

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
УМАНСЬКИЙ ДЕРЖАВНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ
ІМЕНІ ПАВЛА ТИЧИНИ

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**ВИБРАНІ ПИТАННЯ
ДІЛОВОГО, КРЕАТИВНОГО ТА
АКАДЕМІЧНОГО ПИСЬМА**

**Навчальний посібник
для студентів факультетів іноземних мов
вищих навчальних закладів**

Умань – 2019

УДК 811.111(076)

*Друкується згідно ухвали Методичної ради факультету іноземних мов
Уманського державного педагогічного університету імені Павла Тичини
(протокол № 1 від 27 серпня 2019 р.).*

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Вибрані питання ділового, креативного та академічного письма : навч. посіб. для студентів факультетів іноземних мов вищих навчальних закладів / упоряд. О. В. Сушкевич. – Умань : ВПЦ «Візаві», 2019. – 120 с.

Навчальний посібник призначений для розвитку вмінь студентів писати основні види креативного та академічного письма англійською мовою.

Рекомендовано для студентів, які вивчають англійську мову на факультетах іноземних мов вищих навчальних закладів.

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PREFACE

Since writing has become one of the most essential parts of modern professional life, we address this manual to the MA students to master their skills in this sphere. The career of a teacher, linguist or translator as well as managing positions in different institutions requires writing a CV, a report or a project etc. Moreover, writing is also something you need in your everyday life when developing a story for a friend, or a letter. Sometimes writing is considered a tedious piece of work but as soon as a person acquires the essential elements, principles, and forms of it, this process turns to be a vivid and interesting activity. It boosts your critical thinking, imagination, and the ability to express yourself.

In this book, we focus on fundamental kinds of business, creative, and academic writing which will help the students to succeed in their lives. The manual is targeted at developing the necessary ability to draft, edit and publish any kind of writing. We will show that writing is a bright process, which incorporates all kinds of human language acquisition and production, namely:

- *speaking* while discussing the ideas with group mates, and friends;
- *listening* while analyzing someone's thoughts about a theme for writing;
- *reading* while collecting the data for your paper.

We wish you good progress whenever you get to writing!

SECTION I

BUSINESS WRITING

Business writing is informative, instructive, persuasive, and transactional. The goal of business writing is to transmit information to a reader, so clear language is necessary to help a reader understand information easily, says Cullen, adding, "Writing clearly is one of the harder aspects of business writing."

Convey information: Business communications such as reports or policy memorandums seek to distribute knowledge.

Deliver news: Professional writing is often used to share recent events with an audience made up of others from inside or outside the company.

Direct action: Many professionals use their business writing skills to tell others what to do or how to do it.

Explain or justify: Professional writing is a suitable way to provide an explanation or justify an action that has already been taken, particularly if the matter is a complicated one.

Influence someone to take action: Business communication is often used to influence others to take a specific action, whether to use a certain tool during the course of business or to purchase a product or service that is on offer.

CURRICULUM VITAE, OR CV

Your CV represents your accomplishments and experience as an academic and helps to establish your professional image. Well before you apply for faculty positions, you will use your CV to apply for fellowships and grants, to accompany submissions for publications or conference papers, when being considered for leadership roles or consulting projects, and more. CV's are also used when applying for some positions outside academia, such as in think tanks or research institutes, or for research positions in industry.

As you progress through graduate school, you will, of course, add to your CV, but the basic areas to include are your contact information, education, research experience, teaching experience, publications, presentations, honors and awards, and contact information for your references, or those people willing to speak or write on your behalf.

Some formatting pointers:

➤ There is no single best format. Refer to samples for ideas, but craft your CV to best reflect you and your unique accomplishments.

➤ Unlike a resume, there is no page limit, but most graduate students' CVs are two to five pages in length. Your CV may get no more than thirty seconds of the reader's attention, so ensure the most important information stands out. Keep it concise and relevant!

➤ Be strategic in how you order and entitle your categories. The most important information should be on the first page. Within each category, list items in reverse chronological order.

➤ Category headings influence how readers perceive you. For example, the same experiences could belong in any of these categories: "Service to the Field," "Conferences Organized," or "Relevant Professional Experience."

➤ Use active verbs and sentence fragments (not full sentences) to describe your experiences. Avoid pronouns (e.g. I, me), and minimize articles (a, and, the). Use a level of jargon most appropriate for your audience. Keep locations,

dates and less important information on the right side of the page – the left side should have important details like university, degree, job title, etc.

➤ Stick to a common font, such as Times New Roman, using a font size of 10 to 12 point. Use highlighting judiciously, favoring **bold**, ALL CAPS, and white space to create a crisp professional style. Avoid text boxes, underlining, and shading; *italics* may be used in moderation. Margins should be equal on all four sides, and be s to 1 inch in size.

➤ And most importantly...**Follow the conventions of your field!** Different academic disciplines have different standards and expectations, especially in the order of categories. Check out CVs from recent graduates of your department, and others in your field, to ensure you are following your field's norms.

Tailor your CV to the position, purpose, or audience

“Why should we select YOU?” – That is the question on the top of your reader's mind, so craft your CV to convince the reader that you have the skills, experience, and knowledge they seek. Depending on the purpose, you might place more or less emphasis to your teaching experience, for example. Also, keep an archival CV (for your eyes only!) that lists all the details of everything you've done – tailor from there.

USEFUL ACTION VERBS TO SHOW YOUR EXPERIENCE

Achievement Administrative Communication Creative Financial

accelerated	arranged	addressed	authored	allocated
accomplished	channeled	arbitrated	changed	analyzed
achieved	charted	articulated	conceived	appraised
activated	collated	briefed	constructed	audited
attained	collected	communicated	created	balanced
competed	coordinated	conducted	developed	budgeted
earned	dispensed	contacted	devised	calculated
effected	distributed	conveyed	drafted	compiled
elicited	established	corresponded	established	computed
executed	executed	delivered	formulated	controlled
exercised	implemented	demonstrated	founded	disbursed
expanded	installed	edited	illustrated	estimated
expedited	maintained	entertained	influenced	figured
generated	offered	interviewed	introduced	financed
improved	ordered	informed	invented	forecasted
increased	outlined	lectured	launched	projected
insured	performed	mediated	originated	reconciled
marketed	prepared	negotiated	revamped	tabulated
mastered	processed	persuaded	revised	

Help/Teach Lead/Manage Plan/Organize Research/Analytical Technical

advised	contracted	arranged	evaluated	programmed
clarified	controlled	catalogued	examined	proved
coached	decided	categorized	explored	reinforced
collaborated	delegated	classified	found	repaired
consulted	directed	collected	inspected	resolved
counseled	enlisted	consolidated	interpreted	restored
educated	governed	convened	investigated	solved
explained	handled	edited	located	specified
facilitated	initiated	eliminated	measured	systematized
guided	instilled	employed	observed	tested
helped	instituted	gathered	predicted	united
instructed	managed	grouped	rated	modeled

1. Describe your experiences with these Action Verbs.
2. Analyze the examples of the CV given below. Are they successful? Why? Which position does each candidate want to apply for?

Example A

BENJAMIN F. GOLDFARB

bgoldfarb@fas.harvard.edu

<http://scholar.harvard.edu/bgoldfarb>

EDUCATION

Harvard University, Cambridge, MA

PhD, Architecture, Landscape Architecture, and Urban Planning, expected May 2016.

Dissertation: “A City Within a City: Community Development and the Struggle Over Harlem, 1961-2001.” (**Harvard College, Cambridge, MA**).

BA, Visual and Environmental Studies, Phi Beta Kappa, June 2007.

Thesis: “Learning from Laurel Homes: The Social Role of Architectural Meaning in American Public Housing.”

RESEARCH AND TEACHING INTERESTS

Social, cultural, and political history of the American built environment

Twentieth-century United States history

History and theory of modern architecture and planning

History of African-American urbanization

Race and the design professions

PUBLICATIONS

“Governing at the Tipping Point: Economic Development” (with Michael O’Neil), *John Lindsay’s New York*, ed. Carla Bianchi (Johns Hopkins University Press), under contract.

“Paul Rudolph and the Rise and Fall of Urban Renewal” (with Priya Kapoor), edited volume on architect Paul Rudolph, ed. Birgit Rasmussen (Yale University Press), forthcoming.

“Planning’s End? Urban Renewal in New Haven, the Yale School of Art and Architecture, and the Fall of the New Deal Spatial Order,” *Journal of Urban History*

37, no. 3 (May 2014): 400-422.

FELLOWSHIPS AND AWARDS

Warren Center Dissertation Completion Fellowship, Harvard University, 2015-16

Graduate School of Arts and Sciences Merit/Term-Time Fellowship, Harvard University, 2014-15

Rockefeller Archive Center Grant-in-Aid, 2014-15

Taubman Center for State & Local Government Research Award, Harvard Kennedy School, 2014-15, 2013-14

Center for American Political Studies Graduate Research Seed Grant, Harvard University, 2014

Warren Center for Studies in American History Dissertation Research Grant, Harvard University, 2013-14

Real Estate Academic Initiative Research Grant, Harvard University, 2013-14

PRESENTATIONS

“New Pragmatism Uptown,” Urban History Association Sixth Biennial Conference, New York, New York, October 2015.

“The Urban Homestead in the Age of Fiscal Crisis: Self-Help Housing in Harlem, 1974-82,” Fourteenth National Conference on Planning History, Society for American City and Regional Planning History, Baltimore, Maryland, November 2014.

EXHIBITIONS

Historical Consultant, “Foreclosed: Rehousing the American Dream,” Museum of Modern Art, New York, February to August 2015.

Assisted architectural firm MOS, one of six invited teams.

Research Assistant, “Beyond the Harvard Box: The Early Works of Edward L. Barnes, Ulrich Franzen, John Johansen, Victor Lundy, I.M. Pei, and Paul Rudolph,” Harvard Graduate School of Design, Fall 2009.

Co-curator, “VAC BOS: The Carpenter Center and Le Corbusier’s Synthesis of the Arts” (Carpenter Center for the Visual Arts 40th Anniversary Exhibition), Harvard University, March and April 2007.

TEACHING AND ADVISING EXPERIENCE

Undergraduate Senior Thesis Advisor, Harvard College

Committee on Degrees in Social Studies, 2015-16

Department of History, 2012-13

Head Teaching Fellow, Harvard University

History and Theory of Urban Interventions (Professor Priya Kapoor), Spring 2015

Teaching Fellow, Harvard University

Ecology as Urbanism; Urbanism as Ecology (Professor Priya Kapoor), Spring 2013

Discourses and Practices of Postwar Architecture (Professor Adam Mazur), Fall 2012

Buildings, Texts, and Contexts: 1970 to the Present (Professor Hinata Sato), Fall 2012

RESEARCH EXPERIENCE

Research Assistant, September 2006 to June 2007

Literature review for *There Goes the Neighborhood* (Knopf, 2009).

ACADEMIC SERVICE

Member, Harvard Advisory Committee on Shareholder Responsibility, Spring 2013

Member, Harvard Common Spaces Steering Committee, May 2010 to February 2013

PROFESSIONAL EXPERIENCE

Office of the Chief Architect, U.S. General Services Administration, Washington, DC

Coordinator, First Impressions Program, December 2008 to August 2010

Managed nationwide program overseeing renovations of interior and exterior public spaces in existing federal buildings, courthouses, and border stations.

Arranged design reviews, managed production and editing of GSA's *Site Security Design Guide*.

Organized agency-wide, \$2.75 million project funding competition.

