

Writing II (ENG 215)

Ari Purnawan
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Course description

- The course gives learning experiences in writing paragraphs of good and correct English using various expository modes. Classroom activities are focused on various types of sentence forms: classification, analysis, definition, process analysis, composition and contrast, exemplification, and combinations of them. Classroom activities involve the so-called WRITE technique (writing, reviewing, inferring, tuning, affecting) which comprises the activities of writing on the blackboard, discussing grammatical mistakes, discussing the basic concept, inquiring topics of various types, and individual writing assignments of about 12 selected topics. Evaluation is based on the sum total of scores on the assignments, mid semester and final tests.

Writing (re)defined:

- Definitions?

Reading vs. Writing

Reading → (understanding others' ideas):

from: Written texts

to: Things/Other forms of information,
e.g. Tables, pictures, graphs, etc.

Writing → (making others
understand our ideas)

- from : other kinds of information
e.g. ???

- to : written texts

The writing process approach to teaching writing:

- Four basic writing stages:
 1. Planning →
 2. Drafting (Writing) →
 3. Revising (Redrafting) →
 4. Editing

The process of writing

(Spratt, Pulverness, & Williams, 2005):

- *brainstorming*
- *making notes*
- *planning*
- *writing a draft*
- *editing*
- *producing another draft*
- *proofreading*

Teaching writing (at least):

- Pre → what to prepare before writing
- Whilst
- Post → publishing, sharing, displaying

Copying/parallel writing

- imitating a written model

Suitable for short functional texts and most longer text types

Some methods commonly used by teachers of FL Writing

- PPP
- ESA
- EASA (→ task-based)
- BKOF-MOT-JCOT-ICOT (plus LRT)

Today's tasks

- Write a text
- Write a task/situation
- Show how to teach writing

Writing II: Topics

- Writing academic paragraphs of every kind.
- Paragraphs: main components
- Paragraphs: the topic and topic sentence
- Supporting details
- Unity and Coherence
- Patterns of paragraph organisations

Definitions

- A paragraph is a group of sentences which tells about one thing in common.
- A topic sentence and several supporting details which give explanations, examples, or further information about the topic.

Main Components

- **A. The topic sentence**
- A topic sentence is the most important sentence in the paragraph.
- It tells us about the topic being discussed.
- The topic is limited by the controlling idea.

Examples of a topic sentence

- **Money has three main functions.**
- The topic: money
- The controlling idea: three main functions
- The paragraph will not discuss all things related to money (forms, values, history, etc. It only tells us about the three functions of money.

Examples (cont.)

- **Learning a foreign language is easy.**
- Topic: learning a foreign language
- Controlling idea: easy
- It will tell us how easy it is to learn a foreign language, perhaps by giving examples of easy things that a learner will face during the learning.

The controlling idea

- It gives a limitation by telling which aspect of the topic will be discussed.
- It controls the discussion by telling the area that will be discussed.

Unity

- There is only one thing in common that the paragraph discusses. No other thing is discussed in the paragraph except the main idea.
- No irrelevant sentences are allowed.
- The controlling idea will tell what aspect can be discussed and what aspect cannot.

Coherence

- “Go together”.
- Repeating the key noun throughout the paragraph several times
- Using consistent pronouns
- Using appropriate cohesive devices
- Following a certain pattern of organisation

Patterns of Paragraph Organization

- Logical order
- Chronological order
- Comparison and contrast
- Cause and effect

For further reading

Harmer, J. 2001. *How to teach English*. Harlow: Longman.

Harmer, J. 2004. *How to teach writing*. Harlow: Longman

Oshima. 2002. *Writing academic English*. London: Longman

Richards, J.C. and Renandya, W.A. 2002.

Methodology in language teaching. Cambridge: CUP.

Spratt, M., Pulverness, A., & Williams, M. 2005. *The TKT course*.

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