Stage1: Prewriting

The prewriting stage has some steps. First we have choosing and narrowing the topic.

Step1: Choosing and Narrowing a Topic

On page 21 in the book, we find the following practice:

Choose one of the following general topics and narrow it so that you can write an essay about it:

School – Entertainment – Television – Food - Sports

Students:

School: the importance of education for little children and the reason why they run away from education.

Food: the comparison between healthy and fast food.

Healthy food and hygiene.

Sports: five benefits of running.

Facts about bodybuilding.

Ways to avoid injuries.

Sport and mental health.

How can I be an Olympic champion?

Television: television can be a double-edged sword.

Televisions wash our brains.

Instructor: very good. You all defined the type of your essay while narrowing down the topic.

Step2: Brainstorming العصف الذهني

It is basically to sit and think about the ideas that I have about a topic. Here we generate ideas.

There are three brainstorming techniques:

1. *Listing*

2. *Freewriting*

3. *Clustering*

Listing: a brainstorming technique where you think about whatever words -related to the topic- that come to your mind and you create a list out of it. You write the general topic at the top of the page. Then you make a list of all the words that you can think of that are related to this topic.

Here you don't worry at all about grammatical or spelling mistakes.

تفيد هذه الطريقة في معرفة الأفكار المتعلقة بالموضوع الذي قمت باختياره، وكذلك تكون مفيدة في ال (narrowing) حيث ساجد الكثير من الأشياء الغير مفيدة لمقالتي فأقوم بحذفها واختيار ما هو مناسب فقط.

On page 23, we have an example about listing:

Culture Shock

communication problems

poor verbal skills

children disrespectful

new language

American family life

families seldom eat together

lack vocabulary

show affection in public

Americans talk too fast
they are friendly
people are always in a hurry
use slang and idioms
families don't spend time together on weekends and holidays
children are "kings"
lack confidence
American food is unhealthy
everyone eats fast food

homeless people shocking sight
American students
classroom environment
unclear expressions
public transportation is not good
need a car
use first names with teachers
college professors wear jeans
students ask questions
no formal dress code
no one takes time to cook good meals
professor's role
children spend more time with friends than with parents
use incomplete sentences
poor pronunciation
Americans difficult to understand
students can challenge professors

Then I organize my list. I rewrite my list by listing several ideas together.

Let's take an exercise about listing on page 26:

Practice: Brainstorming by listing

Brainstorm by listing ideas on one of the following topics:

How to be a good student

My favorite leisure-time activity

Tourist attractions in your country or city

Student:

Tourist attractions in your country or city

Old city

New city

The architecture design

Mentality

Nature

Traditions

Contradictions

Student:

My favorite leisure-time activity

Watching TV: old series, movies

Sports: running, walking

Preparing food

Student:

How to be a good student

Attend classes regularly

Write a schedule and stick to it

Manage time between personal life and studying

Finding sources of information

Freewriting

In my opinion, this is the best way of brainstorming. Here you simply write freely about the topic. Here I write full sentences. There are some steps that we should follow in freewriting:

✓ Write the general topic at the top of the paper.

✓ Then you write as much as you can. Write whatever comes to

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your mind about the topic.

✓ Then I choose the best ideas.

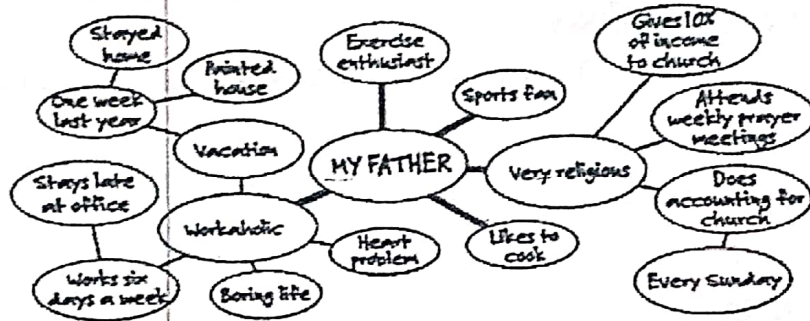
Clustering

The third technique of brainstorming is clustering. It's about writing your ideas in circles.