Office of the Chief Architect, U.S. General Services Administration, Washington, DC

NOTE

Scholars whose work relates to art, music, architecture, etc. often have experience with museum exhibitions, musical performances, etc. Benjamin, as a graduate student studying the built environment, included exhibitions that he contributed to, as well as professional architectural and curatorial experience, as they are relevant to his field.

Benjamin presents his research and teaching interests in one category. He could have chosen to use two categories:

RESEARCH INTERESTS, listing specific areas of his scholarly expertise, and TEACHING INTERESTS, with relevant general topics to show the breadth of teaching areas. Benjamin landed a tenure-track position at a research university.

Example B

Farhat Zasuev

Education, scientific degrees and titles:

- ✓ 1984 Samarkand State Architecture and Civil Engineering Institute (Honors Diploma). Qualification: Civil Engineer.
- ✓ 1991 Central Research and Design Experimental Institute of industrial buildings and constructions (Moscow, Russian).
- ✓ *PhD in Technical Sciences (speciality 05.23.01 – Building construction and buildings).*
- ✓ *2006. Poltava National Technical University. Doctor of Technical Sciences (speciality 05.23.01 – Building construction and buildings).*
- ✓ 2007. Professor of the Department of technical and technological disciplines
- ✓ 2010. Academician at the Construction Academy of Ukraine.

Experience:

- March 1991 – May 1998. Sumy Center for research and design of industrial buildings in Construction Committee of Ukraine
- Position: senior researcher, head of the center (Sumy, Ukraine).

- May 1998 – May 2000. Position: The director of Sumy center for research and design of industrial buildings in Construction Committee of Ukraine
- June 2000 - April 2006
Position: Deputy Director at private enterprise "Vtorma".
- April 2006 - present.
- Position: Professor, chair of the department of technical and technological disciplines at Uman State Pedagogical University.
- September 2007 – present. (Part-time) Professor of the Department of reinforced concrete structures of the Odessa Academy of Construction and Architecture (Odessa, Ukraine).

Programming languages: Pascal, Turbo Basic, Mathcad, Lira, Word, Internet, Excel.

Scientific work:

- Author of 187 scientific works, including 4 monographs, 10 patents for inventions
- A member of a specialized council for Doctoral theses in the construction of the Odessa Academy (Ukraine).
- Member of specialized council for PhD theses at the State Research Institute of building structures of the Ministry of Regional Development of Ukraine (Kyiv).
- Member of the Scientific Council in the Ministry of Education and Science of Ukraine.
- Supervision of 14 thesis.

Areas of research activity:

Earthquake resistant buildings. Developed and patented unique suspended construction of the building much more resistant to seismic effects which does not require special dampers and which is of little cost in business. A very promising project for its development and implementation in seismic regions.

Publications: Total 187 published works. Some of them:

....

Language skills: Russian, Ukrainian, Turkish, Uzbek (fluently), – German (A2).

Personal qualities : responsible, active, sociable, industrious.

3. *Read about Te Ning's CV and compile it.*

With this CV, typical of those in the humanities, Te Ning applied to a lectureship at Oxford University in the U.K. As such, she was sure to emphasize her considerable international experience: studying, conducting research, presenting and teaching throughout East Asia, as well as in the U.S. Te Ning chose a more traditional format for her education section, including her general exam fields and a separate dissertation section. This choice is, perhaps, more appropriate for graduate students in earlier stages of their programs.

As she was applying for a position that emphasizes teaching, she gave more detail in her teaching experience section.

4. *Compile your CV as if you were applying for the position of:*

- a). translator;
- b). teacher at primary school;
- c) university lecturer.

How are your CVs different? What did you specify in each of them?

Follow the guidelines and write a resume to attract employers and make them want to employ you.

Remember! A good resume is:

- Well-structured
- Short, simple and clear
- Easy to read and professional-looking
- Tailor to the job and employer

- Focused on results, not simply competency
- Free of irrelevant details
- Without spelling and punctuation errors
- Grammatically perfect

NOTE

REFERENCES

Typically, three references are provided, but you may have a fourth, especially if he or she can provide a different perspective, e.g. your teaching abilities. Be sure each of your references has agreed to write a letter of recommendation before listing him or her. Do not list additional references who are not sending a letter, as your package may be considered incomplete and not be reviewed by the search committee.

Full contact information for at least three references should be included.

For example:

Priya Kapoor LeVaughn M. King
Professor of American Studies
Harvard University
Harvard University Graduate School of Design
10 Garden Street Gund Hall, 48 Quincy Street
Cambridge, MA 02138 Cambridge, MA 02138
617-111-1111 617-000-0000
priya_kapoor@radcliffe.harvard.edu

COVER LETTER

Remember that each document in your package should stand alone, telling the same story in a different way. For example, the CV lists all of your academic accomplishments, while the cover letter provides the opportunity to emphasize the most important and relevant parts of your background. The letter should not read as a CV in prose, and should summarize and encapsulate the points you expand upon in your research statement and teaching statement. Allow your professional voice to shine through in your writing to express your sincere enthusiasm for your work and the confidence that you are the best candidate for the particular position, department, or institution.

Cover letters in many quantitative fields are typically one page or less, with much less detail on research and teaching than is found in other fields. In some cases, a cover letter in these fields can be only one or two brief paragraphs, as candidacy tends to be evaluated by other parts of the application package, such as the research statement and publications.

Your Name

Street Address

City, State Zip Code

Month Day, Year

Contact Name

Title (if known)

Organization Name

Street Address

City, State Zip Code

NOTE that in an e-mail message, you would omit both your and the addressee's contact information, as well as the date. Simply start with the

salutation. If you include the cover letter as an attachment, use proper letter format, as shown here.

Dear Professor/Dr. Last Name: (or if not known: “Dear Members of the Search Committee:”)

Opening paragraph: Clearly state why you are writing. If applying for a specific job, indicate the position title and where you saw it advertised. If you were referred to the position from someone within the institution, or by someone the addressee knows, mention that as well. Give a brief introduction of yourself and your status, e.g. “I am completing my PhD in [department or field] and I expect to finish [or defend, or graduate] in [Month, Year]. You could add to this sentence, the name of your dissertation or the topic of your research, as well as the name of your advisor.

Middle paragraphs: You should have several paragraphs that elaborate on how your research and other experiences in graduate school have prepared you for the job as it is described. Typically, these include a paragraph about your dissertation/current research, one about your future research plans, and one about your teaching experience /interests /approach/courses you could offer. Disciplines differ on the length and level of detail required for cover letters, so be sure to get feedback from others in your department. Junior faculty members who have recently been on the market themselves are often the best people to ask. For example, the amount of detail you provide about your teaching depends on the position, the type of institution, and the norms in your field.

Think about how your interest in both the *job* and the *organization* developed – in order to stand out from the potentially long list of applicants, you will need to make a coherent argument for why it was a logical decision on your part to apply for the position, and why it would be a logical decision on their part to hire you. What kind of contribution will you make to their existing department? How will you fit in? Make sure you are writing for your target audience. For instance, for a liberal arts college you may use more space addressing your teaching experience than you

would for a large research university. For a school outside a major metropolitan area, you may also want to indicate why you are interested in living in that area.

Closing paragraph: Indicate that your CV and other supporting documentation are enclosed. Express interest in speaking with the addressee further in a personal interview, especially if you plan to attend a conference where first-round interviews typically occur. Thank them for their time and consideration.

Sincerely,

(signature)

Name (typed)

5. *Study the following example.*

January 14, 2016

Professor Rosalie Cork

School of Music

1017 N. Pemagasset Road

Seattle, WA 98195-1234

Dear Professor Cork and Members of the Search Committee,

I write to apply for the position of Assistant Professor of Musicology in the University of Washington School of Music. Under the direction of Dieter Fischer, I am completing my PhD in historical musicology at Harvard University with an expected degree date of May 2016.

My interdisciplinary research unites two strands of recent, significant musicological inquiry: the development of American musical modernism as a transatlantic phenomenon, and the transmission, reception, and circulation of music in interpersonal networks. In my dissertation, “The American Mahler: Musical Modernism and Transatlantic Networks, 1920–1960,” I argue that the growth of

Mahler's reputation shaped musical modernism in the United States. I draw from historical musicology, oral history, sociology, American studies, and Jewish studies to examine the relationship between Mahler's music and an intimate network of four influential figures in American modernism — Nadia Boulanger, Aaron Copland, Serge Koussevitzky, and Leonard Bernstein. Boulanger's score collection shows that she encountered Mahler's music in Amsterdam in 1920 and taught his music to her American students, including Copland. On his return to the United States, Copland drew on his engagement with Mahler's music to construct his own identity as an American modernist. Copland also encouraged Koussevitzky and Bernstein to promote Mahler; Koussevitzky enlisted Mahler's music to reinforce his own advocacy of modernism in the concert hall, while Bernstein did so to bolster the stature of modern tonal composition. The discovery of these figures' shared relationships with Mahler's music reveals that their articulations of Mahler's significance were deeply bound to their priorities as members of a transatlantic modernist community.

My next major research project will make use of the University of Washington's archival holdings to interrogate long-held assumptions about art music as a written tradition by examining a practice that most onlookers today reject as sacrilegious but that was once quite common: the abridgment of orchestral works.

Sincerely,

Vidita Chatterjee

vchatterjee@fas.harvard.edu, (617) 000-0123

NOTE

Vidita's letter exemplifies the traditional structure of an academic cover letter: Introduction, current research, future research, teaching, conclusion. Following this structure allows the reader to focus on Vidita's engaging writing and key points without having to hunt for each critical component.

6. Choose the six things you should include in a cover letter.

- Which job you are applying for and how you found out about the vacancy
- Brief biographical details
- Your experience and personal qualities related to the job
- Your negative personal qualities
- Your motivation for applying
- Why you left your previous job
- Your salary expectations
- A complete list of your exam results and qualifications
- What you can offer the company if they give you the job
- What other documents you are attaching or enclosing with the letter
- Which job you are applying for and how you found out about the vacancy
- Brief biographical details
- Your experience and personal qualities related to the job
- Your negative personal qualities
- Your motivation for applying

7. Write the phrases below into the most appropriate paragraphs of the cover letter:

As you can see from my CV,...

Currently, I'm working as ...

I'm in charge of...

I am particularly interested in this position...

I am very keen to use my English...

I am writing in reply to your advertisement...

I have 5 years experience in this sector ...

I look forward to hearing from you ...

I will be able for interview from ...

I would be more than happy to discuss ...

Please do not hesitate to contact me ...

With reference to your advertisement in ...

OPENING

EXPERIENCE AND QUALIFICATIONS

REASONS FOR APPLYING

CLOSING THE LETTER

8. *Write a cover letter to the responsible person as if you were applying for the academic programme. Demonstrate your knowledge of the programme, university and course. (Before writing visit the official web-site).*

Letter Content

Here is a list of points you should include:

- Say that you would like to apply
- Say where you found out about the job
- Say why you would like the job
- Say why you are qualified to do the job
- Say you can provide more information if necessary
- Say when you would be available for interview

LETTER OF RECOMMENDATION

The person giving you a reference may need to write a letter, fill out a questionnaire, or speak to someone from human resources on the phone.

If the person does not know you well, it will be clear. Choose someone who thinks highly of you, and can speak fluently about your career and talents. It is important to make sure that the individual who is recommending you for employment can give you not just a reference, but a good reference.

References can be requested in writing or by email. If there are forms the recommender needs to complete, you may want to send an email message asking for the recommendation, then follow up with a written letter and the forms.

In your letter requesting a reference, it can be helpful to provide the potential recommender with background information, including your current resume and a link to the job description (or a short summary). You can also briefly mention specific qualities and skills of yours that you would like your reference to mention. If you have any information about how the company will be reaching out to the recommender – phone, email, etc. – you can include those details as well.

