

INTENSIVE WRITING LEARNING MODULE



**ARRANGED BY
SETYA ARIANI, M.PD.**



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
UNIVERSITAS MULAWARMAN
FAKULTAS ILMU BUDAYA
PROGRAM STUDI SASTRA INGGRIS

No. Dokumen	No. Revisi	Hal 1 dari #	Tanggal Terbit
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RENCANA PEMBELAJARAN SEMESTER (RPS)

Mata Kuliah: Intensive Writing	Semester 2	Kode : 221302602W019	SKS: 2
Mata Kuliah Prasyarat			
Dosen Pengampu	Setya Ariani,M.Pd		
CPL Prodi	<p>A. Sikap:</p> <ol style="list-style-type: none">Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan kemajuan peradaban berdasarkan Pancasila (S3).Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan (S6). <p>B. Keterampilan Umum:</p> <ol style="list-style-type: none">Mengkaji pengetahuan dan atau teknologi di bidang keahliannya berdasarkan kaidah keilmuan, atau menghasilkan karya desain/seni beserta deskripsinya berdasarkan kaidah atau metode rancangan baku, yang disusun dalam bentuk skripsi atau laporan tugas akhir (KU2). <p>C. Keterampilan Khusus:</p> <ol style="list-style-type: none">Memiliki kompetensi peneliti di bidang bahasa, sastra dan budaya dengan memanfaatkan perkembangan terkini IPTEKS dalam mengkomunikasikan hasil penelitiannya (KK4).Memiliki kompetensi sebagai pemerhati bahasa dan sastra yang berintegritas yang berpegang teguh pada nilai-nilai kebenaran yang mampu berperan secara mandiri dan berkelompok untuk melestarikan kebudayaan lokal (KK6). <p>D. Pengetahuan :</p> <ol style="list-style-type: none">Menguasai teknik dalam kemahiran berbahasa secara praktis (PP3).		
Capaian Pembelajaran Matakuliah	Di akhir perkuliahan, mahasiswa mampu membuat paragraf dan korespondensi bisnis.		
Deskripsi Matakuliah	Mata kuliah penulisan intensif ditujukan untuk memperbaiki kemampuan menulis serta memperkuat kebiasaan menulis mahasiswa melalui aktivitas menulis berbagai jenis paragraf seperti <i>narrative</i> , <i>descriptive</i> , <i>process</i> , serta <i>comparison/contrast</i>		



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UNIVERSITAS MULAWARMAN
FAKULTAS ILMU BUDAYA
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No. Dokumen	No. Revisi	Hal 1 dari #	Tanggal Terbit
--------------------	-------------------	-------------------------	-----------------------

	dengan memperhatikan <i>mechanical</i> dan <i>grammatical aspects</i> , <i>coherence</i> dan <i>unity</i> dalam menulis. Bentuk penugasan tulisan formal seperti surat bisnis, surat lamaran kerja, dan <i>statement of purpose</i> juga akan menjadi pembahasan dalam mata kuliah ini sebagai bagian penting dalam sistem komunikasi Bahasa Inggris. Metode pembelajaran yang bervariasi seperti ceramah, diskusi, penugasan, tanya jawab, dan <i>project-based learning</i> akan diterapkan untuk mendukung proses belajar mengajar.
Referensi	<ol style="list-style-type: none"> 1. Cyssco, Dhanny R. (2003). <i>Practical English correspondence</i>. Jakarta: Visipro. 2. Gartside, L. (1986). <i>Modern English correspondence (Fourth Edition)</i>. London: Pitman Publishing. 3. McKenzie, M. (2004). <i>Handbook for writers and editors</i>. Blackburn South: Dundass Press. 4. Mulvaney, M., & David, A. (2005). <i>Academic writing</i>. NY: Pearson Education, Inc. 5. Oshima, A & Hogue, A. (2007). <i>Introduction to academic writing (Third edition)</i>. New York: Pearson Education, Inc. 6. Course outline 7. Articles, internet, etc

Pert. ke -	Sub-CPMK	Indikator	Bahan Kajian	Metode Pembelajaran	Pengalaman Belajar	Penilaian			Waktu (mnt)	Referensi
						Jenis	Kriteria	Bobot		
1	Mahasiswa mampu membuat kalimat.	Mampu menyusun <i>simple sentence</i> menjadi <i>compound</i> dan <i>complex sentence</i> .	<i>Sentence review: simple, compound, complex sentences</i>	Ceramah, dan tanya jawab.	Mahasiswa menyusun <i>simple sentence</i> menjadi <i>compound</i> dan <i>complex sentence</i> .	Tes tulis: <i>Diagnostic test</i>	Ketepatan menyusun kalimat.	5 %	2 x 50'	6
2	Mahasiswa mampu merancang	Mampu menerapkan langkah-langkah dalam proses menulis yang terdiri	<i>Pre-writing, planning</i>	Diskusi dan penugasan.	Mahasiswa berlatih menerapkan langkah-langkah	Tes tulis: <i>Writing</i>	Ketepatan penerapan langkah-	5 %	2 x 50'	5



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
UNIVERSITAS MULAWARMAN
FAKULTAS ILMU BUDAYA
PROGRAM STUDI SASTRA INGGRIS

No. Dokumen	No. Revisi	Hal 1 dari #	Tanggal Terbit
--------------------	-------------------	-------------------------	-----------------------

	penulisan paragraf.	atas <i>pre-writing, planning (outlining), and writing and revising drafts</i>	(<i>outlining</i>), and <i>writing and revising drafts</i>		dalam proses menulis: <i>Pre-writing, planning (outlining), and writing and revising drafts.</i>	ng <i>process</i>	langkah dalam proses menulis.			
3	Mahasiswa mampu menjelaskan struktur paragraf.	Mampu membedakan komponen utama dalam paragraf yakni <i>topic sentence, supporting sentence, dan concluding sentence</i>	<i>Topic sentence, supporting sentence, dan concluding sentence</i>	Diskusi	Mahasiswa berlatih untuk membuat dan menentukan <i>topic sentence, supporting sentences, dan concluding sentence</i> dalam sebuah paragraf.	Tes tulis: <i>Writing topic sentence, supporting sentence, dan concluding sentence</i>	Ketepatan membuat <i>topic sentence, supporting sentence, dan concluding sentence</i> dengan tepat.	5 %	2 x 50'	5
4 & 5	Mahasiswa mampu menulis <i>narrative paragraph</i> .	Mampu menjelaskan karakteristik dan memproduksi <i>narrative paragraph</i> .	<ul style="list-style-type: none"> ● <i>Organization: time order signals</i> ● <i>Sentence : compound sentence</i> 	<i>Project-based learning.</i>	Mahasiswa berpartisipasi dalam menulis <i>narrative paragraph</i> setelah	Tes tulis: <i>Writing a narrative</i>	Kreativitas mengembangkan <i>narrative paragraph</i> .	15 %	2 x 50'	5



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
UNIVERSITAS MULAWARMAN
FAKULTAS ILMU BUDAYA
PROGRAM STUDI SASTRA INGGRIS

No. Dokumen	No. Revisi	Hal 1 dari #	Tanggal Terbit
-------------	------------	-----------------	----------------

			<ul style="list-style-type: none"> ● <i>Punctuation: comma rules</i> ● <i>Writing process: freewriting</i> 		membuat <i>paragraph outline.</i>	para grap h				
6 & 7	Mahasiswa mampu menulis <i>descriptive paragraph.</i>	Mampu menjelaskan karakteristik dan memproduksi <i>descriptive paragraph.</i>	<ul style="list-style-type: none"> ● <i>Organization: Spatial order signals</i> ● <i>Sentence: compound sentence</i> ● <i>Writing process: clustering</i> 	<i>Project-based learning</i>	Mahasiswa berpartisipasi dalam menulis <i>descriptive paragraph</i> setelah membuat <i>paragraph outline.</i>	Tes tulis: <i>Writing a descriptive paragraph.</i>	Kreativitas mengembangkan sebuah <i>descriptive paragraph.</i>	15 %	2 x 50'	5
8	UJIAN TENGAH SEMESTER									
9 & 10	Mahasiswa mampu menulis <i>process paragraph.</i>	Mampu menjelaskan karakteristik dan memproduksi <i>process paragraph.</i>	<ul style="list-style-type: none"> ● <i>Organization: time order signals</i> ● <i>Sentence: complex sentence</i> 	<i>Project-based learning</i>	Mahasiswa berpartisipasi dalam menulis <i>process paragraph</i> setelah membuat <i>paragraph outline.</i>	Tes tulis: <i>Writing a process paragraph.</i>	Kreativitas mengembangkan sebuah <i>process paragraph.</i>	15 %	2 x 50'	5



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
UNIVERSITAS MULAWARMAN
FAKULTAS ILMU BUDAYA
PROGRAM STUDI SASTRA INGGRIS

No. Dokumen	No. Revisi	Hal 1 dari #	Tanggal Terbit
-------------	------------	-----------------	----------------

11 & 12	Mahasiswa mampu menulis <i>comparative and contrast paragraph</i> .	Mampu menjelaskan karakteristik dan memproduksi <i>comparative and contrast paragraph</i> .	<ul style="list-style-type: none"> ● <i>Organization: Block and point-by-point organization</i> ● <i>Sentence: comparison and contrast signals</i> 	Project-based learning	Mahasiswa berpartisipasi dalam menulis <i>comparative and contrast paragraph</i> setelah membuat <i>paragraph outline</i> .	Tes tulis: <i>Writing a comparative and contrast paragraph</i> .	Kreativitas mengembangkan sebuah <i>comparative and contrast paragraph</i> .	15 %	2 x 50'	5
13	Mahasiswa mampu menyimpulkan tentang <i>parts of a business letter</i> .	Mampu menjelaskan dan membuat kesimpulan tentang <i>parts of a business letter</i> .	<i>Parts of business letter</i>	Ceramah, diskusi, dan tanya jawab.	Mahasiswa berpartisipasi dalam mendiskusikan <i>parts of a business letter</i> .	Tes tulis: <i>Identifying parts of business letter</i>	Ketepatan dalam menjelaskan <i>parts of a business letter</i> .	5 %	2 x 50'	1,2,3,7
14	Mahasiswa mampu membuat surat lamaran kerja (<i>application letter</i>) beserta CV	Mampu menulis surat lamaran kerja dan CV dalam bahasa Inggris.	<i>Application letter and CV</i>	Project-based learning.	Mahasiswa menulis <i>application letter</i> dan CV berdasarkan <i>job vacancy</i> yang diberikan.	Tes tulis: <i>Writing an application letter</i>	Kreativitas dalam menulis <i>application letter</i> dan CV.	10 %	2 x 50'	1,2,3,7



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UNIVERSITAS MULAWARMAN
FAKULTAS ILMU BUDAYA
PROGRAM STUDI SASTRA INGGRIS**

No. Dokumen	No. Revisi	Hal 1 dari #	Tanggal Terbit
-------------	------------	-----------------	----------------

