

The Process of Writing

Karnedi, S.S., M.A.



INTRODUCTION

The term *academic writing* is often employed to refer to the kind of writing done in universities or colleges. It has distinctive features, as opposed to other types of writing such as personal letters, formal letters, literary works, journalistic reports, etc.

Its features can partly be explained by its special *audience*, *tone*, and *purpose* (Oshima and Hogue, 1991)

It is important to consider your audience (i.e. those who will read a piece of writing that you have written) before you start writing as this will make it easy for you to reach your own goal of communication as clearly and as effectively as possible. For example, you may write a letter to a friend of yours telling him or her about your recent trip to the village where you were born. You may be required to write an essay for an English exam. You may then write a letter to the editor of a television station. Your audience for each of these letters is different. What you write and the way you write it will, of course, affect the understanding of your audience about your message. In the case of academic writing, particularly at the Indonesian Open Learning University (*Universitas Terbuka*), your audience is perhaps your own tutor.

Another aspect that you need to bear in your mind when you write is the tone of your writing. Tone has to do with your attitude towards your subject. This can be seen from your word selection, from grammatical structures that you use, and even from the length of your sentences. A letter to a friend, for instance, would have a friendly and personal tone; it might contain some colloquial language, or "slang" expressions. It might also use more active verb forms, rather than passive verb forms and technical terms that are frequently used in technical or scientific paper with a highly formal and impersonal tone.

The tone of your writing depends on your target audience, rather than its subject matter. For example, a medical research report could be written in

two versions: first, for a medical journal intended for scientists and doctors who have been familiar with medical and technical terms; second, for a newspaper or popular magazine written for the public and indicated by the use of general English and every day vocabulary items. In this context, academic writing has a formal tone.

The third aspect that you need to take into consideration whenever you write is your purpose of writing. It should be specific and clear. In a business report, the purpose is frequently to inform or to convince the target readers, while in academic writing, your purpose is to explain mostly. It may also to share your own view about a particular issue with the readers. Writing an argument essay is one example of this.

Whenever you come to write a writing assignment, make sure that you pay special attention to your audience, tone, and purpose. In Unit 1, you will learn how to read and identify writing prompts.

UNIT 1

Prewriting

Writing, particularly academic writing, is not an easy task. It takes time for learners to study this skill. In order to develop their skill, they also need a lot of practice. In other words, writing is actually a *process*, and not a product (Oshima and Hogue, 1991; Gower, Philips and Walters, 1995; Byrne, 1989, Shippert, 1998). This means that a piece of writing is actually never complete. There is always a possibility to review and revise it again and again.

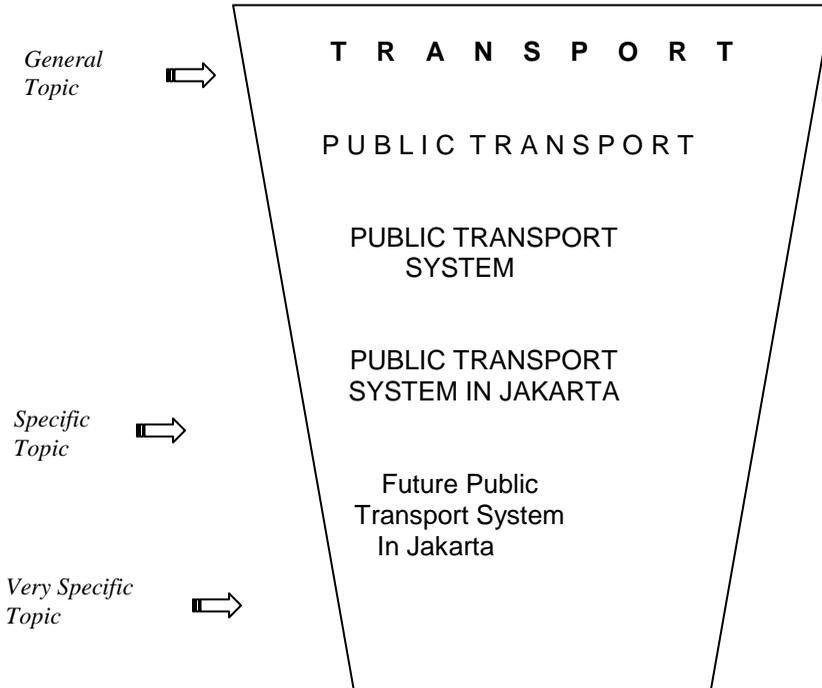
There are four major stages in the writing process: *prewriting*, *planning*, *writing and revising drafts*, and *writing the final copy* to be submitted. Each of these stages will be explained and practised in this module. In this Unit, you will focus on the first stage -- prewriting, followed by a series of activities aimed to help you generate ideas for your writing assignments/prompts.

It is quite often that you get stuck when you want to start writing not knowing what to write. Ideas are not easily come into your mind. All you do is just staring at your blank paper with nothing written on it. To avoid you being trapped in such a situation and get started quickly, there are, of course, strategies you can apply. There are two steps proposed by Oshima and Hogue (1991): first, to choose and narrow a topic; second, to brainstorm.

First Step: Choosing and Narrowing a Topic

If a writing prompt is set for you, then there is a limitation for you to write. But, when you are free to choose your own topics that you are interested in, you must then reduce the scope of the topics from the general topics to the specific topics, and even to very specific ones. For example, you are interested in the transport. It is just impossible to address such a big topic in a single paragraph. You could narrow the topic perhaps to public transport. However, public transport is still too broad to be a topic of a paragraph. Therefore, you could even further narrow the topic to public transport system. In the end, you might decide to write about the public transport in Jakarta although, if you wish, you could narrow this topic to a very specific topic, that is, the future public transport system in Jakarta.

The diagram below presents the process of narrowing a general topic to a specific one.



Second Step: Brainstorming

The next step, after choosing and narrowing a topic, in the prewriting stage is brainstorming whereon you generate ideas. Brainstorming for ideas helps you to start writing more quickly and to save your time in the later stages of the writing process.

There are three brainstorming techniques suggested by Oshima and Hogue (*ibid*) in this matter: *listing*, *freewriting*, and *clustering*. Each of these techniques will be explained and practised below.