هنا نكتب الموضوع الرئيسي في دائرة كبيرة ونكتب الأفكار التي تتفرع عنه

In the book, we have an example on page 31.

Model: Clustering



Stage2: Planning (outlining)

In this stage, I choose an organizational pattern. On page 32, they mention a lot of ways of organizing your ideas.

Chronological: to tell a story, explain the evolution of a problem, describe the order in which something happened

Description: to describe the layout of a place, the appearance of a person or product

Simple to complex: to move from an overview of a situation to specific details concerning it

Thesis/support: to state a general judgment and then explain it in smaller units

Order of importance: to formulate an ordered list of goals to be achieved, tasks to be accomplished, or points at issue

Checklist: to present items to consider, in order, before performing a certain action

Process: to present the steps involved in accomplishing a certain goal

-Comparison: to judge between two or more alternatives

Cause and effect: to consider the causes of a problem as well as its effects

Problem solving: to make the decisions necessary to move from a current situation to a desired situation.

Pros and cons: to review good and bad points about a proposal and then make a recommendation

Persuasion: to argue for a change of belief or action

I choose the organization type depending on the topic I'm writing about.

Step 1: Making Sublists

I take the ideas that I got in brainstorming and divide them to sublists.

I might have more than one list. I can talk about each sublist in a body paragraph.

Model: Sublists

Communication Problems

(1) poor verbal skills

lack vocabulary

new language (X)

poor communication

lack confidence (X)

use incomplete sentences

(2) Americans difficult to understand

unclear expressions

Americans talk too fast

use slang and idioms

So I took the ideas of brainstorming and decided them into sublists.

From the sublists, I get a preliminary outline:

Model: Preliminary Outline

Communication Problems

A. Poor verbal skills

lack vocabulary

poor communication

B. Americans difficult to understand

use incomplete sentences

use unclear expressions

talk too fast

use slang and idioms

Step2: Writing the Topic Sentence

One problem that many international students face in the United States is communication with Americans.

or

International students in the United States face communication problems with Americans.

Step3: Outlining

Model: Outlining

Communication Problems

Topic sentence International students in the United States face communication problems with Americans.

Supporting point A. International students have poor verbal skills.

Supporting detail 1. lack vocabulary

Supporting detail 2. have poor communication

Supporting point B. Americans are difficult to understand.

Supporting detail 1. use incomplete sentences

Supporting detail 2. use unclear expressions

Supporting detail 3. talk too fast

Supporting detail 4. use slang and idioms

Thank You

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LECTURE NO. 3

01.12.2023

HELLO EVERYONE!

Revision

Last week we talked about the procedures that we follow until we reach the outline.

☞ The first thing that we do is to choose a topic and narrow it.

☞ After that, we do the brainstorming. We said that there are more than one way of brainstorming like freewriting and clustering.

☞ Then we start with the planning where we choose a pattern. By the pattern we mean how I would organize the order of my essay. Will I organize my essay according to the spatial order? Or chronological order? Or cause and effect?

☞ Then I make the sublists.

☞ After that I write the topic sentence of each paragraph.

☞ The result of these processes is the outline.

☞ After that we start writing the first draft. This stage is called writing and revising.

Student: How long should the essay be in the exam?

Instructor: at least 250 words.

Stage3: Writing and revising drafts

Step1: writing the first rough draft

✓ This stage is like an organized freewriting.

✓ You write what comes to your mind.

✓ You might come up with new ideas and write them, even if they aren't in your outline.

✓ You may change a lot in the draft.

✓ You don't have to worry about grammar.

✓ If you come across a word that you can't remember, you may leave a space for it and you write a note in the margins.

✓ When you write your first draft, you need to do a couple of things:

- You leave margins.

- You write in every other line.

Step2: Revising the draft (revising content and organization)

✓ We usually revise the first draft two times.

✓ In the first revision, we check for the content. Here we don't worry about grammatical mistakes.

✓ In the second revision, we check for organization and grammar.

Step3: writing a second draft and proofreading it

✓ Here I proofread my draft searching for any mistakes.