What to Include in a Recommendation Letter

The first paragraph of your letter should explain how you know the person for whom you are writing. Reference your job title and their job title when you interacted, as well as the nature of your relationship, including whether you supervised the individual.

Typically, you would also include the length of time you have known the person.

Body of the Letter

The body of your letter should reference the skills, qualities, areas of knowledge and other assets of the person you are recommending. Start by making a list of the strengths which you would like to convey in your recommendation.

Then compose sentences which include references to any proof which will make your assertions about those assets more credible. Provide specific examples of

instances where you observed the candidate using skills they are highlighting to the hiring manager.

This might consist of a project or role where they successfully applied a certain skill. Citing accomplishments where value was added to your organization and describing the strengths which enabled the person to generate those results can be particularly compelling.

Letter Closing

In your closing statement, it can be very effective to mention that you would hire the person again. A positive statement about your belief that the person would be an outstanding addition to their staff can also be incorporated into your closing.

Share Your Contact Information

Sharing a telephone number and email address with a mention of your eagerness to share additional perspective on the candidate can also be helpful.

1. *Study the following example of the letter of recommendation.*

Letter of recommendation

It is my great pleasure to write this letter of recommendation for Anna Plee. I have known Ann for more than two years, as we have worked at the Foreign Languages Department teaching English oral and written practice at Pavlo Tychyna Uman State Pedagogical University. Ms. Plee is one of the outstanding and excellent instructors of our department. She has a wealth of practical experience in teaching, research and international cooperation.

She successfully copes with the complex challenges of teaching, introducing interactive and communicative approaches in class. Anna also develops research insights and interdisciplinary approach to learning for the MA students. She activates critical thinking of the class accelerating their intellectual and academic capacity, personal point of view.

She is always pro-active in developing the Department's and University's

research producing fruitful projects within the frameworks of both long-lasting and absolutely new partnerships and consortium. Because of her drive and ambition, I am confident that Ms. Plee will remain in the top of this process and continue displaying excellent international academic performance.

Mr. Plee is also a noteworthy researcher dealing with essential linguistic and extra linguistic processes in contemporary science. Hope both Anna and your Center will benefit from the exchange of experiences. I therefore highly recommend her to your institution, without reservation. If you need any further information, please feel free to contact me.

Associate Prof., Ph.D

Lina Rex

Date: 2016-10-08

lina.rex@ukr.net

+38097 543 54 56

2. *Write a letter of recommendation for the student applying for the position:*
 - a) nanny;
 - b) teacher at primary school;
 - c) translator.

3. *Write an imagined letter of recommendation for your future service. This letter might focus on punctuality, commitment, initiative, and any other aspect of civic engagement appropriate to the agency's needs.*

MOTIVATION LETTER

The motivation letter is probably the most personalized document of your application considering that you actually get the chance to write a presentation about yourself accompanying your CV. By requiring a motivation letter, the committee offers you the chance to prove yourself in a short document shaped as a letter in which you are supposed to give some relevant and interesting insights about yourself, prove that you are the right and most motivated person to be chosen for participating in the program/JOB.

Writing such a letter can prove to be sometimes tricky and challenging for some applicants who often find themselves wondering how the letter should look like, what it should contain and how to convince coordinators that they are the right ones to be chosen for the program.

Do your homework!

Before starting on your motivation letter it is best you find out as much as possible about the university/COMPANY that is offering the programme/JOB and about the programme itself. Usually, the website is pretty clear and informative about their requirements, expectations and about what qualifications and qualities they hope their candidates have.

Knowing a little bit about their requirements, about their main projects, activities personal philosophy and interests will help you get an idea of what your letter should contain. Relating to the main activities and interests of the university/company will definitely help start a positive cooperation.

To get the perfect motivation letter you will also need to have great English writing skills.

Ideas and main points

Start with writing down some of the main ideas, important points you would like to approach in your letter and later build around them, enrich their content; an example would be :

1. Make your goal clear; provide a short preview of the rest of the letter;

2. Why do you think that the university/JOB/programme is interesting and suitable for you? ;

3. Focus on some of your strongest qualifications, past experiences (international experiences are always relevant) and qualities; organize the middle paragraphs in terms of the qualifications most relevant to the programme, you can also refer to your CV for more details;

4. Conclude by restating your interest and show appreciation for the chance to prove yourself in the letter (in some cases you can ask for a personal interview)

Personal & original

Give your readers some insight into you as an individual. Remember this is a very personal document in which you are expected to prove that you are different from the rest of the applicants and that your qualities, skills and qualifications make you suitable for participating in the program. Although it might be sometimes helpful to have other examples, do not copy other letters you have seen and try to be original, it will help a lot! Also, avoid bragging too much about yourself. You are not expected to present yourself as a superhero but rather be objective and realistic.

First impression

Whether it is the way your letter looks, the way it is organized and structured in paragraphs, the font size, the length of the letter or even the first paragraph, first impression always counts!

Be professional and consistent

Present your letter in a professional format, style and grammar. Have it checked for spelling mistakes and be consistent (e.g. use the same font, the same abbreviations throughout the letter etc.).

Other opinions and advice

It is always a good idea to ask your friends, a teacher or someone who has already done such an application for advice. Usually, you can get in touch with students who have already applied for the position and can give good advice not only on what to include in your motivation letter. However, as already stated before remember to be original and avoid copying other letters!

All these presented key points can prove effective and help you write successful motivation letters but, in the end, your *personal touch* and knowledge is what matters and makes the difference. A good motivation letter will always be successful if the applicant is really interested and willing to get the desired place. What you really need is to trust in yourself and try it and if you are not successful the first time keep on trying because you will make it for sure.

1. You see this advertisement in an international student magazine.

Volunteers needed. We are looking for volunteers to help out at a famous, international sporting event. We're looking for friendly, respectful people with good language skills, good team skills and a 'can-do' attitude. We need people to welcome delegates, provide customer service and solve problems.

If you think you have what it takes, apply now.

Write a letter of motivation to become a volunteer. Mention:

- *your language skills*
- *your personal qualities*
- *examples of times when you have demonstrated team skills*
- *any relevant work experience.*

SECTION II

CREATIVE WRITING

Are you a scribbler, a secret diarist or a would-be journalist? Do you write professionally or as a hobby? Creative Writing course offers the opportunity to learn a variety of techniques to improve your writing process and enhance creativity.

The course content covers fiction, short stories, poetry and dialogue. You can also learn how to write feature articles, screenplays, news reports, travel writing etc. The syllabus is specifically designed for those who wish to write creatively but appropriate guidance is what they are lacking to realise their dreams.

This section will help guide you towards finding your unique writer's voice. You will realise that vibrant classrooms and interactive sessions are exactly what you need to begin your journey as a writer.

What comes first, reading or writing?

When we use creative writing for "creative" reading, one of the central issues is what comes first, reading or writing.

Reading first.

Obviously this depends on the activity. If we try an activity like making characters of a narrative of a play meet "outside the text", we clearly need to know the text, the characters and their circumstances well before we can write about such a meeting. The same is true if students are asked to write a "what-would-have-happened-if" ending.

Writing first.

On the other hand, if we want to get students to write a text similar to a literary one, either formally or in terms of ingredients (characters, scenes, conflicts, experiences, etc.) the case is less clear: should students write first and then compare their results with the literary text or should they study the text and then write their own? The second approach may not work very well here. The canonical text may dominate too much, and the student result may be just a weak copy or, worse,

students may be blocked entirely. However, very interesting work may result if the students explore a theme, conflict, or experience and then consider how an established writer has dealt with the same theme, conflict or experience.

So, creative writing ...

is not the only way to breathe new life into a language class but provides interesting, lively opportunities for language practice.

is not uncontrolled and uncontrollable verbal doodling but requires precision and accuracy in expression and vocabulary.

is not writing about anything and everything but allows us to focus on specific ideas, forms or literary texts

is not intimidatingly out of reach for most of us but creates opportunities for students to explore their language and their imagination

is not a substitute or a replacement for oral communication but represents a lively, stimulating way to give new meaning to a somewhat lesser-used language skill.

PERSONAL ESSAY

A personal essay is a short work of autobiographical nonfiction characterized by a sense of intimacy and a conversational manner. Also called a personal statement.

A type of creative nonfiction, the personal essay is ‘all over the map,’ according to Annie Dillard. ‘There’s nothing you can’t do with it. No subject matter is forbidden, no structure is prescribed. You get to make up your own form every time.’

Everyone has a story to tell and a message to share. The challenge lies in getting that story and message out of your head and into print in a way that resonates with your audience.

Starting somewhere in the late 2000s, a certain type of personal essay experienced a popularity boom. These essays were ultra-personal and confessional in nature, often in a TMI sort of way. Their headlines were clickable, not to mention shareable, for their shock value alone.

Although the confessional shock essay’s star seems to be fading, the personal essay itself is still standing strong. Essay collections by late greats like James Baldwin (*The First Next Time*) and David Foster Wallace (*Consider the Lobster*) still top Amazon’s Best Sellers in essays. Jenny Lawson (aka *The Bloggess*) launched a career with her darkly funny and self-effacing essays about her health and mental illness challenges (*Let’s Pretend This Never Happened*). Celebrities like Mindy Kaling (*Why Not Me?*) and Tina Fey (*Bossypants*) blended personal essays into memoir-esque collections that became best sellers. We head for the nearest bookseller when essay titans like David Sedaris or Anne Lamott have a new release.

We’re thirsty for real stories and musings from people who are able to share their foibles, lessons, and truths in a way we can relate to. Here are seven tips to help you craft a personal essay that will connect with readers.

Brainstorming and writing practice

1.

Find an angle for your essay. Your life may not be littered with exciting stories, or intense drama, but that's okay. Your personal essay can still be engaging for your reader if you focus on finding an angle for your essay. You should try to find a unique or interesting take on an experience, or moment in your life. Looking at an experience from a particular angle can turn it into deep, meaningful subject matter for your essay.

For example, maybe you want to write about an experience where you learned about failure. You may think the time you failed a pop quiz in class. Though the quiz may have seemed insignificant to you at the time, you realized later that failing the pop quiz forced you to reassess your goals and motivated you to get a passing grade. Seen from a certain angle, your small failure became a gateway to perseverance and determination.

2.

Write about a significant moment. A good personal essay will explore a specific experience that created a sense of conflict in your life. The personal essay can be a way to explore how and why you were challenged or hurt by the experience. Think of it as a space where you can discuss a significant moment and reflect on its impact on your life.

This could be a seemingly small moment that ended up having a profound influence on you later, such the first time you experienced disgust as a child or the look on your mother's face when you told her you were gay. Try to really dig into why you were hurt or compelled to overcome a challenge in this moment in your essay.

Remember that moments charged with strong emotion will often be more engaging to readers. Having a strong reaction to a specific moment will allow you to write passionately about it and keep your reader interested in your essay.

3.

Discuss a specific event that triggered an emotional response. You may also explore a specific event in your life that left a lasting impression on you. Often, personal essays act as reflections on an event that occurred in your life and shifted it in some way. Think of a specific event that is unique and personal to you. The stranger the event, the more likely the essay will be engaging to read.

For example, you may focus on the day you found out your father cheated on your mother, or the week you mourned the death of a loved one. Think about a heavy experience in your life that shaped who you are today.

You may also decide to write about a seemingly light topic or event, such as your first ride on a roller coaster, or the first time you went on a cruise with your partner. No matter what event you choose, make sure it is an event that triggered a strong emotional response, ranging from anger to confusion to unabashed joy.

4.