First Technique: Listing

Listing, as a brainstorming technique, means that you think about a topic you have chosen and quickly make a list of points, either words or phrases, coming into you mind. The purpose of this technique is to elicit as many

ideas as possible in a limited amount of time. Note that your goal is to find specific focus for your topic.

The following procedures may be helpful:

- a. First, write down the general topic at top of your paper.
- b. Then, make a list of words and phrases, or even short sentences that come into your mind. Don't worry about spelling and grammatical rules here because this may prevent you from producing ideas -- the free flow of ideas. You might include irrelevant information in your list, which you can delete later.

Below is an example of listing technique on the topic of 'Is man by nature a vegetarian?'

■ MODEL: *Listing*

eat meat	edible fruits and plants constitute
balanced diet	the most appropriate food for
proteins of good quality	man
nutrition	man has not been physiologically
most people eat meat	prepared to eat meat
good food	fruits are the most adequate food for
famous naturalists in humanity	man
vegetarians	digestive apparatus
man is vegetarian by nature.	man could live on vegetables alone
vegetarian	satisfy man's intemperance and the
vegetarianism	inconsistent variety of his
vegetable food	appetite
vegetable diet	mans natural food should consist of
biographies of naturalists	fruits, roots and vegetables.
famous artists	man's digestive organs are formed
famous scientists	in accordance with the
animal meat	disposition of his teeth
slaughter	man's stomach is simple
dead	man's intestine canal is of medium
claws	length
his prey	eating animals as food is not far
pick fruits, berries and vegetables	away from anthropophagi and
teeth	cannibalism
chew	normal food of man is vegetable
feed	chimpanzees and gorillas have the
meal	same digestive mechanisms as
slaughter animal meat	man does
butchers	man is vegetarian by nature
	our first human ancestors did not live
	predominantly on meat

After you have made the list, now it is time for you to check it again. If there are ideas that are irrelevant or repetitious, then you can cross them out. See how a few ideas have been deleted for you below.

eat meat
 balanced diet
 proteins of good quality
 nutrition
 most people eat meat
 good food

~~famous naturalists in humanity~~ (irrelevant)

vegetarians

man is vegetarian by nature

~~vegetarian~~-(repetitious)

vegetarianism

vegetable food

vegetable diet

~~biographies of naturalists~~ (irrelevant)

~~famous artists~~ (irrelevant)

~~famous scientists~~ (irrelevant)

animal meat

slaughter

dead

claws

his prey

pick fruits, berries and vegetables

teeth

chew

feed

meal

~~slaughter animal meat~~ (repetitious)

butchers

edible fruits and plants constitute the most appropriate food for man

man has not been physiologically prepared to eat meat

~~fruits are the most adequate food for man~~ (repetitious)

digestive apparatus

man could live on vegetables alone

~~satisfy man's intemperance and the inconsistent variety of his appetite~~ (repetitious)

~~man's natural food should consist of fruits, roots and vegetables.~~ (repetitious)

man's digestive organs are formed in accordance with the disposition of his teeth

man's stomach is simple

man's intestine canal is of medium length

~~eating animals as food is not far away from anthropophagi and cannibalism~~ (repetitious)

~~normal food of man is vegetable~~ (repetitious)

~~chimpanzees and gorillas have the same digestive mechanisms as man does~~
(irrelevant)

~~man is vegetarian by nature~~ (repetitious)

our first human ancestors did not live predominantly on meat

Second Technique: Freewriting

Freewriting is a technique used for writing freely about a given topic. The aim of freewriting, as with listing, is to produce as many ideas as possible and to write them down on a piece of paper without worrying about grammatical accuracy, spelling, logic, or even organization.

The following procedures may be helpful:

- a. First, write the topic at the top of your paper.
- b. Then, write whatever you have in your mind about the topic until you really have no more to write. Try to include information, facts, details, examples, or even your own opinions that come into your head about the subject.
- c. After that, read your paper again and underline the main idea(s) that you are interested to develop.
- d. Focus on freewriting that main idea again.

The purpose of freewriting is to write as much as possible, either to narrow a topic or to write down ideas about it. The more you freewrite, the more ideas will come to your mind.

Note that freewriting is an opportunity for you to practise writing, as one part of the writing process, to generate ideas. At this stage, you are not expected to produce a final copy that you submit to your tutor. Ideally, you could freewrite several times before you decide to write something about a narrow topic for your writing assignment.

There are occasions, however, where you are given a specific topic, or writing prompt to write about. In this respect, you needn't to freewrite in order to find a specific topic. All you have to do is to stick to the topic given and start freewriting.

Below is a model of freewriting. Students are asked to write a paragraph about online courses: a perspective. The students may not have any idea what to write about. They, therefore, start freewriting about aspects relating to online courses that come into their mind. To remind them of the focus of the

paragraph, they have written the topic, purpose, and audience of their freewriting activity.

■ MODEL: Freewriting

Topic: Online Courses: A Perspective

Audience: My Tutor

Purpose: To describe online courses in perspective

Could the university classroom be headed for cyberspace? A number of universities across Indonesia are now in the middle of a virtual competition. The number of academic programs offered through the Internet is multiplying so quickly, so that it is difficult to keep track. There are hundreds, or even thousands of accredited courses and for-credit examinations offered online worldwide. UT online, estimates there will be nearly two thousand students taking online courses offered by *Universitas Terbuka* next year. You cannot replace the old-fashioned university campus with bits and bytes, and we shall make a mistake if we try. As touted by enthusiasts, the virtues of the virtual classroom are those commonly attached to everything on the Web: Online education is said to be more convenient, more interactive, more attuned to today's technologically fluent young and, of course, it's quicker and more efficient. This kind of enthusiasm reflects faith in technology more than it does any real assessment of the educational opportunities out there on the Web. More sober proponents of online education admit its quality varies widely. In some classes, professors have simply dumped their lectures into computer memory. Students download and read, and ask some questions by e-mail. Others are more elaborate, including interactive CDs and electronic chat rooms, with students and teacher online for regularly scheduled sessions. Some online classes include videos that are downloaded or mailed. Some even require students to visit the campus at the beginning, to meet other students and their professor. Others require students to show up in classrooms to take tests. In general, they are all part of a trend in electronic education that started long before personal computers, first with lectures and classes broadcast on television, proceeding to classes that included cameras and microphones in different locales so students could be seen and ask questions. The whole business has to do with "distance learning." **Distance learning certainly has its value.** As someone who grew up in a remote area,