Step4: Writing the final copy

Now we will talk about these stages in detail. We will start with page 37.

Stage III: Writing and Revising Drafts

Once you have considered your subject, audience, thesis, and organization, you will be ready to write a rough draft. In the first draft, your goal should be to develop the main idea of the paper, to put the major points in order - and not much more. Try to write quickly, getting down lots of words and not worrying over each paragraph and sentence. You need to produce not a finished product but a draft, a preliminary version that will be enlarged upon through revision.

Our goal here is only the major points. We don't care about spelling mistakes or grammatical mistakes. That's why it's always good to write the first draft quickly.

1.2.3.1. Step 1: Writing the First Rough Draft

The first step in this stage is to write a rough draft from your outline.

This is how to proceed:

- Write down the topic sentence and underline it. Doing this will remind you of the focus of your paragraph.

- Skip one or two lines per line of writing and leave margins of one inch on both sides of the paper. These blank spaces will allow you to add more details, information, examples, etc. in order for you to fully develop your points. Also, you can add comments such as "define," "check spelling," "add an example," and so on in the margins for your attention later on.

- Write your paragraph, following your outline as closely as possible. Try writing steadily. Don't hesitate to add ideas that aren't in your outline if you are certain they are relevant to the topic.

First, you write the topic sentence of each paragraph and underline it. The topic sentence is usually, but not necessarily, the first sentence of each paragraph. The topic sentence indicates what the paragraph will be about.

Don't worry about grammar, punctuation, or spelling. This first rough draft does not have to be "perfect"; in fact, it won't be because your main goal is to write down as much information as you can, following the points in your outline.

While you are writing, you may not be able to think of a word or phrase, or you may be unable to complete a thought. Don't worry- just leave a space or a line. You can fill it in later. Also, while you are writing about one major point, you might come up with an idea for another major point. Don't risk forgetting it! Write it down in the margin of your paper near where it belongs.

Above all, remember that writing is a continuous process of discovery. Therefore, as you are writing, you will think of new ideas that may not be on your brainstorming list or in your outline. You can add new ideas or delete original ones at any time in the writing process. Just be sure that any new ideas are relevant!

If you want to add a new idea while writing your draft, you may leave a note in the margin to come back to it later. If you come up

with an idea of another major point, I also write it down in the margin so that I won't risk forgetting it.

1.2.3.2. Step 2: Revising Content and Organization

After you write the rough draft, the next step is to revise it. When you revise, you change what you have written in order to improve it. You check it over for content and organization, including unity, coherence, and logic. You can change, rearrange, add, or delete, all for the goal of communicating your thoughts more clearly, more effectively, and in a more interesting way.

We start revising our draft for content and organization. My paragraph should be one unit. It should be coherent which means each sentence leads to the next one. It also should be logically ordered.

During the first revision, do not try to correct grammar, sentence structure, spelling, or punctuation; this is proofreading, which you will do later. During the first revision, be concerned mainly with content and organization.

This is how to proceed:

- Read over your paragraph carefully for a general overview. Focus on the general aspects of the paper and make notes in the margins so that you can rewrite parts that need to be improved.
- Check to see that you have achieved your stated purpose.
- Check for general logic and coherence. Your audience should be able to follow your ideas easily and understand what you have written.
- Check to make sure that your paragraph has a topic sentence and that the topic sentence has a central (main) focus.
- Check for unity. Cross out any sentence that does not support the topic sentence.
- Check to make sure that the topic sentence is developed with sufficient supporting details. Be certain that each paragraph gives the reader enough information to understand the main idea. If the main point lacks sufficient information, make notes in the margin such as "add more details" or "add an example." Make sure that you haven't

used general statements for support.

- Check your use of transition signals.
- Finally, does your paragraph have or need a concluding sentence? If you wrote a final comment, is it on the topic?

Now rewrite your paragraph, incorporating all of the necessary revisions. This is your second draft.

For every supporting idea, you need at least one or two supporting details. Without supporting the ideas, they will be incomplete. You can support them with examples, facts, statistics, etc.

I need to check for transition signals which are words that link the sentences together.