Think of a person in your life that you have difficulty with in some way. You may want to explore a tenuous relationship with a person in your life in your personal essay. Think about a person you have grown apart from or feel estranged from. You may also choose a person that you have always had a difficult or complicated relationship with and explore why this is in your essay.

For example, you may think about why you and your mother stopped speaking years ago or why you are no longer close to a childhood friend. You may also look at past romantic relationships that failed and consider why they did not succeed or a relationship with a mentor that went sour.

This could also be about someone that you're close with. For example, you could write about a moment that tested your relationship with a close friend.

5.

Respond to a current event. Good personal essays consider the specific, such as your experiences, as well as the general, such as a current event or larger issue. You may focus on a current event or topic that you feel passionate about, such as abortion or refugee camps, and consider it from a personal perspective.

Ask yourself questions about the current event. For example, how does the current event intersect with your own experiences? How can you explore a current social issue or event using your personal thoughts, experiences, and emotions?

For example, you may have an interest in writing about Syrian refugee camps in Europe. You may then focus your personal essay on your own status as a refugee in America and how your experiences as a refugee have shaped the person you are now. This will allow you to explore a current event from a personal perspective, rather than simply talk about the current event from a distant, journalistic perspective.

6.

Create an outline. Personal essays are usually formatted in sections, with an introductory section, a body section, and a concluding section. These sections are broken down as follows:

The introductory section should include “the hook”, opening lines where you catch the reader’s attention. It should also have some sort of narrative thesis, which is often the beginning of an important event in the piece or a theme that connects your experience to a universal idea.

The body sections should include supporting evidence for your narrative thesis and/or the key themes in your piece. Often, this is in the form of your experiences and your reflections on your experiences. You should also note the passage of time in your body sections so the reader is aware of when and how certain events occurred.

The concluding section should include a conclusion to the events and experiences discussed in the essay. You should also have a moral of the story moment, where you reflect on what you learned from your experiences or how your experiences changed your life.

In the past, it was advised to have five paragraphs total, one paragraph for the introductory section, three paragraphs for the body section, and one paragraph for the concluding section. But you can have more or less than five paragraphs for your personal essay as long as you have all three sections.

1. *Have a look at the beginning of the personal essay and think about possible ways to continue it.*

My Personal Achievements

Things that happen to us in the beginning of our lives, during the childhood, very often have a great impact on our entire existence in this world. And the best thing that can happen to a man in his early years is some kind of revelation that would show him what he is supposed to do in his life. It wouldn't be an exaggeration to say that one of the most important aspects of our lives is our work, something to which we dedicate most of our time – and to choose the right option from the very beginning is a very good fortune. In my opinion, one of the most difficult steps in every beginning is to actually choose what to do, and choose it correctly.

I wasn't so lucky and spent a good amount of time frantically rushing from one thing to another and trying to understand what is mine in this world, what I am best at. When at school, I went as far as studying physics, mathematics and medicine on my own, thinking that I may be interested in them, but have managed to understand rather quickly that at least exact and natural sciences weren't in my line.

Only after a long period of search I managed to understand that the thing I do best is translation and work with texts in general. I have made a number of amateur translations of my favorite authors, tried out writing technical translations and so on. I found out that I am rather good at learning new languages: right now I know...

2. *Choose one of the topics and find an interesting focus to develop in your paper*

For example, *My life experience*:

- The most embarrassing experience of your life.
- Tell about a frightening experience you've had.
- An experience that showed you real life values.

- An experience that taught you to appreciate life more.
- An experience that helped fight cowardice.
- An unpleasant personal experience
- An event that taught you to appreciate what you have
- The most embarrassing moment of your life
- Memorable days with family members
- Your success story in facts

The list of topics:

- 1. My life experience*
- 2. My childhood*
- 3. My School years*
- 4. Relationships with friends/ parents/ colleagues*
- 5. Morality*
- 6. My Interests*
- 7. Traveling*
- 8. Student life*
- 9. Imagine if...*

3. Now, when you are ready with the focus develop all the stages of personal essay writing.

SHORT STORY

In setting out to write a short story, it doesn't hurt to know that the short story is a fairly young form, dating back only to Nathaniel Hawthorne and his 1837 book *Twice-told Tales*. For Edgar Allan Poe, who called them "prose tales," the fact that short stories could be read in a single sitting was key to the form. It allowed the reader to have an uninterrupted experience of the fictional world.

As a recent genre, the short story has few formal elements that are not shared with the novel. The challenge for the short-story writer lies in developing the major elements of fiction – character, plot, theme, point of view, etc. – in about ten to twenty-five pages. (The cut-off for most journals is 10,000 words.) To meet this challenge, short-story writers generally follow, consciously or unconsciously, a pretty standard list of rules.

Use Few Characters and Stick to One Point of View

You simply will not have room for more than one or two round characters. Find economical ways to characterize your protagonist, and describe minor characters briefly.

Having only one or two protagonists naturally limits your opportunities to switch perspectives. Even if you're tempted to try it, you will have trouble fully realizing, in a balanced way, more than one point of view. (Click [here](#) for information on choosing a point of view.)

Limit the Time Frame When You Write a Short Story

Though some short-story writers do jump around in time, your story has the biggest chance of success if you limit the time frame as much as possible. It's unrealistic to cover years of a character's life in twenty-five pages. (Even a month might be a challenge.) By limiting the time period, you allow more focus on the events that are included in the narrative.

Be selective.

As with poetry, the short story requires discipline and editing. Every line should either build character or advance the action. If it doesn't do one of these two

things, it has to go. William Faulkner was right to advise writers to kill their darlings. This advice is especially important for short-story writers.

Follow Conventional Story Structure

The standard rules of narrative we all learned in our high school literature classes apply to writers as well. Though you may not have room to hit every element of traditional plot structure, know that a story is roughly composed of exposition, conflict, rising action, climax, and denouement.

However much you experiment with form, something has to happen in the story (or at least the reader has to feel as though something has happened). Things like conflict and resolution achieve this effect. Storytelling may seem magical, but the building blocks are actually very concrete. As with any type of writing, the beginning and the end are the most important parts. Make sure your first and last lines are the strongest in the story.

Know When to Break the Rules

As with all rules, these are made to be broken. Alexander Steele points out in his introduction to the Gotham Writers' Workshop's Fiction Gallery that the short story lends itself to experimentation precisely because it is short: structural experiments that couldn't be sustained for three hundred pages can work beautifully for fifteen.

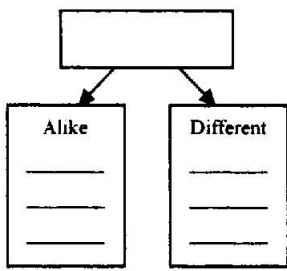
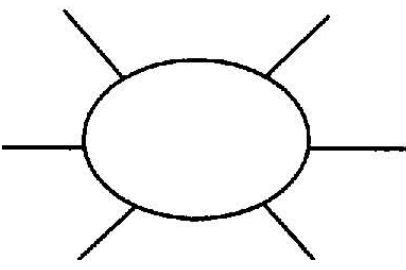

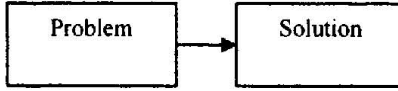
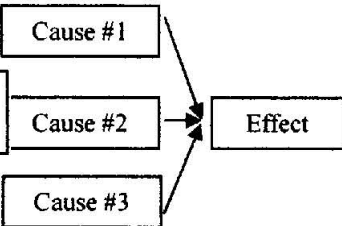
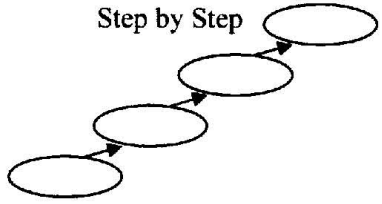
And today, the lines between genres such as the short story and the poem are blurred in exciting ways.

Keep in mind, however, that telling your story is still the most important thing. If breaking a rule allows you to tell your story more effectively, by all means, break it. Otherwise, think twice, or at least be honest with yourself if the innovation fails.

Following these rules should help you complete your stories successfully. If you find that your story overflows these boundaries no matter what you do, consider expanding it into a novel. The short story isn't for every story – or for every writer.

Text structures and their combinations

Directions: read the following passages and determine the text structure. Then, put information from the text into the appropriate graphic organizer. Remember to focus on the main idea of each paragraph.

Compare and Contrast	Spatial	Chronological
		<p style="text-align: center;">Time Line</p> 
Problem and Solution	Cause and Effect	Order of Importance / Sequence
		<p style="text-align: center;">Step by Step</p> 

1. The surface of the Earth is divided into pieces called “tectonic plates.” These plates move. When the plates rub against each other, they do not move smoothly. When the plates do not move smoothly, earthquakes result. Some parts of the world get more earthquakes than other parts. The parts of the earth that get most earthquakes are near the edges of these plates.

How is the text structured?

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

2. Some countries, such as Japan, or parts of a country, like California in the United States, have a lot of earthquakes. In these places it is a good practice to build houses and other buildings so they will not collapse when there is an earthquake. This is called seismic design or "earthquake-proofing".

How is the text structured?

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

3. The ability of a building to withstand the stress of an earthquake depends upon its type of construction, shape, mass distribution, and rigidity. Different combinations are used. To reduce stress, first, the building's ground floor must be flexible. One method is to support the ground floor with extremely rigid, hollow columns, while the rest of the building is supported by flexible columns located inside the hollow columns. A different method is to use rollers or rubber pads to separate the base columns from the ground, allowing the columns to shake parallel

during an earthquake. Next, the outdoor walls should be made with stronger and more reinforced materials such as steel or reinforced concrete. Then, to help prevent collapsing, the roof should be made out of light-weight materials.

How is the text structured?

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

4. A hurricane is a large storm with heavy winds and rain that begins in the ocean and builds up strength as it moves across the water. While some of the damage caused by hurricanes is from high winds, most of it is usually from tidal surge, flooding entire cities, and killing large numbers of people. A tornado is a storm that develops on land, with no warning, and moves in a circular motion with heavy winds with a funnel shape, picking up and carrying dirt, dust, and even objects. The damage caused by tornadoes is from the high velocity winds, which are extremely destructive and deadly. They can demolish entire neighborhoods in a matter of a few seconds to a few minutes. Tornadoes can form when hurricanes make landfall, as their winds at ground level slow down, while the winds near the top keep their momentum, but a hurricane cannot be created by a tornado.

How is the text structured?

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

5. Hurricane Katrina began as Tropical Depression Twelve over the southeastern Bahamas on August 23, 2005. The depression later strengthened into a tropical storm on the morning of August 24 where the storm was also named *Katrina*. Katrina continued to move into Florida, and became a Category 1 hurricane only two hours before it made landfall around Hallandale Beach on the morning of August 25. The storm weakened over land, but became a hurricane again while entering the Gulf of Mexico.

How is the text structured?

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

6. Fire needs three things to burn: oxygen, fuel, and heat. Fuels can be wood, tinder, coal, or any other substance that will easily oxidize. Therefore, a fire can be stopped in three different ways, by removing any of the three things it needs to burn.

- **The fuel can be removed.** If a fire burns through all of its fuel and extra nearby fuel is removed, the fire will stop burning.
- **The oxygen can be removed.** This is called "smothering" a fire. Fires cannot burn in a vacuum or if they are covered in carbon dioxide.
- **The heat can be removed.** The most common way to remove heat is to use water to absorb that heat, putting the fire out.

How is the text structured?

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

7. Have you ever wondered what the inside of a volcano looks like? Deep underground is a magma chamber. The magma chamber is under the bedrock of the earth's crust. The conduit or pipe runs from the magma chamber to the top of the volcano. The conduit connects the magma chamber to the surface. Most volcanoes also have a crater at the top. Volcanoes are quite a sight, and you can enjoy this site all over the universe. Volcanoes are found on planets other than Earth, like the Olympus Mons on Mars.