						<i>and CV</i>				
15	Mahasiswa mampu membuat <i>statement of purpose</i> .	Mampu menulis <i>statement of purpose</i> .	<i>Statement of purpose</i> .	<i>Project-based learning</i>	Mahasiswa menulis <i>statement of purpose</i> .	Tes tulis: <i>Writing a statement of purpose</i>	Kreativitas dalam menulis <i>statement of purpose</i> .	10 %	2 x 50'	1,2,3,7
16	UJIAN AKHIR SEMESTER									

Evaluation

1. Affective: active participation and attendance (10%)
2. Assignments (25%)
3. Mid test (15%)
4. Final test (25%)
5. Project (25%)

Mengetahui Ketua Program Studi



Singgih Daru Kuncara, M.Hum

Kota Samarinda

Dosen Penanggung jawab MK



Setya Ariani, M.Pd



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UNIVERSITAS MULAWARMAN
FAKULTAS ILMU BUDAYA
PROGRAM STUDI SASRA INGGRIS**

No. Dokumen

No. Revisi

**Hal
1 dari #**

Tanggal Terbit



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
UNIVERSITAS MULAWARMAN
FAKULTAS ILMU BUDAYA
PROGRAM STUDI SASTRA INGGRIS

No. Dokumen	No. Revisi	Hal 1 dari #	Tanggal Terbit
-------------	------------	-----------------	----------------

Keterangan Pengisian

No Kolom	Judul Kolom	Penjelasan Pengisian
1	Capaian pembelajaran lulusan	Rumusan capaian pembelajaran lulusan program studi yang telah ditetapkan prodi di kurikulum yang sesuai dengan mata kuliah, bisa CP sikap, CP pengetahuan, CP keterampilan umum atau CP keterampilan khusus yang dibebankan pada matakuliah
2	Capaian pembelajaran mata kuliah	Rumusan capaian pembelajaran mata kuliah yang ditetapkan dosen bersama yang selaras dengan CP lulusan yang dirumuskan dalam mata kuliah
3	Deskripsi mata kuliah	Rumusan deskripsi mata kuliah yang telah dideskripsikan dalam kurikulum prodi
4	Pertemuan ke	Menunjukkan kapan suatu kegiatan dilaksanakan, yakni mulai minggu ke 1 sampai ke 16 (satu semester) (bisa 1/2/3/4 mingguan).
5	Sub-CPMK	Rumusan kemampuan dibidang kognitif, psikomotorik, dan afektif diusahakan lengkap dan utuh (<i>hard skills & soft skills</i>). Merupakan tahapan kemampuan yang diharapkan dapat mencapai kompetensi mata kuliah ini diakhir perkuliahan.
6	Indikator	Indikator merupakan unsur-unsur yang menunjukkan ketercapaian tahap kemampuan
7	Bahan kajian (Materi Kuliah)	Bisa diisi pokok bahasan / sub pokok bahasan, atau topik bahasan (dengan asumsi tersedia diktat/modul ajar untuk setiap pokok bahasan).
8	Metode pembelajaran	Bisa berupa ceramah, diskusi, presentasi tugas, seminar, simulasi, responsi, praktikum, latihan, kuliah lapangan, praktek bengkel, survai lapangan, bermain peran, atau gabungan berbagai bentuk. Penetapan bentuk pembelajaran didasarkan pada keniscayaan bahwa kemampuan yang diharapkan diatas akan tercapai dengan bentuk/ model pembelajaran tersebut.
9	Waktu	Takaran waktu yang menyatakan beban belajar dalam satuan sks (satuan kredit semester). Satu sks setara dengan 50 (lima puluh) menit kegiatan belajar per minggu per semester
10	Penilaian	Sistem evaluasi yang digunakan, jenis tes, penialaian tugas dan kriteria penilaian akhir
11	Kriteria	Berisi indikator yang dapat menunjukkan unsur kemampuan yang dinilai (bisa kualitatif misal ketepatan analisis, kerapian sajian, Kreatifitas ide, kemampuan komunikasi, juga bisa juga yang kuantitatif : banyaknya kutipan acuan/unsur yang dibahas, kebenaran hitungan).
12	Bobot	Disesuaikan dgn waktu yang digunakan utk membahas / mengerjakan tugas, atau besarnya sumbangan sua



**KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
UNIVERSITAS MULAWARMAN
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PROGRAM STUDI SASRA INGGRIS**

No. Dokumen	No. Revisi	Hal 1 dari #	Tanggal Terbit
--------------------	-------------------	-------------------------	-----------------------

		tu kemampuan
13	Referensi	Referensi yang digunakan dalam proses pembelajaran

INTENSIVE WRITING

Course Introduction

Course Description

Intensive writing course provides opportunities for students to improve their compositional skills and reinforce their writing habit through writing a variety of paragraphs such as narrative, descriptive, process, and comparison/contrast by considering mechanical and grammatical aspects in writing, coherence and unity. Other formal writing assignments concerning business letter, application letter and statement of purpose will be also introduced to practice writing as an essential part in the English communication system.

Objectives

In the end of the course, students are expected to be able to:

1. employ the various stages of writing process including pre-writing, planning (outlining), and writing and revising drafts;
2. write different types of paragraphs (descriptive, narrative, process, and comparison/contrast) with their outlines;
3. demonstrate unity and coherence in writing;
4. implement correct mechanical and grammatical aspects in writing;
5. write different types of business letters such as application letter and statement of purpose

Course Timetable

14 weeks

1. Week 1 (Course introduction)
2. Week 2 (Writing process)
3. Week 3 (Paragraph structures)
4. Week 4&5 (Narrative paragraph)
5. Week 6&7 (Descriptive paragraph)
6. Week 8 (Mid test)
7. Week 9&10 (Process paragraph)
8. Week 11&12 (Comparison/contrast)
9. Week 13 (Business letter, application letter)
10. Week 14 (Statement of purpose)
11. Final test

Evaluation

1. Affective: active participation and attendance (10%)
2. Assignments (25%)
3. Mid test (15%)
4. Final test (25%)
5. Project (25%)

CLASSROOM RULES

- Arrive on class on time and stay for the entire class period. Tolerance for being late maximum 10 minutes.
- All mobile phones and other electronic devices must be switched off (or on vibrate).
- No tolerance for submitting the late assignments.
- Submit medical certificates or provide other information if absent from class.
- Be polite and respectful towards lecturer and fellow classmates.
- The teaching and learning activities will be conducted online and offline. (Prior notice)
- Please follow health and safety protocols



THE WRITING PROCESS

Intensive Writing
Week 2



Prewriting

Prewriting techniques are used to come up with ideas at any time during your writing: to find a topic, get ideas for what you want to say, and support ideas.

Model : **Listing**

A Person Who Has Made a Difference

Albert Einstein

Mother Teresa

Martin Luther King, Jr.

Cesar Chavez

Bill Gates

Aunt Sarah

Mr. Jakobsen (high school counselor)

Grandfather

Grandfather

uneducated (high school? eighth grade?)
farmer

worked hard

helped his community

started community hospital

respected in community

went to church every week

got up early

worked late

was the first person in town

to buy a car

forward-thinking

started hospital in town — only
hospital in big area

first farmer to terrace his land — now
everyone does it

improved farming techniques
in his area

smart

read about new things

terracing helps prevent soil erosion

listened to experts

thought things over

made me laugh when I was little

Grandfather

uneducated (high school) eighth grade

farmer

worked hard

helped his community

B started community hospital

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went to church every week

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to buy a car

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first farmer to terrace his land —

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good about new things

terracing helps prevent soil erosion

listened to experts

thought things over

made me laugh when I was little

Brainstorming

Brainstorming means thinking of as many ideas as possible in a short amount of time. Write down your ideas so that you don't forget them. Write down *everything* that comes to your mind; don't worry about sorting out "good" and "bad" ideas. Don't worry about spelling or grammar. Example:

Topic: What would I do with one million dollars?

Travel--Europe, Asia, S. America

- Pay off our house
- Share--give a scholarship, donate to charities
- Buy a lot of books!
- Invest/save and let the interest grow

Discussing

Discussing is similar to brainstorming, but you do it with a partner or group.

Free writing

“Free Writing” is like pouring all of your thoughts onto paper. Don’t take your pen off the page; keep writing for the entire time. If you don’t know what to write, write “I don’t know what to write” until you do. Don’t try to sort “good” and “bad” ideas. Don’t worry about spelling and grammar. Example:

Topic: Describe the most beautiful place you’ve seen.

I remember climbing to the top of Smolenskii cathedral in autumn, the leaves of St. Petersburg on fire, like an ocean of gold red leaving me breathless with its depth. Stretching out for miles and miles it was all I could see and suddenly the grime and sorrow of the city was drowned with beauty, God’s beauty, God’s love for everyone, his artistic touch meant just for me at this moment.

Looping

“Looping” begins with “free writing.” It can help you narrow a topic. Choose the best idea, word, or phrase from what you wrote; underline or circle it. Take that idea and begin free writing again. Repeat the process at least one more time. Example:

Topic: Describe the most beautiful place you've seen.

I remember climbing to the top of Smolenskii cathedral in autumn, the leaves of St. Petersburg on fire, like an ocean of gold red leaving me breathless with its depth. Stretching out for miles and miles it was all I could see and suddenly the grime and sorrow of the city was drowned with beauty, God's beauty, God's love for everyone, his artistic touch meant just for me at this moment. We had seen hate rejection and fear in that city, dirt and grime and sorrow where people didn't know how clean a place could be, never seen a different world. I cried, beauty and overwhelmingness and I must come down again.

Mapping

“Mapping,” sometimes called “semantic/ idea mapping” or “webbing,” is another way to organize your ideas. Start with your topic in the center, and branch out from there with related ideas. Use words and phrases, not complete sentences



Organizing

Organizing ideas into a simple outline

Model : Simple paragraph outline

A Person Who Has Made a Difference: My Grandfather

My grandfather helped his community in two ways.

A. He improved farming techniques in his area.

- first farmer to terrace his land
- terracing helps prevent soil erosion

B. He started a community hospital.

- only hospital in big area

Drafting

Turning your prewriting into the 1st draft (or version) of your paper using complete sentences and paragraphs. (This is the rough draft)

A Person Who Has Made a Difference: My Grandfather

My Grandfather help his community in two ways. My Grandfather born in 1880. He was farmer. Not well educated. (Maybe he only went to high school for one or two year. In those days, children were needed to work on the farm.) He was first farmer in his community to terrace his fields. Then, people thought he was crazy, but now, every farmer does it. Terracing helps prevent soil erosion. This improved farming techniques in his area. After he is too old to work at farming, my Grandfather get the idea that his town needs a Hospital, so he spend his time having money to build one. There is no Hospitals nearby, and people have to go long distance to see doctor. People again think he really crazy, but he succeed. Now a small Hospital in community, and two doctor. Each of the doctors have lots of patients. The Hospital is named the James Walker community hospital. It was named for my Grandfather. My Grandfather just a simple, uneducated farmer, but he helped his community a lot.