I would never discount the importance of technology that allows people to overcome geographic isolation. There are people in rural areas with no institution of higher learning within a three-hour drive. There are also many prospective students across the country whose work schedules make it impossible for them to attend regular classes, but who deserve a chance at further education. Distance learning can provide a genuine opportunity for those who simply cannot make it to a university. But the enthusiasm for online education, driven as much by the profit motive as by altruism, goes much further. Universities and government are putting money and effort into setting up a system of virtual education to rival, and in part supersede, the traditional system. Like the stampede online by business, this is being propelled by a fear of being left behind--even though nobody really knows where we are going to. Universities also see a pot of gold. First, online education promises an influx of donations from corporate sponsors eager to get the system set up. Second, it holds out the hope of adding students. Down the road, it offers the possibility of efficiencies of scale and automation; in other words, fewer faculty members. Students could complete their studies by working with a series of computer programs designed to impart and test knowledge. A professor's lectures could be recorded on CD or video and sold for profit each year. What is so bad about all of this? The problem was that even the better programs had to compete with "cheaper, matchbook operations," and so had to cut costs. They ended up paying readers, often graduate students, on a piece-rate basis: 20 to 30 cents a paper. Experts said that the economics of correspondence learning was to put all your money into hype and promotion. Tutors get a high rate of sign up. Students pay tuition up front, and the tutors are paid on the piece rate. When it comes to measuring value, the heart of the debate is really between very different views of education. One sees education primarily as the transferring of information--discrete packets of facts and theory and practice. In this view, the university is essentially a kind of giant Pez dispenser of knowledge. This side sees no reason why this process cannot move smoothly into the online world. It surely includes many administrators whose subliminal desire is to replace those troublesome faculty members with machines--any machines--and corporate honchos who realize there are billions to be made in building the dispenser and owning the rights to the goodies it dispenses. But this side also includes many well-intentioned educators who sincerely believe that e-mail, chat rooms, videos and interactive programming are excellent ways to transfer information, and

perhaps even reach a broader array of students than ever before. On the other side of the debate are those who view education as something far more complicated, who view it, perhaps romantically, as a mutual exploration--and I have to admit that I find myself mostly in this camp. This group sees learning as an irreducibly human process. It depends not just on the text--the body of information at the heart of the course--but on a dialogue between teacher and students, student and student, that can turn on a look in someone's eye, a moment of creative whimsy. It depends also on a physical environment that encourages and nurtures all of this. Something called a university. Despite the brave new age of the Internet, it would be wise to remember that we remain, first of all, students of human nature. The classroom and the university are still the best places to engage in the exploration of that nature. We might save a little of our euphoria and more of our money for this hopelessly low-tech fashion of learning: person to person.

(From *College Shouldn't Be Too Out There* by Reed Karaim -- adapted).

The students continued to write until they found a specific topic in connection with online course. The way they did this is by underlining the main ideas. One of the ideas (i.e. **Distance learning certainly has its value**) is considered as one important aspect of online courses.

Suppose the students have decided to write something about the value of online courses for distance learning. So, they only have a single specific topic in hand to write about. Now, they will brainstorm again. Their freewriting paper could be like this.

Second Technique: Freewriting

Topic: The Value of Online Courses for Distance Learning

Audience: My Tutor

Purpose: To describe the value of online courses for distance learning

Why do most people choose distance learning as the way to achieve a bachelor's degree, or S1 degree? In my case, there is a range of reasons why I was motivated to enroll on courses in semi-distance mode. For one thing, I was able to continue my professional career and thus to support my family without being away from home for long periods. Although the distance format might take longer than a full-time course, it allowed me to learn at my own

pace. The fees were also reasonable. When it came to communicate with teaching staff and other students, computer facilities such as email, online meeting and discussion forums was extremely useful, although email at times made me very frustrating. Sometimes, if I sent emails of my opinion and ideas to the tutor who was in charge of a subject, then many times they went unanswered for days because the tutor had a difficulty in trying to balance his virtual time with us and his routine time and campus duties. Things were even getting worse when I had something to discuss with him such as assignment expectations, guidelines for following a particular procedure while he was not available online. I often got frustrated dealing with technical problems of email software. Different time zones (e.g. eastern Indonesia time, middle Indonesia time and western Indonesia time) also prevented some members of a discussion forum to attend scheduled sessions. Fortunately, I managed to sort out these problems and felt that distance learning through the Internet should not make me feel isolated. I was not alone in front of my screen. They, my "virtual mates" were out there. All I had to do was to have a regular weekly meeting with colleagues and tutor, logged on every day, if possible, and got daily work done. In the end, I was just all right -- got a degree from a distance learning program through its online courses.

(From an article in *the Guardian* by James Wilson: adapted).

The students can keep freewriting as long as they can generate ideas that are relevant to the topic. They can read it again and develop certain points, add some more relevant ideas, or even delete other irrelevant ones. If they are still not happy with their freewriting, then they can do free writing several times.

Third Technique: Clustering

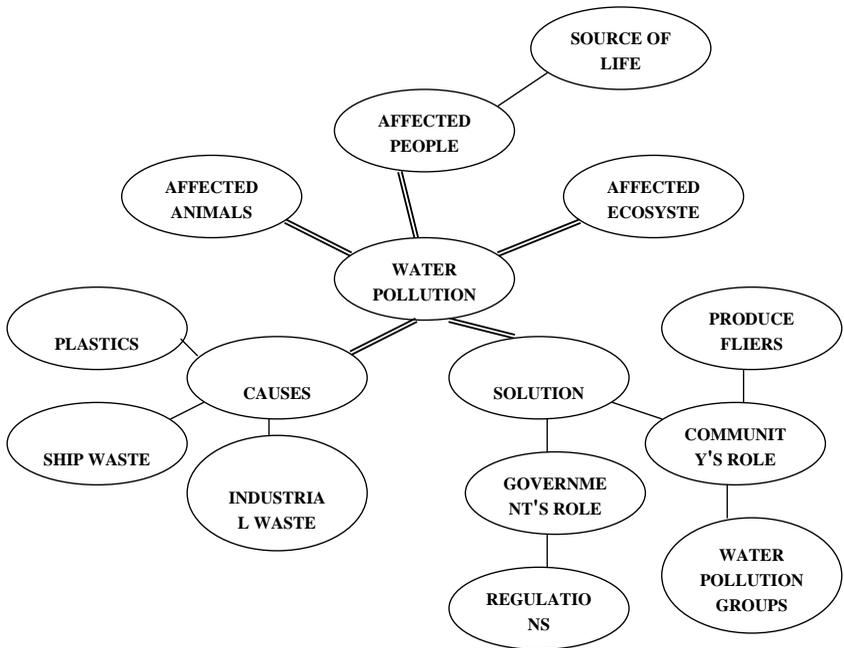
Clustering, often called mind mapping, is another brainstorming technique that you can use to produce ideas. To do this, follow the following procedure:

- a. First, write key word of your topic in the centre of your paper.
- b. Circle the word. Note that this is the center of your cluster.
- c. Then, write any ideas that come to your mind around the center.

For example, you were asked to write something about water pollution. Here is a model of cluster for this topic.

■ **MODEL: Clustering**

There are two large clusters of circles: "causes" and "solution". The largest one was extended from "solution", so, this could be a good focus for the student's paragraph about water pollution. Alternatively, he or she could include both of them.



PRACTICE

Below are activities designed for you to develop your writing skill relating to the first stage of the writing process -- prewriting stage. You could look back to the models given in each section.

1. Choosing and Narrowing a Topic

Work with a partner. Narrow the general topic "mobiles" to a specific topic that could be written in one paragraph. Draw you diagram on a separate paper. Compare your diagram with the model answer in the key section.

2. Brainstorming -- Listing

Now, brainstorm by listing ideas on the topic. Make your list on a separate paper. Compare your list with the model answer in the key section.

3. Brainstorming -- Freewriting

Work with a partner. Brainstorm by freewriting the topic. Write your writing on a separate paper. Compare your freewriting paper with the model answer in the key section.

4. Brainstorming -- Clustering

Work with a partner. Use the clustering technique to generate ideas about mobiles. Try to complete this task within ten to fifteen minutes. Write your cluster of ideas on a separate paper. Compare your work of clustering with the model answer in the key section.

Key to Practice

Unit 1

1. MODEL: Choosing and Narrowing a Topic

Industry (*general topic*)

Telecommunication Industry

Mobile phone companies (*specific topic*)

How to buy mobile phones (*very specific topic*)

2. MODEL: Listing

industry	network coverage
customers	charge
a wide range of companies	numbers
amazing deals	pricing system
free market	tariffs
a hand full of companies	extra services
business hours	text messaging
mobile phone retailers	voicemail
use a mobile phone	internet access
make a call	deal
lines	monthly contract
peak and off-peak calls	vouchers
mobile users	handsets
habits	battery performance

costs	standby time
networks	talktime
brand	accessory
high-street shops	features
affiliated retailers	phone's appearance
services	roaming
reception	bills

3. MODEL: Freewriting

Mobile Phones

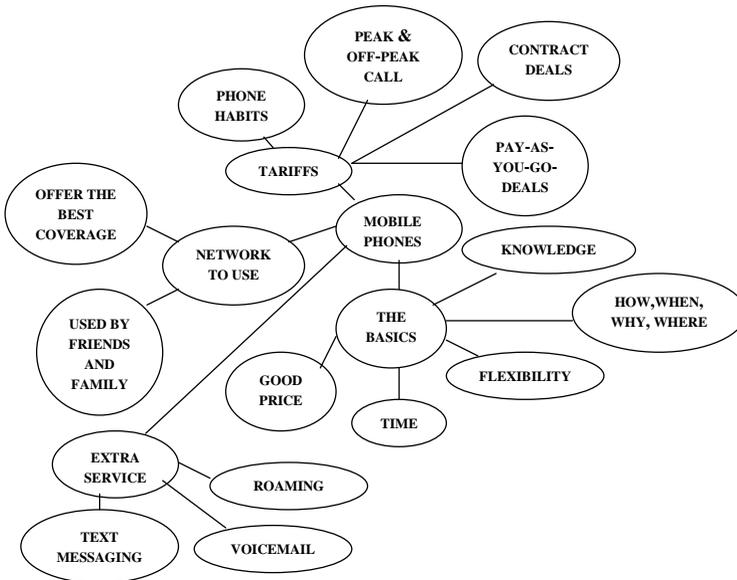
Audience: My Tutor

Purpose: To give advice on how to buy mobiles

Customers have different reasons to buy mobile phone or cell phone. For one thing, buying a suitable mobile phone at good price is one of the consumer's most challenging tests. Wise buyers tend to spend some times to browse a while just to compare the prices because the same brand of mobile phone might be sold at slightly different price on different mobile-phone retailers. Besides, it might be a good idea to always ask as many mobile users as you can about their normal habits and costs. For example, how often do you plan to make call each month, either at the weekends, in evenings, or during business hours? If you have trouble answering this question, bear in mind that, on average, people use their mobiles for 42 minutes a month - 18 minutes during peak times and 23 minutes off peak (weekends and evenings). However, your first priority is to choose which network to use. There are a number of companies that run and control their own network of mobile infrastructure such as *Telkom* with its *Simpati* voucher, *ProXI*, *Mentari*, etc. Each of them has various coverage, that is, the quality and reach of their services across the country. Your retailer should give you a detailed answer to this. It is also wise perhaps to check which networks all your friends and family use. Another priority that you should put before buying a mobile phone is to decide which network's tariff - pricing system - you will use. Consider that what is good to a business user will obviously not suit someone who just wants a phone for emergencies. This is why it is important to have a good idea of your likely phone habits before you start to compare tariffs. Furthermore, although your choice of handset should always be your second priority, after network and tariff, there are some other important features to

consider such as battery performance, emergency charger, the phone's appearance, and the availability of phonebook spaces. Above all, both the network and tariffs should be given the same top priority before buying a mobile phone.