How is the text structured?

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

8. When a river receives a lot of extra water it may flood. During a flood there is plenty of water, and most people wouldn't think that dehydration was a serious risk, but flood waters are mostly polluted and not safe to drink. People who drink the contaminated water may suffer from illnesses or diseases such as typhoid. You can prepare for flooding by filling many containers with fresh clean drinking water. You can also use sandbags to protect your house and to soak up the water. Be prepared and be safe.

How is the text structured?

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

9. Lightning and thunder are related events. Lightning is a sudden, violent flash of electricity that occurs between a cloud and the ground or between two clouds in the sky. A lightning bolt can be several miles long and can be straight or forked. It is very hot, with an average temperature of 34 000 degrees Celsius. This causes the air

around the electric bolt to expand, producing lots of sound energy. It is this sound energy that we hear as thunder. So, lightning and thunder are caused by the same event, but lightning is light energy, or electromagnetic energy, whereas thunder is sound energy. Thus, we see lightning and hear thunder.

How is the text structured?

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

10. Tsunamis are very long waves in the ocean, sometimes hundreds of miles long. Tsunamis usually start suddenly. They may begin as normal waves and change to big waves very quickly. After this change, tsunami waves will travel at great speed across the ocean with little energy loss. Just before they hit land, the water will draw back off of the coast. If the slope of the coast is shallow, the water may pull back for many hundreds of feet. People who are unaware of the danger may be drawn by this strange site and remain on the shore. When the tsunami finally hits, it may remove sand from beaches, destroy trees, damage houses and even destroy whole towns. Tsunamis are tremendously powerful.

How is the text structured?

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

11. Avalanches (when a lot of snow falls from a mountain) may bury people under them. If the people are not found rapidly enough by rescue teams they will die of suffocation (not getting enough air) or of hypothermia (freezing cold). The chance of surviving an avalanche is as follows:

- 92% if found within 15 minutes
- 30% if found within 35 minutes (victims die of suffocation)
- nearly zero after two hours (victims die of injuries and hypothermia)

How is the text structured?

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

Writing Practice

1. Write a descriptive paragraph about your main character.
2. Write a narrative paragraph about your main character.
3. Write a discursive paragraph about your main character.
4. Arrange the suggested paragraphs and think about their place in your short story.
5. Write an introductory paragraph for your short story.
6. Write a concluding paragraph for your short story.
7. Define the elements of an effective speech for your characters.
8. Compile your paper with adequate visual aids.

SPEECH

Here are some tips:

Pick Your Main Ideas. Don't try to put too many ideas into your speech. ...

Write Like You Talk. Remember that you're writing a speech, not an essay. ...

Use Concrete Words and Examples. Concrete details keep people interested. ...

Get Your Facts Together. ...

Persuade With a Classic Structure. ...

Simplify.

Structure and stages to develop a speech

THE SPEECH TOPIC The speech topic you have found is significant and arousing for all.

Is limited and narrowed enough substantial statement. Is not too broad.

Is meaningful to the public.

Is important to the audience.

THE INTRODUCTION An interesting attention-getting opening that made us want to listen.

States the proposition or speech thesis clearly and without reservation.

Establishes the speaker's credibility and authority on the subject's field.

Is a well organized preview of the best main points of the speech. Makes us inquisitive to hear and see more.

THE BODY TEXT. The body of the speech follows a clear organizational outline pattern.

The main ideas and sub-points are arranged in a logical way.

Is focused on at least three major thoroughly described main points.

Valid arguments, and emotional, logical or ethical appeals.

Strong evidence to prove and support the persuasive thesis.

Smooth transition sentences and phrases with a natural text flow.

THE CONCLUSION Summary of the main points briefly formulated. The phrasing is different from the intro part.

There is a logic tie back to the main speech thesis.

There is a direct call to action: what to do or change right now?

There is a memorable closing statement. Something you remember after a few hours.

THE DELIVERY Adequate directness, animation and speaks with enthusiasm.

Has a natural conversational tone.

Has the appropriate vocal volume. Varies in loud and soft, and color.

Normal speaking rate. You can measure your speed of speech with my public speaking calculators. See left navigation bar.

Good articulation and pronunciation.

Vocal pauses.

Facial expression.

Consistent eye contact with the audience.

Natural body and hand gestures.

Natural movements.

Word choice and vocabulaire.

THE USE OF VISUAL AIDS Relevancy to the central idea and topics.

Appropriate visual aids.

Handling of visual aids.

THE SOURCES Number of sources or bibliography.

Credibility of the documentation.

There are a number of common strategies for organizing main points:

Time order. If you are speaking about something historical, someone's life, or a process, it makes sense to organize your speech by starting in the beginning (first step, person's birth, etc.) and finishing in the end (last step, person's death, etc.).

Spatial order. Just like it sounds, this refers to organizing main points by physical location. For example, a speech about visiting New York city might have the five boroughs as the main points.

Problem/Solution order. Used mostly in persuasive speeches, the speaker presents the problem being discussed, then details a solution which addresses the problem.

Cause/Effect order. Also used in persuasive speeches, the speaker describes the source of a problem and then speaks about the problem itself.

Logical order. If no other organizational strategy fits, the speaker should develop a unique scheme for organizing the main points that will make sense for audience members.

1. Analyze 3 pieces of Barak Obama's speeches and define the purpose of each.

A. Thank you to the citizens of Berlin and – and thank you to the people of Germany. Let me thank Chancellor Merkel and Foreign Minister Steinmeier for welcoming me earlier today. Thank you Mayor Wowereit, the Berlin Senate, the police, and most of all thanks to all of you for this extraordinary welcome. Thank you.

I come to Berlin as so many of my countrymen have come before; although tonight, I speak to you not as a candidate for President, but as a citizen – a proud citizen of the United States, and a fellow citizen of the world.

I know that I don't look like the Americans who've previously spoken in this great city. The journey that led me here is improbable. My mother was born in the heartland of America, but my father grew up herding goats in Kenya. His father – His father – my grandfather – was a cook, a domestic servant to the British. (*Speech to the people of Berlin, 24 July 2008*).

B. You know, it has been about six months now since you sent me to Washington as your United States Senator. I recognize that not all of you voted for me, so for those of you muttering under your breath "I didn't send you anywhere," that's ok too. Maybe we'll hold – What do you call it? – a little Pumphandle after the ceremony. Change your mind for the next time.

It has been a fascinating journey thus far. Each time I walk onto the Senate floor, I'm reminded of the history, for good and for ill, that has been made there. But there have been a few surreal moments. For example, I remember the day before I was sworn in, myself and my staff, we decided to hold a press conference in our office. Now, keep in mind that I am ranked 99th in seniority. I was proud that I wasn't ranked dead last until I found out that it's just because Illinois is bigger than Colorado. So I'm 99th in seniority, and all the reporters are crammed into the tiny transition office that I have, which is right next to the janitor's closet in the basement of the Dirksen Office Building. It's my first day in the building, I have not taken a single vote, I have not introduced one bill, had not even sat down in my desk, and this very earnest reporter raises his hand and says:

“Senator Obama, what is your place in history?” (*Knox College Commencement Speech, 4 Jun 2005*).

C. Of course, we meet here at an incredibly difficult time for America. Among other things, it's a time when the worst environmental disaster of its kind in our nation's history is threatening the Gulf Coast and the people who live there. Right now, stopping this oil spill and containing its damage is necessarily the top priority not just of my Administration but I think of the entire country. And we're waging this battle every minute of every day.

But at the same time, we're continuing our efforts to recover and rebuild from an economic disaster that has touched the lives of nearly every American. That's what I want to talk about today – the state of our economy, the future we must seize, and the path we chose to get there.

It has now been a little over 16 months since I took office amid one of the worst economic storms in our history. And to navigate that storm, my Administration was forced to take some dramatic and unpopular steps. These steps have succeeded in breaking the freefall. We're again moving in the right direction. (*Speech on the Economy at Carnegie Mellon, 2 June 2010*).

2. *Think about the speech you can present in the nearest future. What will be its purpose? Which ideas are you going to reveal to your audience? What will be the structure of your speech?*

SECTION III

ACADEMIC WRITING

Academic writing is clear, concise, focused, structured and backed up by evidence. Its purpose is to aid the reader's understanding.

It has a formal tone and style, but it is not complex and does not require the use of long sentences and complicated vocabulary.

Each subject discipline will have certain writing conventions, vocabulary and types of discourse that you will become familiar with over the course of your degree. However, there are some general characteristics of academic writing that are relevant across all disciplines.

1. Activate your academic vocabulary

Let's start by looking at the vocabulary you need to use in your academic writing. In academic writing it's very important to say exactly what you mean, in a suitable style – and choosing the right type of vocabulary is an important place to start. You need to be careful that the words you're using aren't too informal, vague or emotive. Scroll down and try these activities to upgrade your academic vocabulary knowledge!

Words NOT to use in academic writing

In British academic writing, we tend not to use:

informal words like 'big' or 'good'

many phrasal verbs, like 'give up' or 'put off' – these are too informal

some vague words with too many possible meanings, like 'thing' or 'get'

'emotive' words, which express personal feelings, like 'fantastic' or 'terrible'

2. Replace the following neutral or colloquial words with their academic (literary) counterparts

To want to

To be sad

To be angry

To break

Boss

Guy

Pal

Nice

Bad

Good

Interesting

Cool

ok

3. Read the following samples of writing and identify which of them can be considered academic.

Sample 1

The special counsel investigating claims of Russian political meddling in the US has filed new charges against two former aides to Donald Trump.

Robert Mueller indicted Mr. Trump's former campaign chairman Paul Manafort and business associate Rick Gates on multiple counts of tax and bank fraud.

Both were charged in October with conspiracy to launder money.

But there are no criminal allegations of collusion with Russia, the justice department investigation's main thrust.

A spokesman for Mr. Manafort said he was innocent of the latest charges. Mr Gates lawyer is yet to respond to requests for comment, Reuters reports.

Sample 2

Some academic assignments ask for a ‘report’, rather than an essay, and students are often confused about what that really means.

Likewise, in business, confronted with a request for a ‘report’ to a senior manager, many people struggle to know what to write.

Confusion often arises about the writing style, what to include, the language to use, the length of the document and other factors. Apt.

Sample 3

B11

Chapel Hill, NC 27514

January 11, 2005

Taylor, Inc.

694 Rockstar Lane

Durham, NC 27708

Dear Human Resources Director:

I just read an article in the News and Observer about Taylor’s new computer center just north of Durham. I would like to apply for a position as an entry-level programmer at the center.

I understand that Taylor produces both in-house and customer documentation. My technical writing skills, as described in the enclosed resume, are well suited to your company. I am a recent graduate of DeVry Institute of Technology in Atlanta with an Associate’s Degree in Computer Science. In addition to having taken a broad range of courses, I served as a computer consultant at the college’s computer center where I helped train users to work with new systems.

I will be happy to meet with you at your convenience and discuss how my education and experience match your needs. You can reach me at my home address, at (919) 233-1552, or at krock@devry.alumni.edu.

Sincerely,

Raymond Krock

Academic writing: Paragraph structure

You need to organize your writing into paragraphs.

What does a paragraph look like? Have a look at an extract from an essay and analyze its structure:

The majority of mothers feed their child and only a minority exclusively breastfeeds their children, especially as per recommendation of the World Health Organization. While majority of the mothers in this study showed a positive attitude towards breastfeeding, most of them decided only to formula feed due to the reasons of insufficient milk supply and work.