I need to decide whether my paragraph needs a concluding sentence.

1.2.3.3. Step 3: Proofreading the Second Draft

The next step is to proofread your paper to check for grammar, sentence structure, spelling, and punctuation.

~~Check over each sentence for correctness and completeness: no fragments and no choppy or run-on sentences.~~

- Check over each sentence for a subject and a verb, subject-verb agreement, correct verb tenses, etc.

- Check the mechanics: punctuation, spelling, capitalization, typing errors, etc.

- Change vocabulary words as necessary.

We check the sentences for correctness and completeness. We make sure that there are no run-on sentences. Run-on sentences are sentences that are composed of two clauses linked together without correct punctuation.

1.2.3.4. Step 4: Writing the Final Copy

Now you are ready to write the final copy to hand in.

Practice

Check for content and organization:

I hate wet and rainy days.

It rained a lot in 1816.... a lot - like everyday; the weather in Europe was abnormally wet because it rained in Switzerland on 130 out of the 183 days from April to September. If I was Mary Shelley I might decide to write a book too. Afterall, it was the onnly thing you could do without TV or anything. She said that she "passed the summer of 1816 in the environs of Geneva...we occasionally amused ourselves with some German stories of ghosts... These tales excited in us a playful desire of imitation". So, people were stuck inside and bored. Mary Shelley decided to write a book becuase it was so awful outside. I can totally see her point, you know? I guess I would write a novel if there was nothing else to do.

- The title is not actually related to the idea of the paragraph.
- The title can't be an opinion.
- Some ideas are irrelevant.
- There is no clear outline.
- There is no coherence.
- There is no topic sentence.
- There is the repetition of the same idea of wanting to write a novel.

Now you have two minutes to proofread the paragraph. Check it for indentation, grammatical mistakes, spelling, etc.

- There are mistakes in capitalization.
- The word rainy isn't written correctly.
- Spelling mistakes: rainy, only, after all.
- Passed the summer: spent the summer
- It rained a lot in 1816.... a lot: this is very informal
- Regarding the title: each word should be capitalized. It should be centered.

Thank You

LECTURE NO. 4

08.12.2023

HELLO EVERYONE!

Unit 2

Coherence and Cohesion

What is coherence? What is cohesion? What's the difference between them?

Think of coherence as the building and cohesion as the blocks that make up this building. Basically, they are both related to how you organize your essay and how the components of your essay stick together. The difference between them is that cohesion is related to the linguistic elements; it's not on the level of the whole essay. Coherence is something general; it's on the level of the whole essay. By making the little pieces cohesive, you make your essay coherent.

Page 43:

Unit 2

Coherence and Cohesion

2.1. Introduction

Coherence means "to stick together." An academic essay is coherent if (a) the parts of the essay are unified (i.e., they are about the same main idea) and (b) if the essay seems logical to the reader (i.e., one part "flows" into another without confusing the audience). In other words, a unified paragraph is one in which all information in the paragraph is related in support of the topic. Coherence means there are links between and among the pieces of information in the paragraph.

A well-organized essay is the basis for coherence: an essay with a carefully identified audience and purpose, a clear thesis statement, and body paragraphs that support their topic sentences. The use of these organizational writing conventions makes the essay easy to read and understand. It "sticks together" for the academic audience.

A paragraph is like a jigsaw puzzle. To be unified, all the pieces must fit. To be coherent, the pieces must fit snugly, with no harsh lines or abrupt breaks. In a coherent paragraph, each sentence grows naturally out of the one before it, and each is logically linked to the one that follows it. When all the sentences flow together smoothly, the paragraph is coherent (Fazio et al., 1990, pp. 10-11). To make your paragraph coherent, arrange the supporting sentences in chronological order, the order in which the events or the pieces of information occur.

If a piece of writing is coherent, it must have two conditions:

- ✓ The parts of it are unified (about the same idea)
- ✓ It seems logical to the reader

These two conditions are fulfilled by using the organizational pattern. For example, if I'm using the chronological order, I stick to it. I can't mix the events for example. This makes my essay logical.

