

**Writing to Communicate: Chapter 3**

**The Writing Process**

There are six steps in the writing process:

1. analyzing the assignment
2. brainstorming
3. organizing your ideas (write the topic sentence, eliminate ideas, make an outline and add ideas)
4. writing the first draft (revise & edit)
5. rewriting the first draft
6. writing the next (or final) draft

**Step 1: Analyzing the Assignment**

Ex. Write a well-organized paragraph giving advice to a person who wants to learn a foreign language. Use your own knowledge. Please submit your paragraph by noon on. I will only accept typed papers.

You should ask yourself the following questions: **what, why, where, how long, when, and how.**

	Question	Answer
<b>What</b>	is the topic?	Advice for learning a foreign language
<b>Why</b>	am I writing?	To show my ability to organize a concept
<b>Where</b>	do I get the information?	From what I already know
<b>How long</b>	is the paper?	One paragraph
<b>When</b>	is it due?	Monday at noon
<b>How</b>	do I present it?	Typed

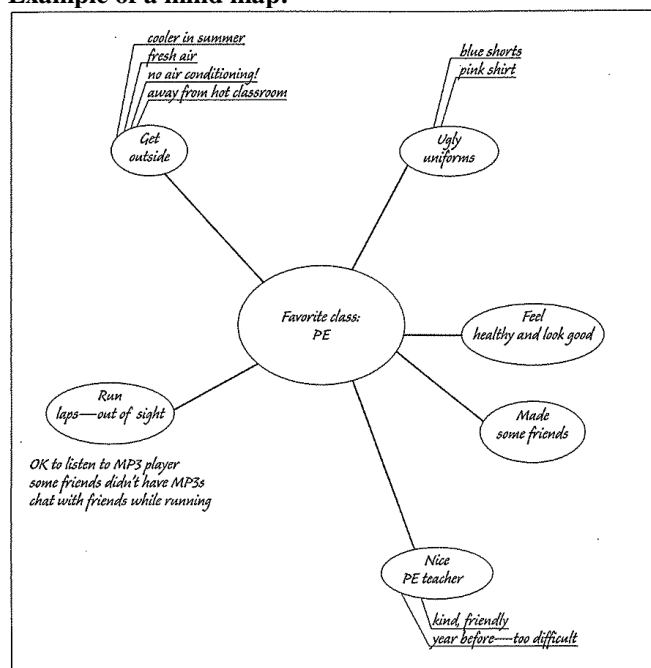
**Step 2: Brainstorming (3 ways)**

To “brainstorm” means to write down ideas of all kinds-good or bad-on a piece of paper. Don’t evaluate the ideas at this stage because in brainstorming all ideas are equal. You will evaluate at the next stage.

**A. Using a Mind Map**

**Q. What was your favorite subject in high school?**

**Example of a mind map:**



**B. Using Columns**

<i>Favourite class – physical education</i>		
<b>Reason</b>	<b>Example</b>	<b>Details</b>
<ul style="list-style-type: none"> <li>▪ get out of classroom</li> <li>▪ could choose to run laps</li> <li>▪ PE teacher</li> <li>▪ PE uniforms ugly</li> <li>▪ Need exercise!!</li> </ul>	<ul style="list-style-type: none"> <li>▪ always hot in classroom!</li> <li>▪ chance to chat with friends</li> <li>▪ kind</li> <li>▪ friendly</li> <li>▪ blue shorts, pink shirt</li> </ul>	<ul style="list-style-type: none"> <li>▪ no AC!</li> <li>▪ met some friends</li> <li>▪ nicer than history teacher</li> <li>▪ lets us use MP3</li> <li>▪ nobody looked good in then</li> <li>▪ strong muscles</li> <li>▪ can do more things</li> <li>▪ learned more sports</li> </ul>

**C. Freewriting**

Start with a word or a phrase and write down anything you can think of that is related to the topic. Instead of listing a lot of points, try to write complete sentences.

**Step 3: Organizing Your Ideas**

- write your topic sentence
- eliminate irrelevant ideas
- make an outline and add relevant ideas

**a. Topic sentence:** PE was my favourite class in high school for a lot of reasons.

**b. Irrelevant ideas:** ugly uniforms

**c. Making an Outline and Adding Relevant Ideas**

<input type="radio"/>	<u>PE was my favorite class in high school for a lot of reasons.</u>
	<u>I. Reason—classroom was stuffy and hot</u>
	<u>A. Awful in summer—no AC</u>
	<u>B. fresh air outside</u>
	<u>II. Reason—running is great</u>
	<u>A. No one could see us</u>
	<u>B. Play music</u>
	<u>C. Chat with friends</u>
	<u>III. Reason—feel healthier</u>
	<u>A. stronger</u>
	<u>B. sleep better (new idea)</u>
	<u>IV. Reason—PE teacher nice</u>
	<u>A. encouraging (new idea)</u>
	<u>B. kind, friendly</u>
<input type="radio"/>	<u>My PE class was a wonderful part of high school.</u>

**Step 4: Writing the First Draft**

My favourite high school class was phys ed for a lot of reasons. My school was in the city and it was always hot in the summer. We never had air conditioning. Secondly, we were allowed to run laps instead of other things. So we ran around where no one could see us. And the PE teacher was so nice! Encouraging, too. We played our MP3s and chatted while we were running. It was great. Next I felt healthier and stronger-even slept better! My PE class was a wonderful part of high school.