Based on the results of the study, the educational attainment, work status, marital status, and seminars in the barangay the respondents are part of, about breastfeeding, are the significant factors that affect the infant feeding decision of mothers in Las Piñas City.

Good paragraphs usually follow a particular structure:

Topic sentence

Supporting sentence 1

Supporting sentence 2

Supporting sentence 3

Concluding sentence(s)

A good paragraph often starts with a topic sentence, which summarizes the main idea of the paragraph. The topic sentence sometimes includes 'signposting' words and phrases to show how it is connected to the paragraphs before it in the text. Some examples of these are: 'As a result of this...', 'Another reason...' and 'However,...'

1. Below is a paragraph from an assignment from an education management course. Read the assignment title and the topic sentences 1- 3 below. Then read the paragraph and decide which topic sentence is the most suitable.

Assignment title

What strategies are available to educational leaders for managing institutional change?

Which topic sentence is best for this paragraph?

[Topic sentence] Firstly, leaders must ensure that their own understanding of the change process is clear and complete before they begin to implement change (Calabrese 2002). In particular, leaders must recognise that change almost inevitably results in some degree of resistance on the part of school staff, and must identify any issues which are likely to cause particular resistance. Having done this, leaders need to design communication strategies and any related CPD in order to minimize the effect of this resistance. Badely (2013) recommends that in any situation of major institutional change, educational leaders should always design and implement a series of dedicated training sessions.

Possible topic sentences

1. Before this question can be addressed, definitions of the terms 'educational leader' and 'institutional change' must be established.

2. *When change is imminent, it is necessary for educational leaders to make appropriate preparations (Zimmerman, 2004).*

2. *According to Zimmerman (2004) there are four basic types of educational change.*

The language of argumentation

In academic writing, getting your point across is crucial. But you have to make sure the language you use isn't too informal – or even rude. Scroll down and try these activities to work on your language of argument.

Let's start by looking at some key terms and concepts related to academic arguments.

claim

The claim is the point you are making. For example:

The use of 3D technology in the film Avatar transformed the way big-budget movies are made.

This is not a fact. Other people might have a different opinion. Therefore, you need to support this claim with evidence.

justification

What about justification? It is the logical thinking that explains why the evidence supports the claim. It's sometimes called the warrant. In many cases, the justification is not actually written down as part of the argument, as it an obvious assumption or widely held belief. The warrant here could be:

Because Avatar used 3D technology in a new, ambitious way and achieved great financial success, other big-budget movies copied this technique in the hope

they would make more money. In this way, Avatar changed the film industry, and transformed audience expectations.

counter-arguments

Arguments can also include counter-arguments.

This is where you anticipate potential rejections of your argument.

Many other big-budget films after Avatar have not employed 3D. The James Bond movie, Spectre, made almost \$900m in cinemas in 2015. Therefore, you don't need to be 3D to be successful.

Avatar did not invent the 3D film. The first commercially released 3D film was The Power of Love, produced in 1922.

evidence

The evidence is the data or information you use to support your claim.

Avatar used 3D technology in a more ambitious way than ever before.

Avatar earned \$2.8bn in cinemas around the world, more than any other movie in history.

After Avatar, the number of big-budget feature films using 3D technology increased dramatically (Motion Picture Association of America, 2017).

Six out of the ten most popular films shown in the UK in 2016 were available in 3D.

These pieces of evidence may be drawn from many different sources. When including the work of others, you need to reference it.

limitations

In certain kinds of academic papers, it's important to include what we call limitations. If you are reporting and analysing the results of a survey, for example,

you need to talk about the weakest areas of your study. This could be related to the methodology or sample size, for instance:

This study was limited by the small sample size...

Identifying key concepts

Now you've had a look at the key concepts, let's check what you've understood! Try the next activity and see if you can identify the claim, evidence, counter-argument and warrant!

5. *We've taken a paragraph from an essay on law and order and split it into three parts – can you spot the claim, evidence, counter-argument and warrant? When you've finished, scroll down to check your answers by doing the quiz.*

Part 1

Americans are 10 times more likely to be killed by guns than citizens of other developed countries (The American Journal of Medicine, 2016). Over 20% of Americans own guns, and the total number of firearms in the country is 265 million, more than one weapon for each adult (Azreal et al, 2016).

Part 2

While some argue that guns are a deterrent against crime, or that it is their right to bear arms, public opinion is now turning towards stricter gun control, with 52% in favour (Pew Research Center, 2017).

Part 3

This paper contends that in order to reduce gun crime, the simplest and most effective way is to control sales to the general public.

What type of assignment do you have to write?

You've been set your assignment and you've got to start writing – or have you? There are a number of different types of assignment that you might have to write. The first thing you should do is make sure you know WHAT you have to write – is it an essay, report, literature review, or something else? Read on to find out what you need to do with academic writing.

Read about four different types of written assignment and check you understand their particular characteristics. We'll test what you've learned further down this page.

Assignment type 1: Analytical Essays

The main purpose of an essay is to make an argument. As such, essays need a clear structure and good research. They're often longer pieces of writing.

Assignment type 2: Reports

Reports are written to present research and analyse findings. They contain particular sections such as an abstract – which is a summary of the findings, and a methodology section – which details the research methods used. Reports tend to be more impersonal and objective than essays. They are more common in sciences and business courses than humanities.

Assignment type 3: Literature reviews

These are written to systematically review academic materials on a particular topic ('the literature'). They are often used to identify gaps in what has already been written by the academic community.

Assignment type 4: Short-answer assignments

These involve writing brief answers to one or several questions, which are designed to test subject knowledge and information-processing skills. They're often done as regular homework or exams, rather than as longer pieces of work.

3. Match these four types of written assignments with the structures.

Structure A Abstract Introduction Methodology Body Conclusion References	Structure B Introduction Body (argument) Conclusion References
	Structure C Answer
Structure D Introduction Body (summarise and evaluate sources) Conclusion References	

ACADEMIC ESSAY

In all areas of your life, doing research makes you better informed and strengthens any point you want to make. In college, you will need to use outside sources to write papers in many different courses. Here are some situations in which you might use research skills:

COLLEGE In a criminal justice course, you are asked to write about whether the death penalty deters crime.

WORK You are asked to do some research about a major office product (such as a phone or computer system) that your company wants to purchase.

EVERYDAY LIFE Your child's doctor has prescribed a certain medication, and you want information about it.

This chapter explains the major steps of writing a college research essay: how to make a schedule; choose a topic and guiding research question; and find, evaluate, and document sources. A checklist guides you through the process of writing a research essay.

1. Put the steps of writing an academic essay in correct order

- _Choose a topic.
- _Write a working thesis statement by answering a research question.
- _Review all notes; choose the best support for your working thesis.
- _Revise the draft.
- _Prepare a list of works cited using correct documentation form.
- _Find and evaluate sources; decide which ones to use.
- _Take notes, keeping publication information for each source.
- _Edit the revised draft.
- _Submit the final copy.
- _Make an outline that includes your thesis statement and support.
- _Write a draft, including a title.

Essay structure

It's not always easy to know where to begin with an academic essay – that's why understanding the structure of written assignments is so important. Scroll down to try our activities and you'll be well on the way to writing well-structured essays!

Get the introduction right.

Getting your essay structure right starts with a well-thought-out introduction – but what should you include?

2. Read this guide to the structure of an essay introduction and fill each gap with a word from this list: *question / interest / argue / answer / after / essay / structure / will / analyse / exactly / disagree / signposting*

Writing an effective essay introduction: *a brief guide*.

Good introductions to essays in the British academic context often have a four-part structure:

Introduction part 1: *background statement*

This is a general statement, to introduce the topic of the essay and to _____ the reader.

Introduction part 2: *focus on the question*

Every _____ is an answer to a question. Here, your task is to convince the reader that your essay _____ – and its answer – really is important or interesting. One useful way to do this is to show that academics _____ about the answer to the question.

Introduction part 3: *thesis statement*

In the thesis statement, you tell the reader clearly and directly what your _____ to the essay question will be. The thesis statement often uses phrases like, "This essay will _____ that...".

Introduction part 4: *signposting*

In the last part of your introduction, you should explain the _____ of your essay to your reader. We call this 'signposting'. In this part of the introduction, we often see phrases such as, "Firstly, this essay _____ examine...", "The second section will consider...", "Finally, I will _____...", and so on.

As you can see, in order to write the thesis statement and the _____ correctly, you need to know _____ what you are going to say in your essay, and how you are going to say it. For this reason, many successful essay writers prefer to write the introduction _____ they have written the main body of the essay.

3. A. Write the topic sentences for 4 paragraphs which will follow the above given introductions according to the structure

INTRODUCTION

**BODY PARAGRAPH 1 (topic sentence 1 _____
_____)**

**BODY PARAGRAPH 2 (topic sentence 2 _____
_____)**

**BODY PARAGRAPH 3 (topic sentence 3 _____
_____)**

**BODY PARAGRAPH 4 (topic sentence 4 _____
_____)**

CONCLUSION

B. Think about 2-3 ideas which will support your topic sentences. Which statistic data, literature or arguments do you need to prove your ideas? Make a list of them.

4. Now when you are ready with the ideas for the paragraphs try to restate the thesis statement and summarize the supporting ideas for the conclusions.

5. Choose the topic to write an essay.

1. What is going on in my own life that I want to know more about?
2. What do I daydream about? What frightens me? What do I see as a threat to me or my family? What inspires or encourages me?
3. What am I interested in doing in the future, either personally or professionally, that I could investigate?
4. What famous person or people interest me?
5. What current issue do I care about?

REPORT

A report usually begins with a short summary of a piece of writing, a conversation, or a situation. Then, it analyzes the information, providing reactions, opinions, or recommendations. Unlike a summary, a report often includes the writer's opinions.

Four Basics of a Good Report

1 It states the title and author of the piece in the first sentence or paragraph.

2 It summarizes the original piece, conversation, or event, including the main idea and major support points.

3 It then moves to the writer's reactions to the piece and reasons for those reactions.

4 It has a conclusion that usually includes a general comment from the writer. The writer may give an opinion (such as whether the piece is good or bad) or make a general observation.

NOTE

A popular and reliable format for a report is as follows –

- A front page/title page
- A contents page
- Introduction
- Methods
- Results
- Discussion
- A page of references (bibliography)

If your report is very short, you should still try to include these sections, even if each one is only a few sentences or a paragraph long.

Decide how long the report needs to be (our suggestion is 1000 words but you could write a shorter version).

If you are working with a partner or in a group, choose who will write each part.

Who will edit the text and check for accuracy?

PLANNING

Overall planning

What is the problem/issue you want to address – e.g. animal welfare, child poverty,

environmental pollution?

What is the recommendation that you would like to put forward at the end?

Background planning

- Which resources are available to you?
- Have you done some background reading, looked through some newspaper articles or at some websites?

- Have you found some quotes from experts that you could include?

- Do you have statistics or data available?

- Do you want to include pictures, illustrations or graphs?

- How long do you want the report to be?

- Will you conduct your own survey and include the results?

(The Research Methods Knowledge Base has lots of tips and useful language for surveys)

Getting started

Identify the problem (the current debate or issue) you want to focus on.

Set up the framework of your report –which points will you consider, what will you NOT consider.

Give the report a good title, for example –

The Global Benefits of Eating Less Meat

(from Compassion in World Farming Trust)

The Right to equity: gender and diversity

(from Oxfam UK)

Set up the way you approach the problem (the methodology or your

analysis/investigation of the problem).

Report your results.

Conclude the report by offering recommendations.

A FRONT PAGE/TITLE PAGE

The front page should include the title, the name of your group and can have a short summary of the whole report.