The basis of coherence in a piece of writing is to be well-organized. I can do this by knowing my audience and my purpose, and by writing a clear thesis statement. This also applies to each topic sentence in each paragraph.

One way to achieve coherence is to arrange your sentences in some kind of logical order. Your choice of one kind of logical order over another will, of course, depend on your topic and on your purpose. You may even combine two or more different logical orders in the same paragraph. The important point to remember is to arrange your ideas in some kind of order that is logical to a reader accustomed to the English way of writing.

Some common kinds of logical order in English are chronological order, logical division of ideas, and comparison/contrast (Oshima & Hogue, 1999, p. 51).

I decide the logical order according to the topic, the purpose, and the organizational pattern.

Each kind of order has its own special words and phrases to show the

relationships among the ideas. For example, in a piece of writing using chronological order, you would expect to find a lot of time expressions: first, next, after that, finally, before the last war, after 1990, since then, while working on the project, etc. Words such as just last week, last night, and a few minutes ago signal time and provide a smooth transition to the next sentence or thought. A few minutes ago clearly comes after last night. Last night comes after last week.

☞ These special words are the transitional words. If we are using the chronological order for example, we use first, next, then, in the end, etc. These words show the relationship of time between ideas and events.

☞ In the next page, we have another example of a paragraph describing differences or contrasting between two things. What are the transitions used to contrast between two things? We use transitions like: on the other hand, nevertheless, differ from, the difference between, etc.

☞ Transitions that are used to show similarities are like, similarly, etc.

☞ There must be a logical division of ideas. I have to know when to start with a new idea and more importantly, when to start a new paragraph.

Pages 45 + 46:

2.2. Using Transitions

Because transitions provide valuable signals to the reader about the relationships between parts of the essay, students must learn to use them appropriately. First, transitions fulfill several grammatical functions. In the examples below, the independent clauses [IC] are underlined, and the dependent clauses are italicized. Notice the use of commas.

Grammatical Function

1. Introductory words: [A word or phrase, followed by a comma, that introduces an independent clause]

At first, we did not understand.

Similarly, Shelley's hair was curly.

2. Subordinate conjunctions: [A word or phrase at the beginning of a dependent clause: notice comma use.]

We went because we were excited.

The party was over when he arrived.

Even though we were late, we were still happy.

[Note: subordinate clauses can occur either before or after an independent clause]

3. Coordinate conjunctions [A word or phrase, usually preceded by a comma, that connects two independent clauses]

Maria likes pizza, and Jose does too.

They write well, but their friend does not.

Transitions have two functions:

Grammatical functions: transitions link two parts of the sentence. These grammatical functions are: introductory words, subordinate conjunctions, and coordinate conjunctions.

The introductory words are used to introduce an independent clause. An independent clause is a clause that has the capability to stand alone; it doesn't need something to clarify its meaning.

Example: when you study well, you get high marks.

"You get high marks" is an independent clause.

The dependent clause needs clarification and can't stand on its own; its meaning is incomplete.

"When you study well" is a dependent clause.

Subordinate conjunctions link a dependent clause to an independent clause such as when, before, after, etc. If we start with the dependent clause, we need a comma after it. If we start with the independent clause, we don't need a comma.

Coordinate conjunctions link two independent clauses.

Table 2-1 Transitions

1. Chronological transitions signal relationship in time.

Introductory Words		Subordinate Conjunctions
First,	Presently,	When..., [IC] or [IC] when...
Second,	The next day,	Although..., [IC] or [IC] although...
Third,	Soon afterward	Before..., [IC] or [IC] before...
Next,	By that time,	During..., [IC] or [IC] during...
Later,	From then on,	While..., [IC] or [IC] while...
After that,	At that moment,	Even though..., [IC] or [IC] even though...
At last,	Within an hour	After..., [IC] or [IC] after...
At length,	Afterward,	Because..., [IC] or [IC] because...
earlier.	Meanwhile,	Unit 1..., [IC] or [IC] until...