Revising & Editing

Revising : content & organization

Editing : smaller issues (grammar, punctuation, capitalization, etc)

Model : Peer editing

A Person Who Has Made a Difference: My Grandfather

My Grandfather helps his community in two ways. My Grandfather born in 1880. He was a farmer. Had well educated. Instructs the other way to plant without the use of two men. It takes about children were needed to work on the farm. He was first farmer in his community to terrace his fields. Then, people thought he was crazy, but now, every farmer does it. Terracing helps prevent soil erosion. This improved farming techniques in his area. After he is too old to work in farming, my Grandfather got the idea that his town needs a hospital, so he spend his time raising money to build one. There is no hospital nearby, and people have to go long distance to see doctor. People

Good paragraph!

I especially like the part about the new hospital.

Are these sentences important? I don't think so. You're right.

I don't think your grandfather would like this part ☹

You use the

Second draft : Self-editing

Rewriting your second draft after process of editing and revising, then do self-editing

A Person Who Has Made a Difference: My Grandfather

My Grandfather help his community in two ways. He was farmer and lives in a small village. He was first farmer in his community to terrace his fields. Terracing is technique of making rows of little dams on hills and Terracing save water and keep soil from washing away in rainstorms. Then, people thought he was crazy, but now, all of the farmers in the area do it. Terracing help keep the soil from washing away in rainstorms. This improved farming techniques in his area. Then my Grandfather get the idea that his town need a Hospital, so he spend his time raising money to build one. There is no hospitals nearby, and people had to go long distance to see doctor. People again think he really crazy, but he succeed. Now a small Hospital in community, and two doctor. Each of the doctors have lots of patients. The Hospital is named the James Walker community hospital. It was named for my Grandfather. My Grandfather just a simple, uneducated farmer, but he helped his community a lot.

Proofreading

Proofread your final draft

Proofread : to find and correct mistakes in proofs (= copies of printed text) before the final copies are printed

Use TWO other readers

Make suggested changes

Print final draft

Yes, proofread slowly and carefully again!

Final Draft

Publish your final draft



Thank you

Any questions?

Try it out!

- 1) Write a paragraph about a person who has made a difference in the world.
- 2) Use the listing technique to choose a person.
- 3) In the second list, write down the ways in which this person made a difference.
- 4) Choose one or two ways to write about and circle them.
- 5) Organize your ideas into a simple outline.
- 6) Give your outline a title.
- 7) Use sentences in your outline to name the person and say what he or she did to make a difference.
- 8) Add main ideas.

Paragraph Structures

Intensive Writing
Week 3

- *How do I organize my message so that readers can follow my line of thinking?*



What do I want to emphasize?

What do I say first?

What comes after that?

How do I stay on track?

How do I end?

Definition of Paragraph

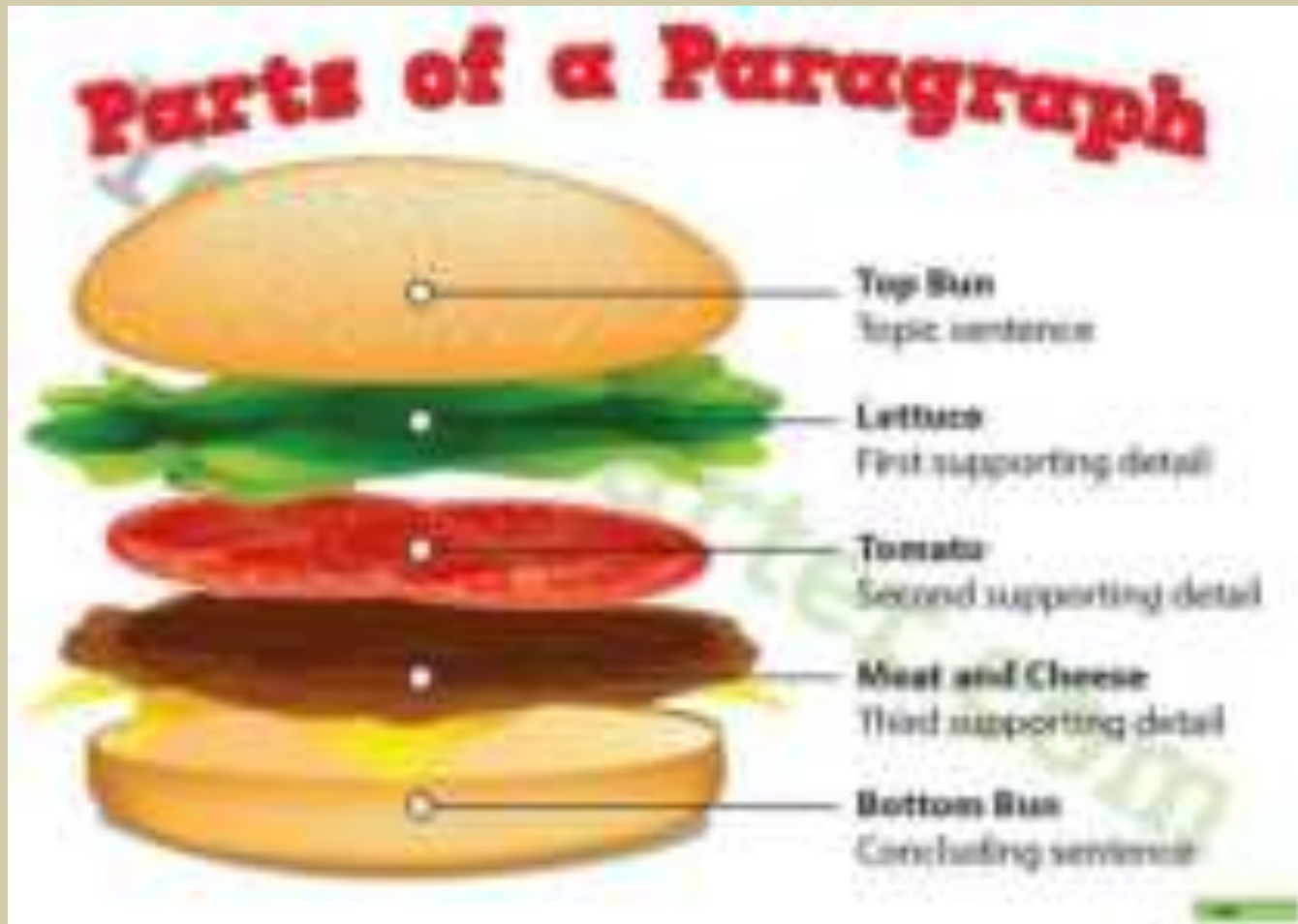
A paragraph is a group of related sentences that develops one main idea, which is the topic of the paragraph.

How long should a paragraph be?

- ❖ Paragraphs vary in length depending on the needs of the paragraph.
- ❖ A series of long paragraphs can make prose dense and unpleasant to read. Break it at a logical place (e.g., where your focus shifts), and see whether you need to create new topic sentences to make the shift clear.
- ❖ Short paragraphs only two or three sentences long make academic writing seem disjointed or skimpy. Try combining short paragraphs with the preceding or following paragraph if they share the same topic.
- ❖ Short paragraphs might also need to be developed further. Make sure that nothing vital has been omitted.

(Source: Margaret Procter, Writing Support, and Vikki Visvis)

Paragraph Structures



Topic Sentence

A topic sentence has four main characteristics.

- It is a sentence.
- It is a part of a paragraph, usually the first sentence.
- It has the topic of the paragraph
- It has the controlling idea of the paragraph (the specific area).

A topic sentence is the main idea of a paragraph.

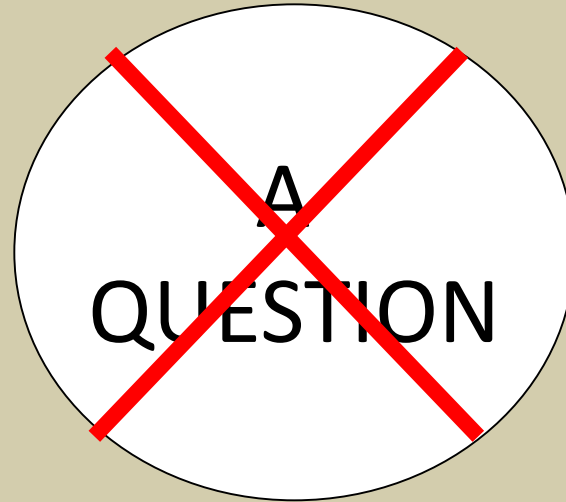
- ❑ The **topic** names the subject of the paragraph.
- ❑ The **controlling idea** tells what the paragraph will say about the topic. It is called the controlling idea because it controls or limits the topic to a very specific point or points.

A topic sentence
CANNOT BE



The best coffee.
Cell phones for emergencies.

A topic sentence CANNOT BE



Why do people drink coffee?

Why do people choose Southern California as a place to live?

Why do Americans celebrate Lincoln's birthday?

Position of the Topic Sentence The topic sentence is usually the first sentence in a paragraph. Experienced writers sometimes put topic sentences at the end, but the best place is usually right at the beginning. A topic sentence at the beginning of a paragraph gives readers an idea of what they will read. This helps them understand the paragraph more easily.

Not Too General, Not Too Specific A topic sentence is neither too general nor too specific.

Too general:

Marriage is an event in a person's life.

This is too general because there is no specific controlling idea. The reader has no idea what the paragraph will say about marriage except that it happens.

Too specific:

The average age for people in the United States to marry in the year 2000 was 25 for a woman and 27 for a man.

This is much too specific. It gives details that should come later in the paragraph.

Good:

The average age for people in the United States to marry has changed in the past 100 years.

Supporting Sentences

Supporting sentences develop the topic sentence by giving reasons, examples, facts, statistics, and quotations.

For example:

Gold, a precious metal, is prized for **two important characteristics**.

Note: Gold (= Topic)

Two important characteristics (= controlling idea)

Cont...

Some of the supporting sentences that explain the topic sentence are:

First of all, gold has lustrous beauty that is resistant to corrosion. For example, a Macedonian coin remains as untarnished today as the day it was minted 23 centuries ago.

Another important characteristic of gold is its usefulness to industry and science. The most recent use of gold is in astronauts' suits.

Examples

Examples illustrate the supporting point sentences. Examples are good support because they are specific; they make your meaning very clear.

Notice the **signal phrases** that can introduce examples. At the beginning of a sentence, use *For example* or *For instance*, followed by a comma. In front of an example that is just a word or phrase (not an entire sentence), use the prepositional phrase *such as* without a comma.

Signal Phrases for Examples

Followed by a Comma	No Comma
1. For example, For instance.	2. such as
1. For example, the bride often wears a long white <i>qipao</i> (wedding dress), and the groom wears a long-sleeved white shirt and pants with a red sash around his waist. For instance, there may be noisy firecrackers, a Chinese way of keeping bad spirits away.	
2. The bride's veil is traditionally made of white flowers such as plums (pearl), and the groom's is made of green male leaves.	

Concluding Sentence

The **concluding sentence** signals the end of the paragraph and leaves the reader with important points to remember. Here are three tips to help you write a good concluding sentence:

1. Begin with a conclusion signal. Most conclusion signals have commas after them; others do not.

Conclusion Signals

Followed by a Comma	No Comma
<p>1. All in all, in brief, in conclusion, indeed, in short,</p> <p>in summary, To conclude, To summarize, To sum up,</p>	<p>2. It is clear that These examples show that You can see that . . .</p>
<p>1. To summarize, Japanese food is both beautiful to look at and delicious to eat. indeed, many U.S. cities and regions have a special food for everyone to enjoy.</p> <p>2. It is clear that fad diets don't work and may even damage a dieter's health.</p>	

2. Remind your reader of the main idea by one of the following methods:

- Repeat the idea in the topic sentence in different words. Do not just copy the topic sentence.
- Summarize the main point or points of the paragraph.