4. Brainstorming -- Clustering



SUMMARY

Below are some important points you should learned from this module:

1. Academic writing is a kind of writing, specially for university work. It has a specific audience, that is, your tutor.
2. Academic writing has a formal tone.
3. The purpose of academic is normally to explain or to persuade.
4. Prewriting exercises are useful for narrowing a topic and generating ideas.
5. There are three brainstorming techniques: listing, freewriting, and clustering.

**FORMATIVE TEST 1** _____

Below is a freer practice designed for you to further develop your writing skill associated with the first stage of the writing process -- prewriting. Write your answers on a separate paper. Model answers are provided for you at the end of this module.

1. Choosing and Narrowing a Topic

Work with a partner. Narrow the general topic "Education" to a specific topic that could be written in one paragraph. Draw you diagram on a separate paper.

2. Brainstorming -- Listing

Now brainstorm by listing ideas on the topic. Make your list on a separate paper.

3. Brainstorming -- Freewriting

Work with a partner. Brainstorm by freewriting the following topic. Follow the same procedure of freewriting technique above. Write your writing on a separate paper.

4. Brainstorming -- Clustering

Work with a partner. Use the clustering technique to generate ideas about education. Try to complete this task within ten to fifteen minutes. Write your cluster of ideas on a separate paper.

UNIT 2

Outlining

In Unit 1, you have learned and practiced how to select topics and narrow them, and you produced ideas by brainstorming using the techniques such as listing, freewriting, and clustering. Now, you are ready to move on to the second stage of the writing process, that is, *planning* or *outlining*.

At the planning stage, you organize the ideas you produced by brainstorming. The best way to do this is to make an outline.

According to Oshima and Hogue (*ibid*), there are four steps in outlining: *brainstorming by listing*, *grouping*, *writing the topic sentence*, *simple outlining*. Each of them will be explained in this Unit.

First Step: Brainstorming by listing

Below is a model showing how to develop an outline from a brainstorming list.

■ MODEL: *Listing***Gun Problems**

government
possession
personal fire arms
under control
british army
disarm new residents
process
the King of England
resist taxation
riots
second amendment to the bill of rights
ratified by all of the 13 colonies
constitution ratification
citizens
for or against gun control

second article to the bill of rights
militia
security of a free state
purchase and have a gun in possession
certain restrictions
pistol
revolver
shotgun
rifle
firearms
dangerous weapons
purchaser of the weapon to be at least eighteen years of age for rifles and
shotguns
purchasers' of pistols or revolvers must be at least twenty-one years of age
required to have a county certified permit on record
right purpose
fully justify there means
protect or to hunt for food
misuser's of hand guns
taking away the guns will eliminate crime and deaths
innocent people
criminal commits one crime
it is to easy to get a gun
qualification to purchase a handgun
legal resident of the state
applicant must be 21 years of age
must have a completed purchase permit
have two recent valid color passports photographs
certified copy of applicants birth certificate
proof of in state residency
to complete sets of legibly classifiable finger prints of applicant
required a seven day waiting period to purchase a firearm
exercise power
social control
law making
continual process
restrictions

purchase a hand gun
 sense of safety, control and even sometime power
 anti-gun lobbyist
 legislation should be exercised to demonstrate power and social control
 anti-gun controllers
 utilitarian
 have one common goal
 preserve human life
 rights to bear arms should be preserved
 no one or government should be able to take that away from us
 if all are armed, it will make people respect each other

Second Step: Grouping

Below is a model showing how to classify the ideas into groups. In this example, the ideas are divided into two groups: argument pro gun control (called Group A); argument against gun control (called Group B)

■ **MODEL: Grouping**

Gun Control: Pros and Cons

result in riots (Group A)
 to secure a free state (Group B)
 all citizens have the right to purchase and have a gun in their possession (Group B)
 dangerous weapons (Group A)
 to protect or to hunt for food (Group B)
 there will always be the misuser's of hand guns (Group A)
 taking away the guns will eliminate crime and deaths (Group A)
 taking people's right to bear arms increase crimes (Group B)
 leave innocent people powerless (Group B)
 criminal commit crimes against society (Group A)
 it is to easy to get a gun (Group A)
 anybody can get one (Group A)
 carry a concealed handgun is much harder (Group B)
 create the happiness, take all firearms away (Group A)
 preserve human life (Group A)

our rights to bear arms should be preserved (Group B)
 government should be able to take that away from us (Group A)
 crime will always be here (Group A)
 it will make crime eliminate itself (Group A)

Now you can list all of the ideas that belong to each group A and B. Delete those ideas, which are irrelevant, repetitious, or perhaps which you don't use.

Group A

~~result in riots~~ (Group A)
 dangerous weapons (Group A)
 there will always be the misuser's of hand guns (Group A)
~~taking away the guns will eliminate crime and deaths~~ (Group A)
~~criminal commit crimes against society~~ (Group A)
 it is to easy to get a gun (Group A)
~~anybody can get one~~ (Group A)
 create the happiness, take all firearms away (Group A)
 preserve human life (Group A)
 government should be able to take that away from us (Group A)
~~crime will always be here~~ (Group A)
~~it will make crime eliminate itself~~ (Group A)

"Result in riots" was deleted because it is irrelevant. " Criminal commit crimes against society", " anybody can get one", " crime will always be here", and "it will make crime eliminate itself " were crossed as they are repetitious.

The rest of the points have connection either with "Why" referring to reasons, or "How" referring to solutions. Therefore, they both can be grouped into two subgroups, as follows:

1. Why is it necessary to have gun control?
2. How can this be done?

Now regroup all those ideas into two different groups, as follows:

1. Gun control: Why?
 - dangerous weapons
 - there will always be the misuser's of hand guns

- it is too easy to get a gun
- preserve human life

2. Solution

- government should be able to take that away from us
- create the happiness, take all firearms away

After you have grouped all of the points into appropriate subgroup, you have created an outline, or plan, for a paragraph.

Third Step: Writing the Topic Sentence

Finally, write a topic sentence to cover the points listed under Group A. The topic of Group A is clearly gun control. In addition, most of the points relate to the question: Why gun control is necessary. A topic sentence could be:

There are a number of reasons why the possession of gun should be controlled.

Fourth Step: Simple Outlining

An outline contains the main points and subpoints in the order you want them appear on your paper. Below is an example of simple outline of the ideas about gun control.