2. Spatial transitions signal relationship in space.

Introductory Words

A little farther on, Next to X, Beyond this point,
 In the next room, Across the street, Just to the left,
 At that altitude, At the center of the circle,
 Between those cities, About a foot to the right,

3. Comparison transitions signal similarity.

Introductory Words

Likewise, Once more, In like manner,
 Similarly, At the same time, In much the same way,
 Once again, Compared to X,

4. Contrast transitions signal a contradiction or a contrast.

Introductory Words

However, Nevertheless, Instead,
 Unlike X, Nonetheless, On the other hand,

- Conversely, In contrast, On the contrary, Even so,

Subordinate Conjunctions

Coordinate Conjunctions

Although..., [IC]	or [IC] although...	[IC], but [IC]
Whereas..., [IC]	or [IC] whereas...	[IC], yet [IC]
Even though..., [IC]	or [IC] even though...	

5. Explanatory transitions signal explanation, an illustration, or an example.

Introductory Words

For example,	Frequently,	That is,
For instance,	Occasionally,	In order to X,
To illustrate,	Generally,	Similarly,
Specifically,	Usually,	In other words,

6. Transitions of addition signal additional or supplementary material.

Introductory Words

in fact,	Moreover,	For that matter,
Naturally,	Furthermore,	As a matter of fact,
Indeed,	Of course,	
Besides that,	In addition,	

Coordinate Conjunctions

[IC], and [IC]

7. Cause-effect transitions signal reason or a result.

Introductory Words

Therefore,	Due to X,	Accordingly,
Thus,	Consequently,	As a consequence,
Finally,	As a result,	For this reason,

Subordinate Conjunctions

Because..., [IC] or [IC] because...
 Since..., [IC] or [IC] since...
 [IC], and that is why [IC]

Coordinate Conjunctions

[IC], so [IC]
 [IC], and so [IC]

8. Counter-argument transitions signal concession or compromise.

Introductory Words

Subordinate Conjunctions

Of course, or However, Although..., [IC] or [IC] although...
 Certainly, Instead, Even though..., [IC]
 Or [IC] even though...
 After all, Conversely, Because..., [IC] or [IC]
 because...
 To be sure, In contrast,
 As noted earlier, Nevertheless,
 On one hand, On the other hand,

9. Conclusion transitions signal summation.

Introductory words

To conclude, To summarize, Finally,
 In short, In conclusion, On the whole,
 In brief, Therefore, In summary

We have two paragraphs on page 52. I want you to read them silently and tell me which one is better and why. Underline all the transitions that you find.

Paragraph 1

A difference among the world's seas and oceans is that the salinity varies in different climate zones. The Baltic Sea in Northern Europe is only one-fourth as Saline as the Red Sea in the Middle East. There are reasons for this. In warm climates, water evaporates rapidly. The concentration of salt is greater. The surrounding land is dry and does not contribute much fresh water to dilute the salty sea water. In cold climate zones, water evaporates slowly. The runoff created by melting snow adds a considerable amount of fresh water to dilute the saline sea water.

Paragraph 2

Another difference among the world's seas and oceans is that the salinity varies in different climate zones. For example, the Baltic Sea in Northern Europe is only one- fourth as saline as the Red Sea in the Middle East. There are two reasons for this. First of all, in warm climate zones, water evaporates rapidly; therefore, the concentration of salt is

greater. Second, the surrounding land is dry and, consequently, does not contribute much fresh water to dilute the salty sea water. In cold climate zones, on the other hand, water evaporates slowly.

Furthermore, the runoff created by melting snow adds a considerable amount of fresh water to dilute the saline sea water.

The second paragraph is better because it has transitions. Transitions make the essay more interesting and clearer and even more coherent.

Transition words in paragraph 2: another, for example, first of all, therefore, second, on the other hand, furthermore, consequently.

The word “another” in “another difference” means that this paragraph follows a previous one.

Paragraph 2 is more coherent because it contains transition signals. Each transition signal has a special meaning. Each shows how the following sentence relates to the preceding one.

‘Another’ tells you that this paragraph is part of a longer essay.

‘For example’ tells you that an example of the preceding idea is coming. ‘Two’ tells you to look for two different reasons.

‘First of all’ tells you that this is the first reason.

‘Second’ and ‘furthermore’ indicate that additional ideas are coming.