3. NEVER end a paragraph by introducing a new idea!

OUTLINE EXAMPLE

Topic Sentence	Gold, a precious metal, is prized for two important characteristics.
Supporting Sentences	<p>First of all, gold has lustrous beauty that is resistant to corrosion. For example, a Macedonian coin remains as untarnished today as the day it was minted 23 centuries ago.</p> <p>Another important characteristic of gold is its usefulness to industry and science. The most recent use of gold is in astronauts' suits</p>
Concluding Sentence	In conclusion, gold is treasured not only for its beauty but also for its utility.

Narrative Paragraph

Intensive Writing

Meeting 4 & 5

Organization:
Time order signals

Sentence :
Compound sentences

Punctuation:
Comma rules

Writing process:
Freewriting

MODEL

Narrative Paragraph

Earthquake!

¹An unforgettable experience in my life was a magnitude 6.9 earthquake. ²I was at home with my older sister and younger brother. ³Suddenly, our apartment started shaking. ⁴At first, none of us realized what was happening. ⁵Then my sister yelled, "Earthquake! Get under something!" ⁶I half roled and half crawled across the room to get under the dining table. ⁷My sister also yelled at my little brother to get under his desk. ⁸Meanwhile, my sister was on the kitchen floor holding her arms over her head to protect it from falling dishes. ⁹The earthquake lasted less than a minute, but it seemed like a year to us. ¹⁰At last, the shaking stopped. ¹¹For a minute or two, we were too scared to move. ¹²Then we tried to call our parents at work, but even our cell phone didn't work. ¹³Next, we checked the apartment for damage. ¹⁴We felt very lucky, for nothing was broken except a few dishes. ¹⁵However, our first earthquake was an experience that none of us will ever forget.

TIME ORDER

Time order → to tell what happened first, what happened next, what happened after that, and so on

Time order signals → words and phrases used because they signal the order in which events happened to show time order

Time order signals

Words	Phrases
Finally,	At last,
First (second, third, etc.),	At 12:00,
Later,	After a while,
Meanwhile,	After that,
Next,	Before beginning the lesson,
Now	In the morning,
Soon	The next day,
_____	_____
_____	_____
_____	_____
_____	_____

Put a comma after a time order signal that comes before the subject at the beginning of a sentence. (Exception: *Then*, *soon*, and *now* are usually not followed by a comma.)

At first, none of us realized what was happening.

For a minute or two, we were too scared to move.

Then we tried to call our parents at work.

Practice 1

Use these words and phrases:

on the day of the party
during the party
before the party
at the beginning of the party

first
after that
then (use twice)

next
finally
later

Fifteen Years



A girl's fifteenth birthday is a very special occasion in many Latin American countries and requires a lot of planning. (a) _____

The parents make many preparations. (b) _____ they buy a special dress and order a bouquet of flowers for their daughter.

They also plan a large meal for the guests and hire an orchestra. (c) _____

They decorate a big room where the party will be held. (d) _____

_____ there are many special traditions. (e) _____

_____ the father and daughter enter the big salon accompanied by special music. (f) _____ the father makes

a speech, and the daughter gets some presents. (g) _____

_____ everyone drinks champagne. (h) _____

_____ the father and daughter dance a waltz, and the daughter and

every boy dance one dance together. (i) _____

all of the guests make a line to congratulate her. (j) _____

_____ all of the boys stand in a group because she will throw the bouquet,

and the boy who catches it dances with her. (k) _____

_____ everyone dances to different kinds of music until six o'clock in the

morning.

Practice 2

The following sets of sentences are not in correct time order. Number the sentences in the correct order.

1. _____ She put the clean dishes away.
- _____ 2 She removed the dirty dishes from the table.
- _____ She turned on the dishwasher.
- _____ She put them in the dishwasher.
- _____ She piled them in the sink and rinsed them.
- _____ 1 It was Sarah's turn to wash the dishes last night.
- _____ Finally, the dishes were clean.

2. _____ He filled it out and left.
- _____ He went to the bookshelf, but the book wasn't there.
- _____ Tom went to the library to get a book.
- _____ He went to the computer catalog.
- _____ The librarian told him to fill out a form.
- _____ He told the librarian he wanted to reserve that book.
- _____ He wrote down the title and call number of the book.

COMPOUND SENTENCE

- A compound sentence is composed of at least two simple sentences joined by comma and a coordinating conjunction.

COORDINATING CONJUNCTION

FOR =	He is working here, for he loves this company. (reason)
AND =	Jon hates you a lot, and he will never talk to you. (in addition to)
NOR =	I have never talked to that guy, nor do I want to do it. (also not)
BUT =	I wanted to help you, but they didn't let me do it. (contrast)
OR =	Do you want to come with us, or do you want to stay here? (choice)
YET =	All of us worked really hard to pass the test, yet we all failed. (contrast)
SO =	I was feeling blue, so I didn't go to office. (result/consequence)

The gold disappeared with the mice,

Comp.
conj.
so

the greedy man got nothing.

Use a comma before a coordinating conjunction in compound sentences only.
Do not use a comma to join two words or two phrases in a simple sentence.

COMPOUND SENTENCES
(COMMA)

Yesterday we went shopping, but we didn't buy anything.
The stores were crowded, and they were noisy.
We ate lunch, and then we went home.

SIMPLE SENTENCES
(NO COMMA)

Yesterday we went shopping but didn't buy anything.
The stores were crowded and noisy.
We ate lunch and then went home.

Practice 3

Decide which of the following sentences are compound sentences and which are simple sentences. Write CS or SS on the line at the left. Then add commas to the compound sentences.

Monsieur Seguin's Goat A Folktale from France

1. A long time ago, high in the Alps, an old man lived with his goat, Blanchette.
2. She was a wonderful white goat and was very kind to her master, Monsieur Seguin.
3. They had lived together for many years.
4. Blanchette was always fattened to a floc.
5. She was often sad and sometimes she didn't eat her food.
6. Every day, she looked at the big mountains and dreamed of being free to explore them.
7. One day, she asked her master for more freedom.
8. "You can be free with a larger rope or you can build a special enclosure for me," said Monsieur.
9. At first, he tied her with a longer rope but Blanchette was still sad.
10. A few days later, he built a special enclosure.
11. For a while, Blanchette was very happy about this decision but soon the enclosure seemed very small in front of the big mountains.
12. One sunset evening, Blanchette decided to leave for the mountains so she jumped out of the enclosure and ran away.
13. "I am free," she said.
14. She ate many varieties of plants and enjoyed meeting new friends.
15. All day, she ran in the Alps.
16. Finally, the sun set behind the hills.

PUNCTUATION: COMMA

Rule	Example
<p>1. Put a comma after a time order signal that comes before the subject at the beginning of a sentence. <i>Then, now, and now</i> are usually not followed by a comma.</p>	<p>Yesterday, I did homework for three hours. Finally, I was too tired to think. At 8:00, I fell asleep on the sofa. but Soon I started snoring.</p>
<p>2. Put a comma after the first sentence in a compound sentence. Put the comma before the coordinating conjunction. (Don't use a comma between two parts of a simple sentence.)</p>	<p>I was too tired to think, so I decided to take a break and watch TV for a while. but I woke up and finished my homework.</p>
<p>3. Put a comma between the items in a series of three or more items. The items may be words, phrases, or clauses. (Don't use a comma between only two items.)</p>	<p>I got up, took a shower, drank a cup of coffee, grabbed my books, and ran out the door. Red, white, and blue are the colors of the U.S. flag. but Red and gold are the school colors.</p>

Practice 4

In the following sentences, add commas wherever they are necessary.

1. Daisy Tomiko Keiko and Nina live near the college that they all attend.
2. Tomiko and Keiko are from Japan and Nina and Daisy are from Mexico.
3. Nina and Keiko have the same birthday. Both girls were born on June 3 on different continents.
4. Last week the girls decided to have a joint birthday party so they invited several friends for dinner.
5. Nina wanted to cook Mexican food but Keiko wanted to have Japanese food.
6. Finally they agreed on the menu.
7. They served Japanese tempura Mexican arroz con pollo Chinese stir-fried vegetables and American ice cream.
8. First Nina made the rice.
9. Then Keiko cooked the tempura.
10. After that Tomiko prepared the vegetables.
11. After dinner Daisy served the dessert.
12. The guests could choose chocolate ice cream or vanilla ice cream with chocolate sauce.

FREE WRITING

- Another prewriting technique is freewriting.
- When you freewrite, you write "freely" without stopping on a topic for a specific amount of time.
- You just write down sentences as you think of them without worrying about whether your sentences are correct or not.
- You also don't have to punctuate sentences or capitalize words.
- You can even write incomplete sentences or phrases.
- The main goal in freewriting is to keep your pencil moving across the paper.

MODEL

Freewriting

A Memorable Event in My Life

I'm supposed to freewrite for ten minutes about a memorable event in my life. I don't know what to write about. Maybe about my brother's boat accident. We were so scared. We thought he was going to drown. He was trapped under an overturned boat and didn't have any air to breathe. But it ended all right.

He was rescued and had only a broken arm. What else can I write about? Oh I know. A day I will always remember was the day I left my country to come to the United States. That was a sad/happy day. I felt sad and happy at the same time. Maybe I should write about something happy. Our family vacation last summer was fun. We drove to the coast and camped for a week on the beach. Then there was the day the earthquake happened. Now that was definitely a memorable event. I will never forget it. I was at home with my older sister and little brother. . . .

Practice 5 Get your writing started!

Go-for-it approach by Birch (10-11).

- Set yourself a time of 10 min, 20 min, 30 min or an hour – whenever you are available, and just write.
- Get in action. Keep your hand moving.
- Whatever comes; no thinking, crossing out, rewriting – just do it.
- Stick to the allotted time – no more, no less.
- Some of what you write may be rubbish – fine! When you give yourself permission not to be perfect, things start to happen.
- Another excellent way of both flexing your writing muscles and focusing the mind is to set yourself the task of writing a complete story in – say – 100 words; no more, no less.



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References

Birch, C. (2009) *The creative writer's workbook: A source for releasing your creativity and finding your true writer's voice (Fourth edition)*. Oxford: How To Content.

Oshima, A & Hogue, A. (2007). *Introduction to academic writing (Third edition)*. New York: Pearson Education, Inc.

The background is a gradient from dark purple on the left to light orange on the right. It is filled with a repeating pattern of white line-art icons representing school supplies: backpacks, lightbulbs, compasses, notebooks, scissors, protractors, pencils, rulers, and apples.

Thank you!

Do you have any questions?



DESCRIPTIVE PARAGRAPH

Intensive Writing
Week 6 & 7

Organization

- Spatial Order

 - Spatial Order Signals

- Topic Sentences for Descriptive Paragraphs

- Supporting Sentences for Descriptive Paragraphs

- Paragraph Unity

Sentence Structure

- Compound Sentences with *yet*, *for*, and *nor*

- Varying Sentence Openings

The Writing Process

- Clustering

Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds.