■ MODEL: Simple Outline

Topic sentence: There are a number of reasons why the possession of gun should be controlled.

Supporting point: 1. Why is it necessary to have gun control?

Supporting detail: – dangerous weapons

Supporting detail: – there will always be the misuser's of hand guns

Supporting detail: – it is too easy to get a gun

Supporting detail: – preserve human life

Supporting point: 2. How can this be done?

Supporting detail: – government should be able to take that away from us

Supporting detail: – create the happiness, take all firearms away

Now it should be fairly easy for you to write a paragraph based on this outline about gun control. There is a topic sentence, two supporting points, and six supporting details altogether. You could then add some examples and a concluding sentence if you wish.



PRACTICE

Work with a partner. Below is a list of ideas about village life. Divide the ideas into groups and subgroups. Then, write a simple outline on the basis of the grouping. Try to complete this task within ten to fifteen minutes. Write your outline on a separate paper. Compare your outline with the model outline provided for you in the key section.

The Village Life

- the village
- isolated, boring, and tatty
- the myth of village life
- village folk still have the time
- they incline for all the old values
- everyone know who you are
- friendliness
- people hardly bother talking to each other
- country people too shy
- everyone know everyone else's business
- sense of being isolated from the rest of the world
- no public transport system
- never isolated from your neighbours
- not much to do
- no more seasonal cycle of community-made entertainments like dances, whist drives, amateur theatricals, and church fetes

- no cinema, leisure centre or even a library
- local economy depends on city commuters
- a village childhood safe and secure
- sport centre a long way from where you live
- old villages authentic

Key to Practice

Unit 2

MODEL: Grouping

The Village Life

- village life
 - isolated from the rest of the world (- = negative point)
 - never isolated from neighbours (+ = positive point)
 - not much to do - boring (-)
 - worn out (-)
 - myth (+)
 - friendliness (+)
 - old values (+)
 - village childhood safe and secure (+)
 - authentic (+)
- village folk (villagers)
 - still have the time (+)
 - know each other well (+)
 - hardly bother talking to each other (-)
 - too shy (-)
 - know everyone else's business (-)
- public facilities
 - no public transport system (-)
 - no community-made entertainments (-)
 - no (or away from) cinema, leisure centre or even a library (-)
- local economy depends on city commuters (-)

MODEL: *The Topic sentence*

Negative aspects of village life outweigh its positive aspects.

MODEL: *Simple outline*

The Village Life

Topic Sentence: Negative aspects of village life still outweigh its positive aspects.

- Supporting point:* village life
- Supporting detail:* isolated from the rest of the world (-)
- Supporting detail:* never isolated from neighbours (+)
- Supporting detail:* not much to do - boring (-)
- Supporting detail:* worn out (-)
- Supporting detail:* myth (+)
- Supporting detail:* friendliness (+)
- Supporting detail:* old values (+)
- Supporting detail:* village childhood safe and secure (+)
- Supporting detail:* authentic (+)
- Supporting point:* village folk (villagers)
- Supporting detail:* still have time (+)
- Supporting detail:* know each other well (+)
- Supporting detail:* hardly bother talking to each other (-)
- Supporting detail:* too shy (-)
- Supporting detail:* know everyone else's business (-)
- Supporting point:* public facilities
- Supporting detail:* no public transport system (-)
- Supporting detail:* no community-made entertainments (-)
- Supporting detail:* no (or away from) cinema,leisure centre or even a library(-)
- Supporting point:* local economy
- Supporting detail:* depend on city commuters (-)



SUMMARY

In this module, you already learned and practised the second stage of the writing process -- outlining or planning. Activities have been emphasized on paragraphs. There are four steps in outlining:

1. Brainstorming by listing
2. Grouping
3. Writing the topic sentence
4. Simple outlining:
 - Topic sentence
 - Supporting point
 - Supporting detail



FORMATIVE TEST 2

Work with a partner. Below is a list of ideas about prostitution. Divide the ideas into groups and subgroups. Then, write a simple outline on the basis of the grouping. Try to complete this task within ten to fifteen minutes. Write your outline on a separate paper. Compare your outline with the model outline provided for you in the key section.

Prostitution Problem

most girls prostitute not poor
 ordinary high school students
 earn a lot of money
 sell their bodies without care
 some girls think it is not bad
 prostitution bring dangers and problems
 prostitution not bad and not problem men don't force them
 one effect infectious disease like AIDS
 another effect prostitution hurts feelings
 a crime and immoral
 teenage prostitution so popular
 causes: first environment change, second, telephone clubs, third, the of
 young people's minds

UNIT 3

Writing and Revising Drafts

The third stage of the writing process, after brainstorming and outlining, is to write and revise a couple of drafts (Oshima and Hogue, 1991). After completing this stage, you should be able to produce a final copy that you would like to submit to your tutor. Bear in mind that there is no perfect piece of writing written for the first time.

There are four steps in the revision process i) *writing the first draft*; ii) *revising content and organization*; iii) *proofreading the second draft*; and iv) *writing the final copy*.

Step One: Writing the First Draft

Writing a rough draft is the first step in the revision process. Your first draft should be based on your outline. Below are the procedures that can guide you in writing the first draft:

- Write down your audience and your purpose of writing at the top of your paper.
- To remind you of the focus of your paragraph, write down the topic sentence and underline it.
- Leave enough space between lines for you to make corrections or add ideas in a later step.
- While writing your paragraph, try to stick to your outline. Avoid irrelevant ideas.
- Keep writing and do not worry about your grammar, punctuation, or spelling. Your main purpose here is to write down as much information as you can.

At certain point of the writing, you might not be able to think of a word or phrase, or you are probably unable to complete a line of thoughts. Again, do not worry about this. All you could do is to leave a space so that you could fill it later on. In addition, it may also happen that when you write about one main idea, new information for another main point comes up. This should help you in generating information – just jot it down in the margin.

Step Two: *Revising Content and Organization*

After writing the first draft, your next step is to revise it. The way you do this is by changing what you have written in order to improve it. Check the *content* and *organization* of your draft. Apart from these two main aspects, aspects the so-called *unity*, *coherence*, and *logic* should also be considered at this step. Details explanation of them will be given in other modules. To communicate your thoughts more clearly, more effectively, and more interestingly, you can change, rearrange, add, or delete.