**Step 5: Rewriting the First Draft (revising & editing)****Revising**

When you revise a paragraph, you check the organization of your paragraph and look at your ideas. Ask yourself questions like these:

- Does the paragraph have unity?
- Are there enough minor supporting ideas for the major supporting sentences?
- Do the supporting sentences have good coherence?
- Is there good cohesion?

**Editing**

When you edit a paragraph, look at the grammar, spelling, word forms, and punctuation.

*Need title*

*physical education*

My favorite high school class was phys ed for a lot of reasons. My school was in the city and it was always hot in the summer. We never had air conditioning. Secondly, we were allowed to run laps instead of other things. So we ran around where no one could see us. And the PE teacher was so nice! Encouraging, too. We played our MP3s and chatted while we were running. It was great. Next I felt healthier and stronger—even slept better! My PE class was a wonderful part of high school.

*add transition*

*not clear reason*

*Therefore,*

*Add other reasons?*

*Not complete sentence*

*move to second point*

*In short,*

**Step 6: Writing the Final Paper****Physical Education**

My favourite high school class was physical education for a lot of reasons. First of all, my school was in the city, and it was always too hot in the classroom. Going outside to the fresh air was such a relief. Secondly, in physical education, we were allowed to run laps instead of lifting weights or playing basketball. Therefore, we ran around where no one could see us. We could listen to our MP3 players and chat with friends as long as we were running. Moreover, the PE teacher was great. He was so kind and encouraging. I needed that. Finally, I felt so much healthier, and I even started sleeping better. In short, my PE class was a wonderful part of high school for me.

**Structure and mechanics****Adverbial Clauses****Example 1**

- Joe has always loved to read. He studied literature in college.
- **Because/Since** Joe has always loved to read, he studied literature in college.

**Example 2**

- Joe liked playing sports. Joe was not very good at it.
- **Even though/Although** Joe liked playing sports, he was not very good at it.

When the adverbial clause comes after the independent clause, **do not use a comma**.

Ex. Joe studied literature in college **because** he has always loved to read.

**Exception:**

Joe is tall, **while** his brother is short.

Joe is tall, **whereas** his brother is short.

**Using Pronouns with Adverbial Clauses**

In general, you use the full noun in whichever clause comes first and a pronoun in the second clause.

Mary loves her old school even though her neighbours want to tear it down.

Although Mary's neighbours attended the old school, they want to tear it down.

**Practice: Combining Clauses.**

Combine the pairs of sentences by making one an adverbial clause. Vary the position of the adverbial clause and use a comma when necessary. Remember to use a pronoun in the second part of the sentence if necessary.

1. Alex owns five bicycles. Alex bought another last week.
2. Teachers forbid students to use cell phones in class. Some students still use them.
3. Oscar thinks that chemistry class is great. Ruth thinks that it's awful.
4. Tanya didn't study for the history test. Tanya failed it.
5. Patricia woke up late. Patricia didn't miss her first class.

Eight of the ten sentences below have comma mistakes in them. Write C (Correct) in the blank if the sentence has no mistakes. Write I (Incorrect) if the sentence has a mistake. Fix the incorrect sentences by adding or deleting commas, capital letters, and periods. Then compare your corrections with a classmate.

1. Before you buy a big-screen television, you should do some research online.
2. The people of Chile celebrate Independence Day on September 18, and also remember the military takeover that took place on September 11, 1973.
3. Ellis Island in New York harbour has been used as an Army fort an Army storage area a first stop for immigrants to the United States and a museum.
4. Chinese New Year's parades are always fun to attend. If the weather is dry and it's not raining.
5. The first telephones were called "candlestick" telephones, for they had round heads, long candle-like stands, and circular bases.
6. My aunt collects cups saucers and spoons and she displays all of them in her breakfast room.
7. The old house on the beach had been empty for years. But, someone finally bought it last month.
8. Alex always invites his whole family for dinner on his birthday even though he'd really rather be alone.
9. Whereas the English arriving in North America in the 1600s believed in land ownership the native people did not think a person could own land.
10. Anna loves her new house, and never wants to move again.

**In-class Task:**

Form a group with other students in your class. Go through Step 1 (Analysing the Assignment) and Step 2 (Brainstorming) of the writing process with your group. Then complete Steps 3 through 6 on your own.

What was the subject you liked least in high school? Why didn't you like it? Has that experience changed your life in any way? Write a paragraph describing the subject, the reasons for disliking it, and how it has influenced your life. Make sure to write clear topic and concluding sentences for your paragraph.

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**Homework:**

Write a 250-word, well-organized paragraph about **ONE** of the following.

1. The best way to study for a test
2. Your favourite after-school activity
3. Why learning a foreign language is useful