A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.

Spatial order is the arrangement of things in space.

The Stairway

When I was two or three years old, I lived in a house that had a strange atmosphere. I do not remember anything about the house except the stairway. It was dark, scumking, and quite narrow, and its steps were a little high for me to climb up. From the bottom of the stairway, it seemed like an endless climb to the top. Beyond the darkness at the top of the stairway, there was an elderly, rickety-aged lady leaning against the wall. I had to pass her every time I went to my room, for my room was the first room beyond the stairs on the second floor. The lady wore a beautiful dress with a quiet pattern and a tinge of blue, and her peaceful eyes stared at me every time I went up the stairs. As I carefully climbed up the last step, her eyes became fixed on me. She didn't talk, nor did she move. She just stood there and watched me clamber up the stairs. One day I touched her, but she did not react. Her face did not change expression, nor did she even blink. She just kept staring at me with her glittering eyes. Later, we moved out of the house, and I never saw her again. Now I know that the lady was a mannequin. My aunt, who lived in the house, used it for her dressmaking class. I did not know my mother. Maybe I imagined that the mannequin standing at the top of the stairs was my mother. The stairway with the strange atmosphere has an important place in my earliest memories.

Spatial Order Signals

Just as there are words and phrases to show time order, there are words and phrases to show spatial organization. They are often prepositional phrases of location or position. Notice the kinds of expressions used to show time order.

Spatial Order Signals	
at the top of in the center on the left in front of in the front of inside	next to between behind in back of in the back of across
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Spatial Order Organization and Details

1. After my sister spends two hours getting ready to go out, her room looks as if it had been hit by a magnitude 8.5 earthquake.

a. From the doorway, you see nothing but a mountain of clothes all over the floor.

b. _____

c. _____

2. The park near my house is full of activity on a sunny weekend afternoon.

a. _____

b. _____

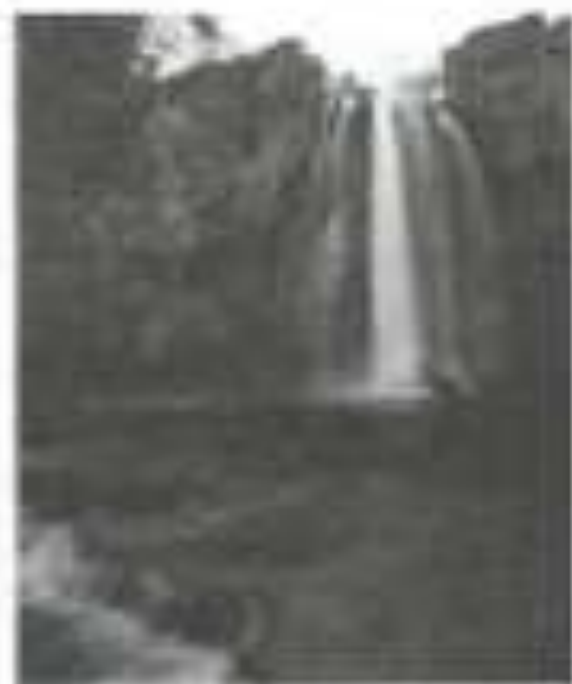
c. _____

Paragraph Unity

- When a paragraph has unity, all the supporting sentences discuss only one idea.
- From beginning to end, each sentence is directly related to the topic.

Find and cross out sentences that are off the topic. Cross out two sentences in paragraph 1 and one sentence in paragraph 2.

1.



Havasai Canyon

¹There is a canyon in northern Arizona that is the most beautiful spot on Earth. ²It is called Havasai Canyon, and it is part of the Havasupai tribal reservation. ³It is not easy to get there, for you have to hike down a long, hot trail. ⁴At the end of the trail is Supai Village. ⁵The Havasupai are a tribe of about 650 people. ⁶Their language has been written down only in the past twenty years. ⁷Beyond the village, another trail leads to the top of a steep cliff overlooking Havasai Canyon. ⁸Your first view of the canyon takes

your breath away. ⁹Directly in front of you, the trail disappears straight down the 200-foot cliff. ¹⁰On your right, you see a beautiful waterfall. ¹¹Water pours straight down into a bright blue-green pool at the bottom of the canyon. ¹²Directly across the canyon, hundreds of small waterfalls gush from the cliff face, and little green ferns grow everywhere. ¹³At the bottom, the water cascades¹⁴ from one turquoise pool into another until it disappears into the trees on the left. ¹⁵As you view this scene, you can only think that Havasai Canyon is truly a magical place.

2.

My First Apartment

¹My first apartment was very small. ²It was a studio apartment, so it had only one main room and a bathroom. ³The main room was divided into three areas. ⁴At one end of it was a kitchenette, where I cooked and ate my meals. ⁵My living/sleeping area was at the opposite end. ⁶I had just enough space for a bed, a coffee table, a floor lamp, and a small television. ⁷My study area was against the back wall. ⁸I lived there for two years, but I moved because my landlord raised the rent. ⁹My apartment was so small that I could never invite more than three friends at the same time!

Coherence

- Every good paragraph must have coherence.
- A coherent paragraph flows smoothly from beginning to end.
- A reader can follow your ideas easily because one sentence leads naturally to the next one; there are no sudden jumps.
- There are three main ways to make your paragraph coherent:
 - 1 . Use nouns and pronouns consistently throughout a paragraph .
 - 2 . Use transition signals to show relationships among ideas.
 3. Put your ideas into some kind of logical order, such as logical division of ideas.

Notice how nouns and pronouns in the following paragraph have been changed to make them consistent.

Word Roots

^{abulenta} A student who ^{knows} a few Latin and Greek word roots ^{has} an advantage over a ~~student~~ ^{student} who ~~doesn't~~ ^{doesn't} know them. ^{They} can often guess the meaning of unfamiliar words. If, for example, ^{you} know that the Latin word root circum- means "around," ^{you} can guess the meaning of words such as circumference, circumvent, circumstance, and circumnavigate when ^{you} read them in a sentence. Similarly, the Greek word root mon- or mono-, which means "one, single, alone," appears in dozens of English words. ^{A student} armed with this knowledge can often discover the meanings of new words such as monocle, monarchy, monotone, monologue, and monolingual without getting help from a dictionary. ^{You} also might be able to figure out that a monorail is a train that uses one rail.

Practice

Edit the following paragraphs for consistent nouns and pronouns.

Paragraph 1

A marathon runner must be strong not only in body but also in mind. She or he has to train for years to achieve the necessary endurance to compete in his or her sport. This requires great discipline and self-sacrifice. In addition, marathon runners have to train their minds in order to endure the long hours of solitary running. This, too, requires great discipline. In other words, you must be in top condition, both mentally and physically, if you want to run in marathons.

Paragraph 2

Physicists are scientists who study the basic laws of nature and apply these laws to improve the world. They are concerned with scientific wonders as large as the universe and as small as an electron. He or she is a problem solver who is curious about the universe and who is interested in what gives it order and meaning.

- Transition signals are words and phrases that connect the idea in one sentence with the idea in another sentence.
- They are expressions such as first/second, furthermore, on the other hand, for example, and in conclusion.

Men and Women Shoppers

Store owners who understand the differences between men and women shoppers can use this knowledge to design their stores. First of all, women shoppers use their five senses when they shop. For example, they want to touch and feel fabrics and visualize themselves in clothes. Therefore, owners of women's clothing shops place clothes with lots of frills and luxury fabrics at the front of the shop. Furthermore, they place items near one another to allow a woman to visualize them together as an outfit. They also group clothes not by item but by style — classic or casual, for instance. Men shoppers, on the other hand, shop quite differently. Men shop for clothes only when they have to. For instance, a man buys a pair of jeans because his old ones have worn out. He probably wants exactly the same jeans. Moreover, men want everything in its place so that they can buy what they want quickly and leave. They want all shirts together over here and all pants together over there. As a result, men's clothing stores are arranged very differently from women's.

Each transition signal shows the relationship of one idea to the next .

- *First of all* tells you to look for the first main point.
- *For example* tells you to look for an example of the previous point.
- *Therefore* tells you that this is a result.
- *Furthermore* and *moreover* tell you to look for another similar idea.
- *On the other hand* tells you to look for a contrasting or opposite idea.
- *For instance* also tells you to look for an example.
- *As a result* tells you to look for a consequence of the previous point.

Logical Division of Ideas

Logical division of ideas is a pattern of organization in which you divide a topic into points and discuss each point separately. The model paragraph uses this pattern. You can use logical division to organize many kinds of topics, not just reasons.

Sample Topics

- reasons for owning an iPod/cell phone/PDA/small automobile, for exercising/not exercising, for learning English, for IMing instead of making a phone call, for being a vegetarian . . .
- kinds of teachers/shoppers/drivers/friends/students/teachers/bosses/foods . . .
- types of books/movies/music/TV programs I like/don't like . . .
- advantages of living in a small town/big city/college dormitory, of being an only/the youngest/the oldest child/a twin . . .
- disadvantages of living in a small town/big city/college dormitory, of being an only/the youngest/the oldest child/a twin . . .
- qualities of a good boss/good employee/good friend/teacher/parent/nurse/paramedic/salesperson . . .

Sentence Structure



Identify simple and compound sentence in the following paragraph.

Supai Village

¹The trail to Supai Village is hot and dusty. ²You can hike the trail, or you can hire a guide to take you on horseback. ³Along the trail, you see only rock, sand, and an occasional lizard. ⁴It is very dry, for this is desert country. ⁵There is no water on the trail, nor is there any shade. ⁶As you enter the village, you pass by several small homes. ⁷It is a quiet place. ⁸Dogs sleep in the streets, and villagers stand in their doorways and silently watch you, a stranger, pass by. ⁹They aren't smiling, yet they don't seem unfriendly. ¹⁰In the center of the village, there is a small hotel, a restaurant, a general store, and a post office. ¹¹At the opposite end of the village, the trail leads to a cliff overlooking the canyon below.