A CONTENTS PAGE

List the sections of your report and their page numbers

INTRODUCTION

Set out the introduction with –

A topic sentence (stating what the topic is)

Context (setting out the history of the topic)

The current debate (explaining why the issue is relevant)

The purpose of the report

How the report will examine the issue

What the report will conclude

The recommendations of your group

METHODS

RESULTS

DISCUSSION

A PAGE OF REFERENCES (BIBLIOGRAPHY)

You can include some or all of the following –

Summary or Executive Summary

1. Read the report and identify its parts.

“A Brother’s Murder”: A Painful Story That Is as True as Ever

1. *In the essay “A Brother’s Murder,” Brent Staples writes about his younger brother, Blake, who took a different path in life than Staples did. 2. The essay starts*

with a phone call in which Staples learns that Blake has been murdered, shot six times by a former friend (517). The essay goes on to tell about the conditions in which Blake grew up. The neighborhood in which the brothers lived was violent, and young men grew into dangerous adults. Staples recalls a conversation he overheard there between two Vietnam veterans, in which one of them said how much he preferred to fight with young men from the inner city, who wear “their manhood on their sleeves.” They weren’t afraid to fight, believing that violence proved they were real men (518).

The author leaves the neighborhood to go to college, and he never returns. Blake, however, stays, and the author recalls a visit home when he sees that his brother has been transformed and now hangs out with drug dealers and gangs (518). When Staples notices a wound on his brother’s hand, Blake shrugs it off as “kickback from a shotgun” (519). The author wants to help his brother and makes a date to see him the next night (519). Blake does not show up, and the author returns to Chicago, where he lives. Sometime later, he gets the phone call that announces Blake’s death, and he regrets that he had not done something to help his brother.

3. “A Brother’s Murder” is a moving and sad story about how men growing up in the inner city are destroyed. Although the essay was written in 1986, its message is at least as true today as it was more than twenty years ago. Staples shows how his brother is sucked into the routine violence of the streets, shooting and being shot because that is what he knows and that is how a man shows he is a man.

4. Today, thousands of young men live this life and die before they are thirty. This essay makes me wonder why this continues, but it also makes me wonder how two brothers could go such different ways. What happened to save Brent Staples? Could he have saved Blake? What can we do to stop the violence? “A Brother’s Murder” is an excellent and thoughtprovoking essay about a dangerous and growing societal problem.

Work Cited Staples, Brent. “A Brother’s Murder.” *Outlooks and Insights: A Reader for College Writers*. Ed. Paul Eschholz and Alfred Rosa. 4th ed. Bedford / St. Martin’s: 1995. 284–87. Print.

You may need to write a report in a number of situations:

COLLEGE You are assigned to write a book report.

WORK You have to write a report on a patient's condition. You are asked to report on a product or service your company is considering.

EVERYDAY LIFE You write an e-mail to a friend reporting on how your first months of college are going.

2. Complete one of the following assignments, using the recommendations above.

1. Write a report on "Blood Type and Personality."
2. Report on a movie or a concert you have seen recently.
3. Report on an event in your community.
4. Report on an article in a print or online magazine or news source.
5. Report on one of the essays of your group mates.

RESEARCH PAPER

HOW TO START A RESEARCH PAPER?

CHOOSE A TOPIC. ...

FIND INFORMATION. SURF THE NET. ...

MAKE YOUR THESIS STATEMENT. MOST RESEARCH PAPERS
NORMALLY REQUIRE A THESIS STATEMENT. ...

MAKE A RESEARCH PAPER OUTLINE. ...

ORGANIZE YOUR NOTES. ...

WRITE YOUR FIRST DRAFT. ...

REVISE YOUR OUTLINE AND DRAFT. ...

TYPE FINAL PAPER.

Discovering, Narrowing, and Focusing a Researchable Topic

Try to find a topic that truly interests you.

Try writing your way to a topic.

Talk with your course instructor and classmates about your topic.

Pose your topic as a question to be answered or a problem to be solved.

Finding, Selecting, and Reading Sources

You will need to look at the following types of sources:

library catalog, periodical indexes, bibliographies, suggestions from your instructor, primary vs. secondary sources, journals, books, other documents.

Grouping, Sequencing, and Documenting Information

The following systems will help keep you organized:

a system for noting sources on bibliography cards;

a system for organizing material according to its relative importance;

a system for taking notes;

Writing an Outline and a Prospectus for Yourself;

Consider the following questions:

What is the topic?

Why is it significant?

What background material is relevant?

What is my thesis or purpose statement?

What organizational plan will best support my purpose?

Writing the Introduction

In the introduction you will need to do the following things:

present relevant background or contextual material

define terms or concepts when necessary

explain the focus of the paper and your specific purpose

reveal your plan of organization

Writing the Body

Use your outline and prospectus as flexible guides

Build your essay around points you want to make (i.e., don't let your sources organize your paper)

Integrate your sources into your discussion

Summarize, analyze, explain, and evaluate published work rather than merely reporting it

Move up and down the "ladder of abstraction" from generalization to varying levels of detail back to generalization top.

Writing the Conclusion

If the argument or point of your paper is complex, you may need to summarize the argument for your reader.

If prior to your conclusion you have not yet explained the significance of your findings or if you are proceeding inductively, use the end of your paper to add your points up, to explain their significance.

Move from a detailed to a general level of consideration that returns the topic to the context provided by the introduction.

Perhaps suggest what about this topic needs further research.

Revising the Final Draft

Check overall organization: logical flow of introduction, coherence and depth of discussion in body, effectiveness of conclusion.

Paragraph level concerns: topic sentences, sequence of ideas within paragraphs, use of details to support generalizations, summary sentences where necessary, use of transitions within and between paragraphs.

Sentence level concerns: sentence structure, word choices, punctuation, spelling.

Documentation: consistent use of one system, citation of all material not considered common knowledge, appropriate use of endnotes or footnotes, accuracy of list of works cited.

1. Make up a check list for your research paper according to the scheme given below

Topic Selection: _____ Due: _____

Controlling Idea: _____

_____ Due: _____

Bibliography Cards Due: _____ Note cards or Notes Due: _____

Thesis Statement: _____

_____ Due: _____

Outline Due: _____ Works Cited Due: _____

Rough Draft Due: _____ Final Draft Due: _____

Citations and quotes

Let's imagine you're writing an essay. You're doing well: you've already done all the research and decided how to structure your argument. But there's a problem. You need to reference other people's work in your essay – this is known as 'citation'.

You're just not sure how to do it correctly. You know that you can't just copy it directly without acknowledging the source: that's what we call

How to quote correctly Let's say you're writing an essay about the significance of fire in early human society. You want to refer to a book called 'Sapiens', by historian Yuval Noah Harari. You think he expresses a relevant point on page 13:

Original text

When humans domesticated fire, they gained control of an obedient and potentially limitless force. Unlike eagles, humans could choose when and where to ignite a flame, and they were able to exploit fire for any number of tasks.

Quoting from the original text

How could you include this in your text? The simplest way is to quote it directly – remember to copy the text word for word and use quotation marks ("...") to identify the beginning and end of the quote. You also need to include the author's surname, the publication date and the page number, like this:

Harari (2014, p.13) emphasises the significance of fire as a tool for humans, calling it an “obedient and potentially limitless force”.

When to use a quote

We choose to quote because the original text expresses something in a particularly original, colourful or memorable way. Perhaps you like the concise and unusual description of fire as being both "obedient" and "potentially limitless".

Formatting your quote

Getting the format right is important. You should always include the author's name, the year the material you're quoting was published and the page number (if there is one) Should you use single '...' or double "..." quotation marks? Do you use a comma or a colon before the quote? Check your institution's rules.

Choose a quote

Short and long quotes

Our 5-word example quote is quite short: Harari (2014, p.13) emphasises the significance of fire as a tool for humans, calling it an "obedient and potentially limitless force". Now let's compare it with something longer:

"When humans domesticated fire, they gained control of an obedient and potentially limitless force." (Harari, 2014, p.13)

Citing right: Harari (2014) or (Harari, 2014)?

Notice how, in the short quote, we gave the date of the work's publication, and page number, in brackets (parentheses) after the author's name. But in the second, longer quote, the author's name, date and page number were all inside the brackets. Can you work out why?

It's because we used Harari's name within our own sentence with the short quote. What about page numbers? We include the page number when we quote directly – and when we paraphrase or summarise a specific idea. If, on the other hand, we're referring to the content or central idea of the book as a whole, we don't need to cite the page number.

2. Let's imagine you are writing a paper on climate change. Let's look at this passage from page 8 of 'The Weather Makers' by Tim Flannery (2005):

One of the biggest obstacles to making a start on climate change is that it has become a cliché before it has even been understood. What we need now is good information and careful thinking, because in the years to come, this issue will dwarf all others combined. It will become the only issue.

3. Find the best quotes for the paragraph in Task 1.

4. Make a plan of the possible research paper on one of the given research questions. How you are going to approach it?

1. Can the American Revolution be considered profitable for women's rights?
2. How was the chivalric code invented? Did it work in Medieval Europe?
3. What is the impact of air pollution to the population's health?
4. How climate has influenced the development of Europe.
5. What steps should a government take to provide people with disabilities with high-quality education?

6. How to reduce the involvement of violence in sports?
7. How are the problems of racism described in media of the USA, including TV shows, animation, and movies?
8. What are the specificities of educating Indian teenage boys?
9. The flaws of the American prison system.
10. The development of cryptography in the USSR.
11. Factors that influence the incidence of African American women's obesity at the age group of 18-30.
12. Dark matter: questions that are still unrevealed.
13. The significance of Plato's philosophy of mathematics.
14. How to act like a leader during times of change?
15. What should school administrators do to prevent the increase in the number of students who become addicted to drugs?
16. Can the results of pre-election polls that are enlightened in the media affect voters' behavior?
17. Is there any connection between the educational possibilities for women and their will to have babies?
18. Should death penalties be outlawed completely?
19. The role of women in the industrialization after the American Civil War?
20. What was the impact of the eruption of Mt. St. Helens in 1980 on the local population of the surrounding areas?
21. Is music treatment an effective means for mental diseases as an additional therapy? (read the whole music therapy research paper)
22. How have the latest immigration reforms influenced Hispanics in the USA?
23. What is the significant effect of genetically modified food on the environment?
24. Social factors that boost teenage eating disorders.
25. How do women immigrating to the USA cope with gender equality, marriage, and social identity?
26. What impact does the media have on teenagers' self-esteem?

27. What are the factors that encourage people to be highly moral if they do not believe in God?
28. How does the parents' divorce affect the ability of a child to be educated?
29. The importance of early motor development at age three or younger.
30. Compare and contrast the level of public security before and after the 9/11 terrorist attacks in New York.

SECTION IV
GRAMMAR FOCUS

SELF-CHECK

1. *List the seven parts of speech.*
2. *Write three sentences using all the parts of speech. Label the parts.*
3. *A sentence must have three things:*
4. *A _____ is the person, place, or thing that a sentence is about*
5. *A noun is a word that _____*
6. *A prepositional phrase is _____*
7. *What are five common prepositions?*
8. *Write an example of a prepositional phrase (not from one of the examples presented earlier):*
9. *An action verb tells _____*
10. *A linking verb _____*
11. *An auxiliary verb _____*

12. *Circle the correct choice for each of the following items.*
 1. *Identify the underlined part of speech in this sentence.*
Devon walks so fast that I can never keep up with him.
a. Noun b. Verb c. Preposition d. Adjective.

 2. *Identify the underlined part of speech in this sentence.*
When you sent Gita a birthday present, did she send you a thank-you note?
a. Noun b. Verb c. Pronoun d. Conjunction.