It is not necessary to correct your grammar, sentence structure, spelling, or punctuation during the first revision, as you will do this during the proofreading. Just focus your attention on the content and organization of your paragraph only. Below are some helpful procedures for you to work on your second draft:

- Read your paragraph carefully to give you a general picture of it. Pay special attention to the general aspects of paragraph. Make notes in the margins for those parts that need to be further developed.
- Check whether you have achieved your purpose of writing or not.
- Check whether the ideas in your paragraph are arranged logically and coherently or not.
- Check whether your paragraph has a topic sentence and a controlling idea or not.
- Check whether your paragraph has unity (i.e. from any sentence that does not really support the topic sentence) or not.
- Check whether the controlling idea is developed with adequate supporting details or not.
- Check whether you use transition signals or not.
- Finally, check whether your paragraph has a concluding sentence or not

Step Three: *Proofreading the Second Draft*

The next step is to proofread your second draft. You check for grammar, sentence structure, spelling, and punctuation. Below are some tips:

- Check whether each sentence is correct and complete or not.
- Check whether each of your sentences has a subject and a verb, subject-verb agreement, correct verb tenses, etc. or not
- Check whether your paragraph has correct punctuation, spelling, capitalization etc.
- Make some vocabulary changes if necessary.

Step Four: Writing the Final Copy

After making all the corrections that you noted on your second draft, now it is time for you to write or type the final copy to hand in. Note that it is still possible for you to make a few minor or even major changes if you are not happy with it. In brief, writing is actually a continuous process of writing and rewriting until you are satisfied with the final product.

Below is a model showing you how a student worked through the three stages of the writing process.

MODEL: Writing the First Rough Draft

AUDIENCE : Tutor

PURPOSE : To describe the effects of economic crisis on Indonesia

Economic Crisis Hit Indonesia

Economic crisis, which has been attacking Indonesia, has become a cancer that suffers many people, especially the low-economic class people. the weakening of rupiah, the prices of all things that are soaring, have created so many sosial uninterest. many children are lack of nutrition, many children are forced to drop out because of their parents being unable to support their schooling, many adults are having no choice to get money but doing things againts the law, many teenagers deal with drugs, free sex and crime, have become the face of the economic crisis. many arrested criminals by the mass died in vain, which is mainly caused by people's lack of belief in police, has been an indication that this country is really in a sick condition. medicine which is working well in badly in need.

MODEL: Revising Content and Organization**Economic Crisis Hit Indonesia**

Economic crisis, which has been attacking Indonesia, has become a cancer that suffers many people, especially the low-economic class people. the weakening of rupiah, [add "and"] the prices of all things that are soaring, have created so many sosial uninterest [add more details]. many children [add "also"] are lack of nutrition, many children are forced to drop out because of their parents being unable to support their schooling, [add "moreover"] many adults are having no choice to get money but doing things againts the law, [add "for example"] many teenagers deal with drugs, free sex and crime,

have become the face of the economic crisis. [add "in addition"] many arrested criminals by the mass died in vain, which is mainly caused by people's lack of belief in police, has been an indication that this country is really in a sick condition. [add "in conclusion"] medicine which is working well is badly in need.

MODEL: Proofreading the Second Draft for Grammar and Mechanics

Economic crisis, which has been attacking Indonesia, has become a cancer that suffers many people, especially the low-economic class people. The weakening of rupiah and prices are always going up resulted in so many social unrests. For example, many teenagers deal with drugs, free sex and crime. In addition, many children lack of nutrition, many children are forced to drop out because of their parents being unable to support their schooling. Similarly, many adults have no choice to get money except doing things against the law. Accordingly, many arrested criminals by the mass died in vain, which is mainly caused by people's lack of belief in police. This has been an indication that this country is really in a sick condition. In conclusion, medicine which is working well is badly in need.

MODEL: Writing the Final Copy

Economic Crisis Hit Indonesia

The Indonesian economic crisis has become a cancer that suffers many people, especially the low-economic class people. The weakening of rupiah against the US dollar and the prices are always going up resulted in so much social unrest. For example, many teenagers involve in drug abuse, have free sex and commit crimes. Furthermore, many children are lacking in nutrition. They are forced to drop out of the school because their parents are unable to support their schooling. Similarly, many adults have no choice to get money except doing things against the law. Accordingly, many arrested criminals by the mass died in vain, which is mainly caused by people's lack of belief in police. This is an indication that this country has really been in a sick condition. In conclusion, medicine that works well is badly in need.



PRACTICE

Below is a paragraph, which was written by a student. Make some minor or major changes to this final copy.

Economical crisis is one the cause for the unemployment problem.

Many employer had fired by their factories banks and other job, because the banks also bunkrupt because of the noughty bankers. Especially for the unskill persons. They are the victim for the hiving employers.

Skill education has not popular/socialized yet in Indonesia. The student have no plan before they study in SMU or another schools mostly they student don't know what will they do after finish their school, and they don't prepare themselves for the job.

Key to Practice

Unit 3

MODEL: *The Final Copy* -- another revision

Economic crisis is one of the causes of the unemployment problems. Many companies streamlined the number of their employees, especially those unskilled workers, because some of the companies went bankrupt. In other words, they became the victims. In addition, skills and education have not been so popular in Indonesia yet. Some students have no plan before they study at SMU, or perhaps other schools. They don't know what they will do after finishing their school, and they don't even prepare themselves for a job.



SUMMARY

In this unit, you already learned and practised how to revise a *paragraph* as an important part of the writing process. There are four major steps at the stage:

1. Writing the first rough draft
2. Revising content and organization
3. Proofreading the second draft for grammar and mechanics
4. Writing the final copy



Below is a paragraph, which was written by a student. Make some minor or major changes to this final copy. Compare your revision with the model answer in the key section.

The Unemployment Problem: How to Solve It

This is really a very big problem for Indonesia it is not easy to answer this question.

An expert says that we have to back to agriculture business, the one avoided by young generation.

As Indonesia is agriculture country, so it's be for us to start to be a good and professional farmer.

We have to increase our agriculture part, and good management as well.

Like what Mr. Adi sasono had done, he'd tried to increased the Koperasi management and give capital to farmers fishermen and so on so they will be encouraged to in creasedtheir income.