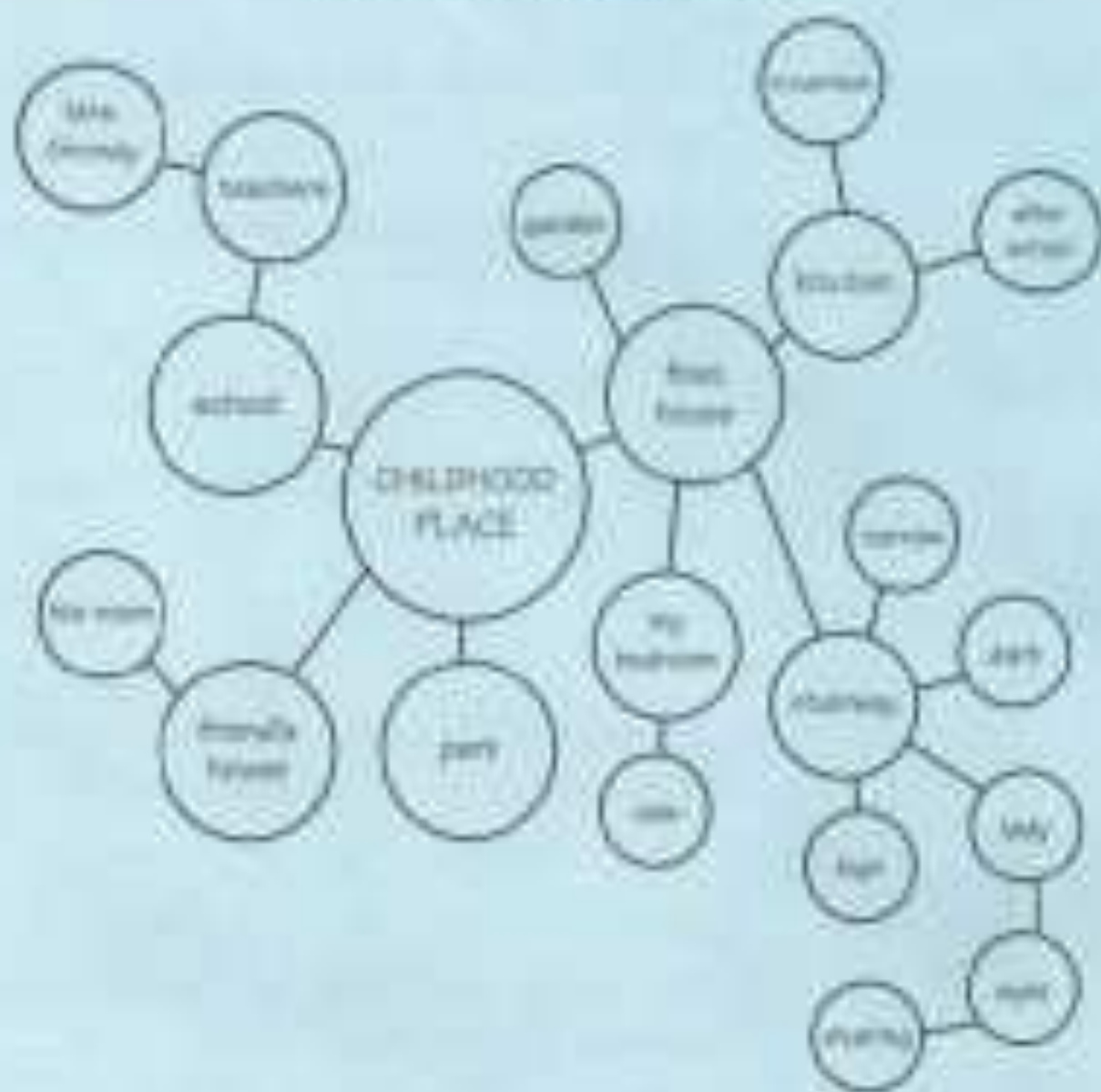
Coordinating Conjunctions


Coordinating Conjunction	Example
<p><i>Yet</i> has approximately the same meaning as <i>but</i>; that is, it shows contrast or joins opposites. Use <i>yet</i> when the second part of the sentence says something unexpected or surprising.</p>	<p>I was scared, yet I was also curious about the old lady. The weather is beautiful, yet it is supposed to rain today.</p>
<p><i>For</i> has the same meaning as <i>because</i>; use <i>for</i> to introduce a reason or cause.</p>	<p>It is not easy to get there, for you have to hike down a long, hot trail.</p>
<p><i>Nor</i> means "not this and not that"; use <i>nor</i> to join two negative sentences.</p>	<p>She didn't talk, nor did she move. (She didn't talk. She didn't move.)</p>
<p><i>Note:</i> Use question word order after <i>nor</i>. Place helping verbs (<i>is, does, did, can, will, etc.</i>) before the subject.</p>	<p>The book isn't very long, nor is it difficult to read. (The book isn't long. It isn't difficult to read.)</p>

The Writing Process: Clustering

- When you cluster, you start by writing your topic in a circle in the middle of your paper.
- As you think of related ideas, you write these ideas in smaller circles around the first circle.
- The related idea in each small circle may produce even more ideas and therefore more circles around it.
- When you have run out of ideas, your paper might look something like the following model.

A Place from My Childhood





Process Paragraph

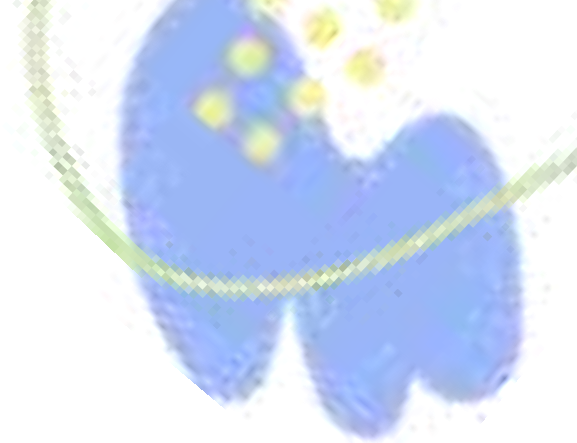
*Intensive Writing
Meeting 9 and 10*

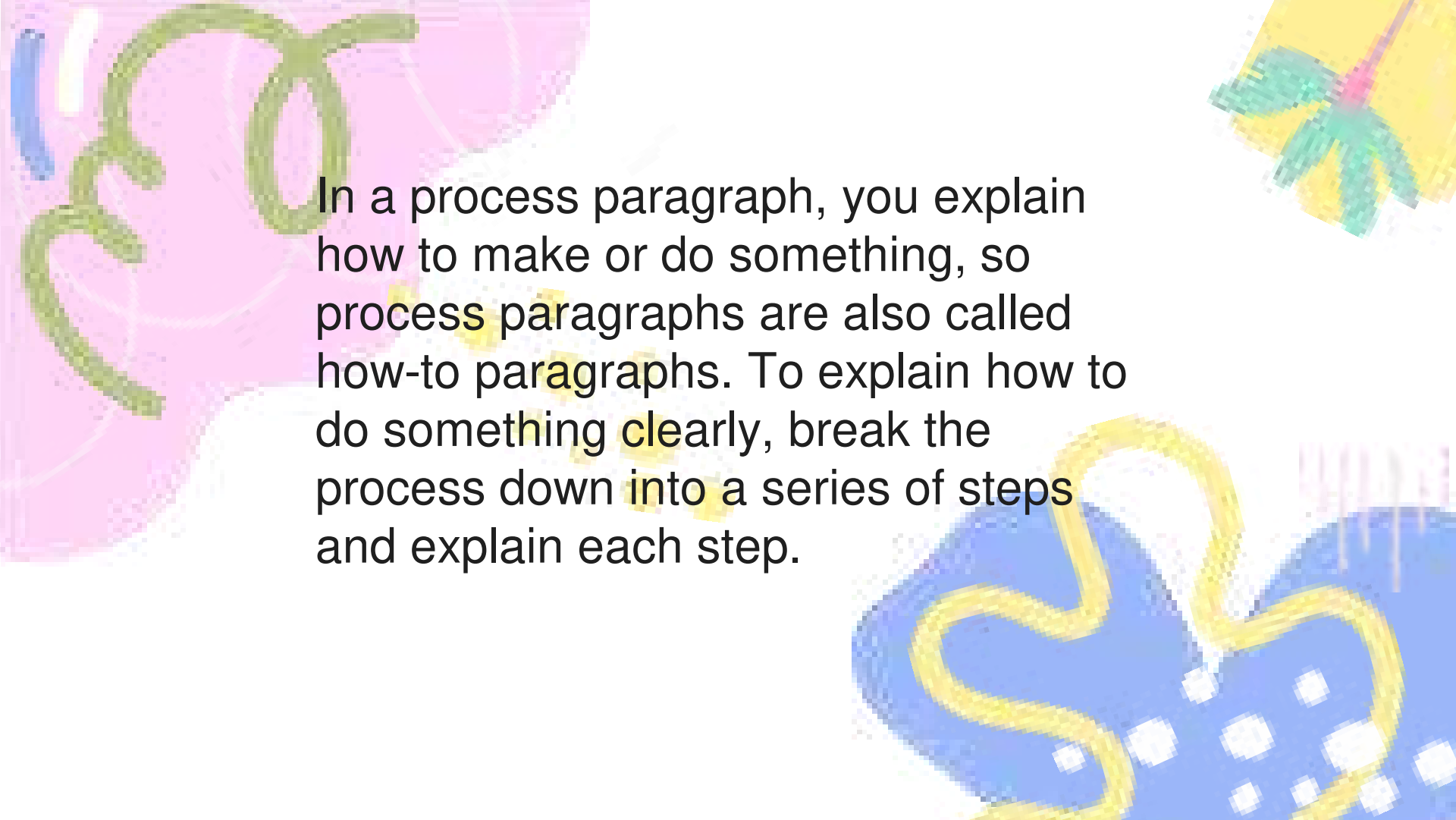
Organization

- Time Order
- Time Order Signals

Sentence Structures

- Clauses
- Complex Sentences





In a process paragraph, you explain how to make or do something, so process paragraphs are also called how-to paragraphs. To explain how to do something clearly, break the process down into a series of steps and explain each step.

How to Build a Owl-Match Complex

Building a complex that you can light with one match is simple if you follow these easy steps. The first step is to prepare a safe place for your complex. Clear an area on the ground of about 3 feet wide, and put a circle of stones around it. Second, gather fuel. You will need several pieces of fat wood logs, smaller sticks, and large sticks. The next step is to build a yoke. Put a



handful of logs in a small pile, and use the small sticks to build a small cage over the pile. Leave sticks high enough to drop a lit red match through. Next, build a cage around the logs using the medium sticks. Then, place two

large pieces of wood on either side of the cage, and lay two or three long sticks on top to make a cross roof. The last step is to light a match and drop it through a space in the cage. Soon you will enjoy the warmth of a nice fire, and your friends will admire your skill at lighting a complex with only one match!

A process paragraph begins with a topic sentence that names the topic and tells the reader to look for a process or procedure. Use words such as *steps*, *procedure*, *directions*, *suggestions*, and *instructions*.

You can teach your dog to fetch in a very short time by following the procedure.

Making a pizza is easy if you follow these instructions.

Follow these steps to throw a Frisbee[®] accurately.

The supporting sentences are the steps and details about each step.

When your dog brings back the stick, praise him extravagantly.

The first step is to gather the ingredients you will need.

First, grip the edge of the Frisbee with all your fingers wrapped underneath the edge and your thumb along the top.

The concluding sentence can be the last step, or it can give the results.

At the end of the lesson, give your dog a nice treat for a job well done.

Now sit down and enjoy your delicious pizza.

Finally, make sure the Frisbee stays level while you throw.

Time Order Signals

Sentence Connectors	Others
<ul style="list-style-type: none">1. First, (Second, etc.)Then (no comma)Now (no comma)Next,Finally,After that,Meanwhile,	<ul style="list-style-type: none">2. The first step . . . (no comma)The next step . . . (no comma)The final step . . . (no comma)3. After five minutes,4. After you take the pizza out of the oven,
<ul style="list-style-type: none">1. First, preheat the oven to 500 degrees Fahrenheit. Then prepare the pizza sauce.2. The next step is to mix the pizza dough.3. After five minutes, check the pizza.4. After you take the pizza out of the oven, cut it into 8 pieces.	