‘Therefore’ and ‘consequently’ indicate that the second statement is a result of the first statement. ‘On the other hand’ tells you that an opposite idea is coming.

Of course, you should not use a transition signal in front of every sentence in a paragraph. Using too many transition signals can be just as confusing as using too few. However, good writing requires that you use enough transition signals to make the relationships among your ideas clear.

Let’s now do the exercise that I sent you earlier.

Fill in the blanks with the most suitable transitions from the list.

Thus - This - Then - First - Second - For example - A further - They - The final -
Indeed - Finally - Rather

A child may leave home for a number of reasons, but three seem to be more common than any others. 1- (First), a child may leave home because of lack of parental affection, which can leave the child with emotional scars. When parents are cold and uncaring, a child senses 2- (this) and feels that s/he does not belong in the home. The child will 3- (thus) leave, seeking a home where s/he at least feels wanted and a part of a family. 4- (Second), when a child feels that s/he is not given just recognition as a person and as an individual, s/he may feel frustrated enough to leave home, especially if the parents do not stop what they are doing long enough to really listen to him/her or at least to respect some of the child's opinions. 5- (Finally), severe punishment by a child's parents, which does not suit the child's misconduct, may cause him/her to leave home. 6- (Indeed), severe punishment is child abuse, and a child will normally feel that s/he is not safe in such a home. 7- (Then) for his/her own protection and for affection s/he may leave home.

Punctuation Marks

- Full stop (.): at the end of a sentence that has a complete meaning.
- Question mark (?): after a question
- Exclamation mark (!): surprise, anger, or any strong emotion.
- Comma (,): lists, to separate two parts of a sentence, to separate units of meaning, after transitions, after the dependent clauses when followed by dependent clauses.
- Semicolon (;): to separate two main clauses that are closely related.
- Colon (:): after "said", to introduce a list.
- Dash (-): to separate elements in a sentence
- Ellipsis (...): to indicate that there are some missing words.
- Quotation marks (""): when we have a quotation.
- Brackets (): when you give additional information.

Let's do the punctuation exercise that I sent you:

Punctuate the following sentences:

1. where have you been all day
2. ill need two things a tent and a sleeping bag
3. i dont believe it
4. youre my friend my very best friend
5. how awful
6. please could you fetch me three apples two pears a peach and a carton of orange juice
7. if you dont stop that immediately im going to
8. dont do that actually never mind
9. move along theres nothing to see the police officer said
10. thomas has five hundred pounds £500
11. come-back thats benjamins bike she yelled
12. shenika cant stand fruit cake benny will eat it

Answers:

1. Where have you been all day?
2. I'll need two things: a tent and a sleeping bag.
3. I don't believe it!
4. You're my friend, my very best friend.
5. How awful!
6. Please, could you fetch me: three apples, two pears, a peach, and a carton of orange juice?
7. If you don't stop that immediately, I'm going to ...
8. Don't do that! Actually, never mind.
9. "Move along, there's nothing to see!" the police officer said.
10. Thomas has five hundred pounds (£500).
11. "Come back, that's Benjamin's bike!" she yelled.
12. Shenika can't stand fruit cake; Benny will eat it.

Notes regarding your essays:

- ☞ Don't ever capitalize a word in the middle of the sentence unless it is a name or an abbreviation.
- ☞ The paragraphs of the essay DON'T need titles.
- ☞ Don't start your new paragraph with a dash (-).
- ☞ Don't write two paragraphs about the same idea.
- ☞ Pay attention to linking words.
- ☞ The title of the essay should reflect the content.
- ☞ Don't forget the indentation.
- ☞ Avoid run-on sentences.
- ☞ The introduction can't be longer than the body paragraphs.
- ☞ Never forget the topic sentence and the thesis statement.

Thank You



Page:

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Group:

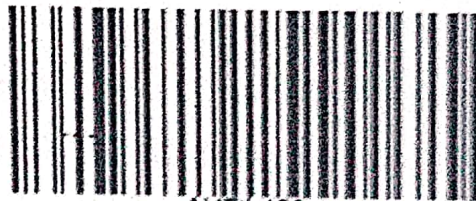
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