The farmers, fishermen must be trained by the experts and practise their knowledge on their proffesion.

Key to Formative Test

Formative Test 1

1. **MODEL: Choosing and Narrowing a Topic**

Education (*general topic*)

The Place of Education

Public School (*specific topic*)

The Advantages of Public School (*very specific topic*)

2. **MODEL: Brainstorming -- Listing**

The Advantages of Public School

- going to school is the mainstream idea in many countries
- parents can have more free time
- children can learn not only studying but also school life
- public school teachers have learned special skills
- schools have many teaching materials and facilities
- in school, there are lots of students
- they sometimes compete
- sometimes help each other
- school has many activities
- school life affects children very much
- the learning process at school gives strong sociability, cooperation, and consideration to their future

3. **MODEL: Freewriting**

The Advantages of Public School

Audience: My Tutor

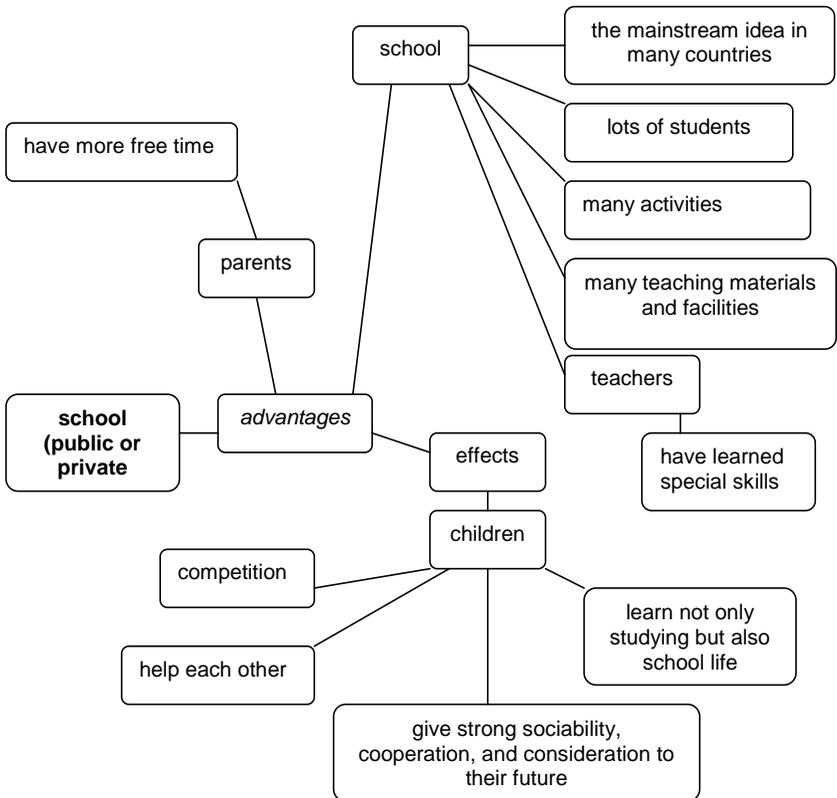
Purpose: To describe the advantages of public school or private school

Studying in public schools give many advantages to people. The first advantage is that going to school is a mainstream idea among people. Public school teachers have learned special skills, many of whom have a lot of experiences in teaching children. In addition, schools have many teaching

materials and facilities: experimental materials, music instruments and gymnasiums. Another advantage is that parents can have more free time. In some families, both parents are working, and they can't have enough time to teach their children. If children go to school, parents can have own time. Furthermore, children can learn not only how to study but also how to function in school life. In school, there are lots of students. They sometimes compete, sometimes help each other, thus improving themselves in the group in school. What's more, school has many activities, such as festivals, fieldtrips, and group works. In addition, school life affects children very much. Children can be strong, and children can get lots of ability for the future. In school, they have to protect themselves, and have to keep step with other people depending on the situation. They have to be strong and learn to adapt to their environment. Additionally, there are many diverse ethnic groups in school. Sometimes, they are different from other people in opinion; however, it makes them develop. Children sometimes discuss with them, sometimes accepting and referring to other people's opinion. Then, they come to know about being patient and not be self-centered, respecting other people's ideas, and expressing their own ideas. And besides in the group activity, naturally, they learn how to make friends (However, there are differences among individuals), cooperate with people, and express themselves. These processes give strong sociability, cooperation, and consideration to their future. In conclusion, as public schools have a range of advantages, people should choose them.

(From URL<http://buckhoff.topcities.com/Level%20Five%20Writing%20Samples.htm> -- adapted).

4. Brainstorming -- Clustering



Formative Test 2

MODEL: Grouping

Prostitution Problem

causes (teenage prostitution)

young people's minds change - earn a lot of money

telephone clubs

society change

effects

one effect infectious disease like AIDS

another effect prostitution hurts feelings

solution to reduce teenage prostitution
 police patrol
 government regulation over prostitution
 schools or families teach morality to teenage girls

MODEL: *The Topic sentence*

Teenage prostitution has negative impacts on the society.

MODEL: *Simple outline*

Topic Sentence: Teenage prostitution has negative impacts on the society.

Supporting point: causes (teenage prostitution)

Supporting detail: young people's minds change - earn a lot of money

Supporting detail: telephone clubs

Supporting detail: society change

Supporting point: effects

Supporting detail: infectious disease like AIDS

Supporting detail: prostitution hurts feelings

Supporting point: solution to reduce teenage prostitution

Supporting detail: police patrol

Supporting detail: government regulation over prostitution

Supporting detail: schools or families teach morality to teenage girls

Formative Test 3

The Unemployment Problem: How to Solve It

Unemployment is really a very big problem for Indonesia. It is not easy to deal with this problem. An expert says that we have to go back to agriculture, which has been neglected by the young generation. Due to the fact that Indonesia is an agriculture country, therefore, it is better for us to start being a good and professional farmer. We have to develop the agricultural sector, and good management as well. For example, Mr. Adi Sasono tried to improve the management of Koperasi (co-operation) and gave capital to farmers, fishermen, and those who desperately need it. As a result, they would be encouraged to increase their income. Also, the farmers and fishermen need to be trained by the experts and then apply their knowledge.

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