Clases

First, let's learn about clauses. A clause is a group of words that contains at least one subject and one verb.

Clause

Anna left the party early
... because she was tired

There are two kinds of clauses in English: independent and dependent. An independent clause can be a sentence by itself. *Independent clause* is another name for simple sentence.



Independent clause

Anna left the party early.
Hold the cat's mouth closed.

A **dependent clause**, in contrast, cannot be a sentence by itself because its meaning is not complete. A dependent clause "depends" on something else to complete its meaning.

Dependent clause

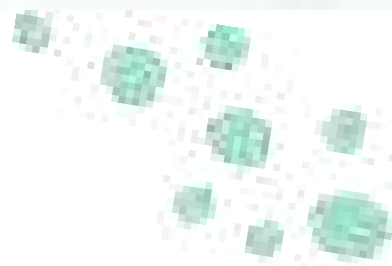
... because she was tired
... while you count to ten



A complex sentence is a combination of one independent clause and one (or more) dependent clause(s).

—— **Ind. Clause** —— | —— **Dep. Clause** ——
Anna left the party early because she was tired.

—— **Ind. Clause** —— | —— **Dep. Clause** ——
Hold the cat's mouth closed while you count to ten.



Comma Rule

In a complex sentence, when the dependent clause comes first, separate the clauses with a comma. When the independent clause comes first, do not separate them.

Because she was tired, Anna left the party early.

Anna left the party early because she was tired.

Subordinators

Time Subordinators	
after	We go to school after he finishes work.
as	Several overworked buses passed as we were waiting.
as soon as	The bell rang as soon as she took the machine.
before	Before you apply to college, you have to take an entrance exam.
since	It has been a year since I left home.
until	We can't leave the room until everyone has finished the test.
when	When you start college, you sometimes have to take a placement test.
whenever	Whenever I don't sleep well, I feel sick the next day.
while	Several overworked buses passed while they were waiting.
Reason Subordinators	
because	Jacky grows so quickly because he loves fish.
since	Since she works out daily, Jill is in great condition.
as	As they want to complete it a marathon, they ran every day.
Place Subordinators	
where	I can never remember where I put my house keys.
wherever	A baby giraffe follows its mother wherever she goes.

*These can also be either a time subordinator or a reason subordinator.




Try It Out!




Work with a partner on this exercise.

- Step 1** Combine the sentences in each group of sentences on the following page into one sentence. There is more than one way to combine some of them.
- Step 2** Then write the sentences on a separate piece of paper as a connected paragraph, starting with the first sentence.

Scientists are discovering something.
Animals can think.
Animals can communicate their thoughts.
(Substitute the word that for something.)
Scientists are discovering that animals can think and communicate their thoughts.



- 
2. Gorillas are close relatives of humans.
Chimpanzees are close relatives of humans.
Scientists have worked with them to study animal intelligence.
 3. A young chimpanzee named Kanzi knows as much grammar as a two-and-a-half-year-old child.
A gorilla named Koko uses sign language to communicate with her trainer.
 4. Most people believe something.
Parrots can only imitate.
They don't understand what they are saying.
(Substitute the word that for something.)
- 
- 

- 
- 
- 
10. The hospital was a strange place.
Alex didn't want to stay there alone.
 11. The trainer was going out the door.
Alex cried out, "Come here. I love you. I'm sorry. Wanna go back."
 12. Dolphins also show emotion.
They do this during training.
 13. They are correct.
They cry excitedly.
They race back to their trainer.
 14. They are wrong.
They look sad.
They act depressed.
 15. These few examples show something.
Even animals with small brains are smart.
Even animals with small brains have feelings.
(Substitute the word that fits something.)

Work with a partner or with a small group. Write a topic sentence for four of the following topics. You may want to use one of these topics for your paragraph at the end of this chapter.

how to register for classes at your school

how to meet people in a new place

how to get the job of your dreams

how to prepare for a job interview

how to live on a tight budget

how to make ceviche, sushi, satay, egg rolls, dulce de leche, or any dish

popular in your culture

how to make a piñata, a confetti egg, a decorated egg, a May basket, a paper

flower, or any craft item

how to change the oil in a car, change a flat tire, build a kite, catch a fish or

a crab, or any other skill

Comparison/Contrast Paragraph

Intensive Writing
Week 11 & 12



What is the purpose of comparison and contrast?

When we compare two (or more) things, we tell what is similar about them.

When we contrast things, we tell what is different about them.

Usually, the emphasis is on the differences, but sometimes a paragraph describes both similarities and differences.

Right Brain / Left Brain

The left and right sides of your brain process information in different ways. The left side is logical, rational, linear, and verbal. The right side, on the other hand, processes information intuitively, emotionally, creatively, and visually. Left brains think in words, whereas right brains think in pictures. People who depend more on the left side of their brain are fact-minded and analytical. They are detailed, careful, and organized. In contrast, right-brained people are visual, intuitive, and sensual. When a left-brained person has to make an important decision, he or she makes a mental list of all the factors involved and arrives at a decision only after careful analysis. When a right-brained person has to make the same decision, on the other hand, he or she is more likely to base it on intuition and feelings. For example, a left-brained automobile shopper will consider a car's cost, fuel efficiency, and resale value, whereas a right-brained shopper bases a decision on how shiny the chrome is, how soft the seats are, and how smoothly the car drives. Of course, no one is 100 percent left-brained or 100 percent right-brained. Although one side may be stronger, both sides normally work together.

Paragraph Organization

Block Organization

In block organization, you group all the similarities together in one block and all the differences together in one block. Both would paragraphs use block organization.

all similarities

all differences

Point-by-Point Organization

In point-by-point organization, you write about similarities and differences by subtopic. For example, if you are comparing and contrasting several wireless telephone plans, you might compare and contrast them on these subtopics:

cost of service

(similarities and differences)

monthly fee

(similarities and differences)

length of contract

(similarities and differences)

reliability of service

(similarities and differences)

If you have a lot to say about each subtopic, you may need to write a separate paragraph for each one.

The pattern of organization you choose depends on your topic. Also, whether you discuss more similarities or more differences (or both) depends on your topic.

A topic sentence for a comparison/contrast paragraph should name the topic and also indicate comparison/contrast organization.

The left and right sides of your brain process information in different ways.

When buying wireless telephone services, you should compare different plans on four points.

A concluding sentence for a comparison/contrast paragraph may repeat the main idea.

The hiring decision is difficult because both applicants are so similar.

A concluding sentence may also make a recommendation.

However, JK would be the better choice for the receptionist job because of her experience with patient contact and preference for working with other staff.

In my opinion, the TeleVoice telephone is the best choice for our company.

Comparison & Contrast Signals

Comparison Signals

Following is a chart of the words and phrases that show similarities. (Note: The numbers correspond to the numbered examples below the chart.)

Sentence Connectors	Coordinating Conjunctions	Subordinating Conjunctions	Others	Paired Conjunctions
1. similarly likewise 4a. also 4b. too	2. and . . . (too)	3. as just as	4. similar . . . equal the same 4a. similar to equal to (just) like the same as 4b. equally	5. both . . . and not only . . . but also

Contrast Signals

Contrast signals point out differences.

Sentence Connectors	Coordinating Conjunctions	Subordinating Conjunctions	Others
1. at contrast on the other hand however	2. but 2a. yet	3. while whereas 3a. although even though though	4. differently from unlike 5. other than (or)

Practice

B. Write contrast sentences using the given information. Use a coordinating conjunction, a subordinating conjunction, and a sentence connector.

1. Mary likes to go out at night. Jim prefers quiet evenings at home.

a. Mary likes to go out at night, but Jim prefers quiet evenings at home.

b. Mary likes to go out at night, whereas Jim prefers quiet evenings at home.

c. Mary likes to go out at night. However, Jim prefers quiet evenings at home.

2. Fresh fruits and vegetables taste delicious. Canned ones are tasteless.

a. _____

b. _____

c. _____

(continued on next page)

3. Eating well and exercising will keep you in good health. Eating too big meal will not.

- a. _____
- b. _____
- c. _____

4. A university has a graduate school. A college usually does not.

- a. _____
- b. _____
- c. _____

5. Marco will go to college on a full scholarship. Peter will have to work part time.

- a. _____
- b. _____
- c. _____

6. Medical care is free in Canada. People must pay for it in the United States.

- a. _____
- b. _____
- c. _____

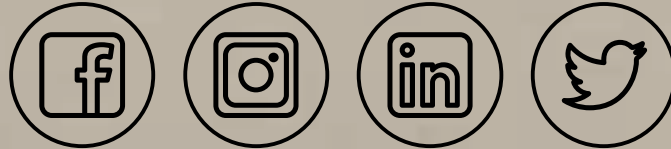
Thanks!

Do you have any questions?

youremail@freepik.com

+34 654 321 432

yourwebsite.com



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Application Letter

Parts of a Business Letter Worksheet 1

Directions: Use the list of word choices to answer the following questions.

salutation

date

complimentary close

signature

inside address

return address

writers typed name

body

1. _____ is the place for the writer to handwrite their name.
2. The recipient's name, company name, and address are called the _____.
3. The purpose of the letter is included in the _____.
4. Yours truly, is an example of a _____.
5. The last line in a business letter is the _____.
6. The _____ is when the letter is written.
7. The _____ is the address of the letter writer.
8. Dear Mr. Johnson is a _____.

<D:\Files\business correspondence\BC for students\Business Correspondence\1st Meeting\parts of business letter pic.doc>

Application Letter

Objective:

Students will review the purpose for a job application's cover letter and will study examples of cover letters.

Although application letter and cover letter have the same purpose, both have different content.

Difference:

Cover letters only define your professional qualifications and the purpose of the letter

Application letters perform three main functions: to attract the employer, market yourself to the employer and convince the employer to call you for an interview.

What is a cover letter?

- Your formal introduction
- The first read, it can make or break your entry
- A 'must' with your resume

Generating interest

The goal is to get an interview!

- Should be brief and interesting
- Should not be a carbon copy of your resume
- Should highlight what you'll bring to the job
- Should be job specific

Presenting yourself in two ways

A cover letter comes in two basic forms...

- Letter of interest
- Letter of inquiry
 - Sometimes these terms are used interchangeably; however, they are different

Letter of Interest

- Targeted for a specific position
- Outline skills to meet company's needs
- Helpful to use position announcement's terms

Letter of Inquiry

A marketing tool to...

- Obtain an informational interview
- Correspond with a networking contact
- Conduct company/industry research

Format

- Your Contact Information
- The Date
- Employer's Name, Position, and Address
- The Greeting
- Introductory Paragraph
- Body of the Letter
- Summary Paragraph
- Closing
- Your Name and Signature

Opening Information

Street Address

City, State, Zip

Telephone Number

Current Date

Employer's Name

Title

Department

Organization

Street Address

City, State, Zip

Dear Mr./Ms./ Dr./ Individual's Name

Sample Opening

1309 E. 10th Street
Bloomington, IN 47405
June 15, 2004

Ms. Sandra Jones
ABZ Company
New York, New York
00055

Dear Ms. Jones,

INTRODUCTORY PARAGRAPH

Limit paragraphs to two to five complete sentences

Use appropriate vocabulary

- If this is a repeat contact type of letter:
 - Give specific details of any previous correspondence or conversation.
 - State appreciation for past consideration.
- Supply your credentials.
- List a specific job title.
- Indicate your knowledge of the company.
- Mention the name of a contact.

Sample Intro Paragraph

I am responding to your ad in Business Week for a position as an Accounting Consultant. My experience and education make me an excellent candidate for this position.

BODY OF THE LETTER

- Elaborate on your resume
 - Use real examples
 - State applicable work/internship experiences
 - List relevant coursework
 - Stress your key assets as they relate to this specific job
- Highlight applicable skill sets
 - technical skills
 - writing ability
 - proficiency in languages
 - job-applicable personal interests
- Make reference to attachments

Sample body

*Limit paragraphs to two to five complete sentences
Use appropriate vocabulary*

My career has been built in non-profit management, commercial banking, public finance, accounting, management, and human resources. My success has come from identifying, leveraging, and combining my skills and knowledge with my passion to achieve. I have consistently met, even exceeded, the expectations of my employers.

Sample body (cont'd)

Limit paragraphs to two to five complete sentences

Use appropriate vocabulary

As noted on my resume, I am involved in many professional and community organizations. My leadership positions in these organizations, combined with my strong business background, show that I possess the skills needed to be a candidate for the Accounting Consultant position. I am outgoing, hardworking, and easy to get along with. I am willing to learn any new skills needed for this position.

CLOSING

- Ask for an interview
- Indicate your next action
- Appropriate closing line, such as:

Sincerely,

Truly yours,

- Typed name
- Enclosure:
- cc: (indicates to whom a copy has been sent)

Sample Closing

I would like to discuss this position with you in person. Please feel free to contact me with any questions you have. You may reach me at 812-855-5555 or jadoc@indiana.edu. I will follow up with you next week to check on the status of my application. Thank you very much for your consideration.

Sincerely,

Jane Doe

Enclosure: resume

PARTS OF A COVER LETTER **SAMPLE LETTER**

READING

Your Mailing Address
City, State, Zip Code
Today's Date

MAILING ADDRESS

(if "Recruit's or "Hire's" on Keyboard)

Employer's Name
Job Title
Business Name
Business Address
City, State, Zip Code

SALUTATION

Dear Mr. Mrs. Ms. (omit the name of the person that will read the letter)

INTRODUCE YOUR PARAGRAPH
Tell why you are writing.

In response to the February 24th advertisement in the Burger King News, I have submitted my resume to the Personnel section.

GET MAIN PARAGRAPH
Describe your qualifications. Tell your skills and knowledge. Tell why you are interested in the company or college. Highlight any related experience you have.

I have two years of prior work experience as a cashier with 7-11. Responsibilities include: My work has involved processing for incoming lines and greeting customers in a fast-paced office setting. I have also been responsible for all receiving and outgoing mail, as well as processing orders. I am very detail oriented and able to handle multiple tasks simultaneously.

END MAIN PARAGRAPH
Conclude by describe qualifications, highlight relevant training or courses that relate to the job or major for which you are writing.

I am currently completing an Associate Degree in Executive Administrative Assistant at Northern Idaho Technical College. In completing this program, I have gained valuable experience in several computer programs including Microsoft Word, Excel, and Access. Additionally, my training has provided me with the skills to reach my goal of office management.

CLOSING PARAGRAPH
Close by thanking the reader and requesting an interview.

I welcome the opportunity to discuss my qualifications with you in person. I can be reached at (207) 555-1234. Thank you for your time and consideration.

COMPLEMENTARY CLOSE

Sincerely,

SIGNATURE

(if "Recruit's or "Hire's" on Keyboard)

NAME

and Title

ENCLOSURE
This indicates that you have enclosed other forms, resume, transcripts, etc. (to the reader to see)

Enclosed

ACTION VERBS

- Achieved
- Administered
- Attained
- Built
- Coached
- Completed
- Coordinated
- Delivered
- Demonstrated
- Developed
- Effected
- Established
- Expedited
- Formulated
- Generated
- Headed
- Implemented
- Improved
- Invented
- Launched
- Led
- Maintained
- Managed
- Motivated
- Negotiated
- Organized
- Originated
- Planned
- Presented
- Proposed
- Reinforced
- Reorganized
- Researched
- Set up
- Simplified
- Solved
- Tackled
- Taught
- Updated

SELF-DESCRIPTIVE WORDS

- Adaptable
- Analytical
- Assertive
- Confident
- Conscientious
- Creative
- Disciplined
- Efficient
- Energetic
- Enterprising
- Enthusiastic
- Expressive
- Extroverted
- Ingenious
- Innovative
- Manager
- Personable
- Persuasive
- Precise
- Productive
- Reliable
- Responsible
- Self-reliant
- Self-starter
- Skilled
- Tactful
- Team player
- Technical

SAMPLE COVER LETTER #1

5 Adina Avenue
Northville, MI 48403
January 3, 2003

Ms. Christine Bailey
XYZ Law Offices
123 Main Street
Sulzer, MI 48210

Dear Ms. Bailey:

This letter is in reference to the paralegal position that was listed through Central Maine Technical College's Career Center. I am familiar with XYZ Law Office's recent growth and I am confident that my skills and qualifications will benefit your company.

I am eager to utilize my research and writing skills while working as a paralegal. My academic course at CMTC have required many research papers and projects. I have a tremendous capacity to undertake research and report findings in oral and written fashion.

I work well under the pressure of deadlines, and I have been involved in many group projects. My work experiences have taught me that one must be prepared to work beyond the typical forty-four week to achieve success. I am willing and able to do so for XYZ Law Office.

Your consideration of my credentials would be greatly appreciated. I will call you next week to confirm your receipt of this letter and enclosed resume. Please feel free to contact me if you require additional information to support my candidacy.

Sincerely,

Signature

Joseph Smith

Enclosure



Assignment

Create a draft cover letter directed to a business in a field of their interest.

JOB VACANCY

Urgently required!

We are an international school in Samarinda currently seeking for Front Officer (FO). An FO's job at our school is more than just welcoming guests; the FO is a representative of our school and therefore should possess the following qualifications:

- 1Fluent in English
- 2Has a Bachelor Degree in Education/English Literature
- 3Has a pleasant personality, honest, polite and respectful
- 4Capable of working interdependently
- 5Familiar with Microsoft Word, Excell, and Power Point
- 6Multitasking, organized and prompt
- 7Willing to sign a one-year contract with possibility of extension
- 8Has experience dealing with concerns and complaints
- 9Loves kids and appreciates multiculturalism

The person recruited will be entitled of a salary above the UMR (Upah Minimum Regional Samarinda), health insurance and medical allowance. Qualified and interested candidates are requested to submit a cover letter and a CV to secretary@sis-edu.org, with attention to the Principal no later than 29th April 2024. Only short-listed candidates would be notified. Please visit our website for more information <http://sis-edu.org>. Should you have any questions, please email or call us at 0541-766-980.

Statement of Purpose for scholarship

Meeting 15

What is statement of purpose?

Statement of interest 'abbreviated as SOP'; is defined as a descriptive document that elaborates your intent to study a particular course at an intended educational institution.

It explains a justification why the scholarship committee members should provide you with a scholarship to participate in this particular study abroad program based on your academic, professional and personal goals.

Academic Goals:

How will this study abroad program with the course (s) you take support your academic goals? What inspired you to study abroad in this particular country?

Are there specific or unusual components to the program, such as home-stays, that will increase the impact of this program for you?

Professional Goals

How does this study abroad program support your future professional goals? Are there unusual features to the program and/or course (s) that are particularly important to your professional goals?

Personal Goals

How will this study abroad program support your personal goals? What challenges or obstacles , if any, have you faced in pursuing study abroad? How would the scholarship help you overcome those

The SOP should be:

- 500 – 900 words
- Double spaced, using Times New Roman 12
- Title page is not required
- Include your name on the first page
(depending on the guideline)

Do's and Don'ts of Statement of Purpose (SOP):

- Consult a friend, a family member, or an expert to know what someone else thinks about the study plan/statement of purpose you crafted?
- Stay Confident. As it will preserve your positivity and skills.
- Before crafting a statement of purpose contact the institute to get a sample. And while crafting the statement of purpose avoid any sort of language, grammar, and typing issues.
- Dream big but do not cut completely from the real world when planning your journey and achievements.
- The tone of your statement of purpose should be professional and enthusiastic.

- Be original and avoid cliches
 - Avoid sentences like “I always knew I wanted to travel to (country) and I’ve dreamed of seeing the world”
 - Be specific in making your case. What will you actually do in the program and how with your participation help you achieve your goals?

What can Spoil Your Statement of Purpose (SOP)?

- When crafting your statement of purpose give the statement of purpose proper time to think and craft.
- Do not ignore the word limit.
- Do not try to hand over all the work to a professional or a teacher. Do consult them but you must be the sole responsible for the quality of writing.

Final Take on Writing your first Personal Statement

- Do check the official website of the institute you are interested in and rely on the guidelines provided there.
- The website will also help you in getting information about the documents that they require and want you to attach with the application.
- The required writing sample must be the one that is approved by your senior or teacher previously rather than a fresh one.

Sample of Statement of Purpose



www.scp4estmplate.com

STATEMENT OF PURPOSE FOR SCHOLARSHIP SAMPLE

My name is Steve Power, a senior high school senior from Vermont. From a very early age, both of my parents have taught me the real meaning and importance of honesty and hard work. I have always remembered those lessons and have managed to personally apply it into every aspect of my life. I consider myself a lucky person because of those lessons. While growing up, I have always loved learning. My parents also taught me that. As a child, I preferred books that says "This love for learning has been carried over into school."

I have always valued the opportunity to learn and gain knowledge. Going to school is a privilege. Aside from learning, it was also where I found my love for music. It became a part of the school gym club and I should say, it added spice to my life as a student. I have been part of a team that has made it to regional, and even went first place. Still, on top of that, I have managed to maintain my 4.0 GPA grade.

If I get accepted into (University Name) with a (Scholarship Name), I would like to do many things. First, I want to major in music, since I am hoping to become a teacher in the field after graduation. While doing that, I am planning to participate in extracurricular activities of the school related to music. I know that I am good at it, and I want to make sure that my abilities will also be used by the school.

All of these I am planning to accomplish while making sure that I maintain good grades. I value knowledge, and I believe that this knowledge will take me to greater heights. This dream will only be made possible if I get accepted to the (Scholarship Name).

Task : Writing a Statement of Purpose

- Step 1: List several experiences that relate to the field or profession you want to study.
- Step 2: From the list, choose the experience that best encapsulates your interest in the field or profession and which would give the admissions committee a complete picture of you and your passion and potential for this field or profession.
- Step 3: Write a story or description explaining about your goals, reasons for choosing a particular field, potential research interests, long-term career, etc.
- Step 4: Share the story or important themes in your personal statement. Explain the significance of the story or how the themes relate to the career field you are pursuing.

References

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