 3. *Identify the underlined part of speech in this sentence.*
In spring, the trees around our house are a beautiful shade of green.

a. Adjective b. Adverb c. Preposition d. Verb

4. Identify the underlined part of speech in this sentence.

I ran for the bus, but it drove away before I reached it.

a. Noun b. Verb c. Pronoun d. Conjunction

5. Identify the underlined part of speech in this sentence.

Shopping is Jerimiah's favorite hobby.

a. Noun b. Verb c. Adjective d. Adverb

6. Identify the type of verb in this sentence.

The baby always seems tired after lunch.

a. Action verb b. Linking verb c. Helping verb

7. Identify the type of verb in this sentence.

Katarina swims five miles every day.

a. Action verb b. Linking verb c. Helping verb

8. Identify the type of verb in this sentence.

He has flown small planes in several countries.

a. Action verb b. Linking verb c. Helping verb

9. Choose the item that is a complete sentence.

a. Driving to the store. b. Driving to the store, I hit a squirrel. c. Driving to the grocery store last Wednesday.

10. Choose the item that is a complete sentence.

a. Whenever I feel sick, I take aspirin. b. Whenever I feel sick. c. Takes me to the doctor whenever I feel sick.

13. Some of the following items contain complete thoughts, and others do not. In the space to the left of each item, write either “C” for complete thought or “I” for incomplete thought. If you write “I,” add words to make a sentence.

EXAMPLE: I My limited cooking skills ^ are well known

- ___ 1. Last week, I wanted to cook dinner for my new roommate.
- ___ 2. Decided to fix spaghetti and a salad.
- ___ 3. Because mother had taught me to cook spaghetti.
- ___ 4. I bought the ingredients and decided to buy dessert.
- ___ 5. A luscious cherry pie from the bakery.
- ___ 6. Walking into the kitchen, I tripped and fell.
- ___ 7. Landing face down in the cherry pie.
- ___ 8. At that moment, my roommate walked in and stared at the mess.
- ___ 9. And then started to laugh at the ridiculous sight.
- ___ 10. Together, we cleaned up the mess and then went out for hamburgers.

14. Identifying Basic Sentence Patterns

Using the sentence pattern indicated, write a sentence for each of the following items.

- 1. (Subject-verb-direct object)
- 2. (Subject-linking verb-noun)
- 3. (Subject-verb-adverb)
- 4. (Subject-verb-direct object-indirect object)
- 5. (Subject-verb-indirect object-direct object)

WRITING ASSIGNMENTS

Assignment 1

Below is a paragraph from an assignment from an education management course. Read the assignment title and the topic sentences 1- 3 below. Then read the paragraph and decide which topic sentence is the most suitable.

Assignment title. What strategies are available to educational leaders for managing institutional change?

Which topic sentence is best for this paragraph?

[Topic sentence] Firstly, leaders must ensure that their own understanding of the change process is clear and complete before they begin to implement change (Calabrese 2002). In particular, leaders must recognise that change almost inevitably results in some degree of resistance on the part of school staff, and must identify any issues which are likely to cause particular resistance. Having done this, leaders need to design communication strategies and any related CPD in order to minimize the effect of this resistance. Badely (2013) recommends that in any situation of major institutional change, educational leaders should always design and implement a series of dedicated training sessions.

Possible topic sentences

1. Before this question can be addressed, definitions of the terms 'educational leader' and 'institutional change' must be established.
2. When change is imminent, it is necessary for educational leaders to make appropriate preparations (Zimmerman, 2004).
3. According to Zimmerman (2004) there are four basic types of educational change.

Assignment 2

Read the assignment title from a course about music and culture. Then look at the paragraph from the assignment and see if you can spot the supporting sentence that SHOULD NOT be there.

Assignment title

Choose a musical instrument which has moved beyond its original geographical location. Who has adopted this instrument, how have they done so, and why?

Paragraph

The three-stringed harp has also had a role in popular protests aimed at defending the indigenous peoples' equality. One example is the single 'Meim Yet'tu', released in 1993 in support of the Five Rivers land rights movement. This pushed the Five Rivers movement to the front of the international stage, dramatically raising awareness of the harp as a symbol of the indigenous peoples' tradition, and their stance in the nation's land-rights politics (Gardise and Warhust, 2011). It is very common for musical instruments to be adopted by different cultures, and used for different purposes. The instrument has since taken on a clear role as a symbol of the indigenous political struggle.

Assignment 3

Identify the claim, evidence, counter-argument and warrant.

We have taken a paragraph from an essay on law and order and split it into three parts – can you spot the claim, evidence, counter-argument and warrant?

Part 1

Americans are 10 times more likely to be killed by guns than citizens of other developed countries (The American Journal of Medicine, 2016). Over 20% of Americans own guns, and the total number of firearms in the country is 265 million, more than one weapon for each adult (Azreal et al, 2016).

Part 2

While some argue that guns are a deterrent against crime, or that it is their right to bear arms, public opinion is now turning towards stricter gun control, with 52% in favour (Pew Research Center, 2017).

Part 3

This paper contends that in order to reduce gun crime, the simplest and most effective way is to control sales to the general public.

Assignment 4

How would you compare these two paragraphs taken from assignments on diet and healthcare? Which is a better argument? To help you spot the differences, we've numbered the sentences in each paragraph. You can check your answers – in an activity – later on this page.

Analyze these paragraphs and decide which has the better academic argument.

Paragraph A

1) UK health officials believe we should cut 300 calories from our diets each day. 2) Eating too many calories is known to cause obesity. 3) One in three children leave school overweight, according to UK health officials.

Paragraph B

1) Cutting calories from our daily diets is the best way to fight obesity. 2) New research shows we are eating between 200-300 calories more than our bodies need each day (Public Health England, 2015). 3) Consuming more calories than we need is a prime cause of obesity. 4) Some have argued that doing more physical exercise is the most effective way of fighting obesity. 5) However, studies have shown that while exercise is effective at improving overall fitness, dietary changes account for more significant weight loss (Carroll, 2015).

Assignment 5

Write the structure of the following four written assignments:

Assignment type 1: Essays

The main purpose of an essay is to make an argument. As such, essays need a clear structure and good research. They're often longer pieces of writing.

Assignment type 2: Reports

Reports are written to present research and analyse findings. They contain particular sections such as an abstract – which is a summary of the findings, and a methodology section – which details the research methods used. Reports tend to be more impersonal and objective than essays. They are more common in sciences and business courses than humanities.

Assignment type 3: Literature reviews

These are written to systematically review academic materials on a particular topic ('the literature'). They are often used to identify gaps in what has already been written by the academic community.

Assignment type 4: Short-answer assignments

These involve writing brief answers to one or several questions, which are designed to test subject knowledge and information-processing skills. They're often done as regular homework or exams, rather than as longer pieces of work.

Assignment 6

Read this assignment title from an English course. The topic of the assignment is 'text analysis'. Then take a look at the two 'mini-answers'. How can they be improved? You can check your ideas – in a quiz question – later on this page.

Assignment question

'Contrast the structure of a typical essay with that of a typical report.'

Mini-answer 1

Essays are generally divided into three main parts: the introduction, the body and the conclusion. By contrast, reports often have additional sections, such as an abstract and a methodology. The structure of an essay is rooted in its purpose, which is to put forward an argument coherently and convincingly. The purpose of a report, however, is slightly different: usually it is to survey research that has been done already, analyse it, and then give recommendations. The structure comes from presenting this sequence of tasks in a logical and recognizable way.

Mini-answer 2

In general, essays are divided into three parts: the introduction, the body and the conclusion. Every essay question is different, but learning general principles will help. A good idea is to restate the essay question in your introduction to help focus the reader's mind. In the body you make your main argument: it makes up the longest of the three sections. The paragraphs within the body should be ordered logically to present your argument. Then comes the conclusion, where you draw the key elements together. To sum up, successful essays generally use a recognisable structure to help the reader to follow the argument. Reports are different, often including a methodology and an abstract.

Assignment 7

Imagine you are writing an essay. You are including several sources, and because you are writing critically, you need to comment on them. Which verbs can you use to indicate that you agree with a source? Provide 6 examples.

Assignment 8

Read these three sentences – taken from academic assignments on Business Studies, Geography and Biology – and in each case, decide whether the writer agrees with the source (Subraman, McKay, and Papillon). You can check your answers in the activity below.

Sentence 1: 'According to Subraman...'

According to Subraman (2001), studying Business Administration typically increases a student's earning power by around 30%.

Sentence 2: 'As McKay demonstrates...'

As McKay (2017) demonstrates, the academic study of geography has its roots in nineteenth-century European imperialism.

Sentence 3: Paraphrase, ending with a citation

During floods, the behaviour of fire ants becomes significantly more aggressive (Papillion et al., 2011).

Assignment 9

Make a list of the presentation preparation tips.

Assignment 10

Have a look at three photos and develop 3 kinds of writing – descriptive, narrative, and discursive.

Assignment 11

Read an essay and try to analyze it (structure, author's approach to the problem, language) then compare your analysis to the one provided by your partner.

Not Quite a Clean Sweep: Rhetorical Strategies in Grose's "Cleaning: The Final Feminist Frontier"

A woman's work is never done: many American women grow up with this saying and feel it to be true. One such woman, author Jessica Grose, wrote "Cleaning: The Final Feminist Frontier," published in 2013 in the New Republic, and she argues that while the men in our lives recently started taking on more of the childcare and cooking, cleaning still falls unfairly on women. Grose begins building her credibility with personal facts and reputable sources, citing convincing facts and statistics, and successfully employing emotional appeals; however, toward the end of the article, her attempts to appeal to readers' emotions weaken her credibility and ultimately, her argument.

In her article, Grose first sets the stage by describing a specific scenario of housecleaning with her husband after being shut in during Hurricane Sandy, and then she outlines the uneven distribution of cleaning work in her marriage and draws

a comparison to the larger feminist issue of who does the cleaning in a relationship. Grose continues by discussing some of the reasons that men do not contribute to cleaning: the praise for a clean house goes to the woman; advertising and media praise men's cooking and childcare, but not cleaning; and lastly, it is just not fun. Possible solutions to the problem, Grose suggests, include making a chart of who does which chores, dividing up tasks based on skill and ability, accepting a dirtier home, and making cleaning more fun with gadgets.

Throughout her piece, Grose uses many strong sources that strengthen her credibility and appeal to ethos, as well as build her argument. These sources include, "sociologists Judith Treas and Tsui-o Tai," "a 2008 study from the University of New Hampshire," and "P&G North America Fabric Care Brand Manager, Matthew Krehbiel" (qtd. in Grose). Citing these sources boosts Grose's credibility by showing that she has done her homework and has provided facts and statistics, as well as expert opinions to support her claim. She also uses personal examples from her own home life to introduce and support the issue, which shows that she has a personal stake in and first-hand experience with the problem.

Adding to her ethos appeals, Grose uses strong appeals to logos, with many facts and statistics and logical progressions of ideas. She points out facts about her marriage and the distribution of household chores: "My husband and I both work. We split midnight baby feedings ...but ... he will admit that he's never cleaned the bathroom, that I do the dishes nine times out of ten, and that he barely knows how the washer and dryer work in the apartment we've lived in for over eight months." These facts introduce and support the idea that Grose does more household chores than her husband. Grose continues with many statistics:

About 55 percent of American mothers employed full time do some housework on an average day, while only 18 percent of employed fathers do. ... Working women with children are still doing a week and a half more of "second shift" work each year than their male partners. ... Even in the famously gender-neutral Sweden, women do 45 minutes more housework a day than their male partners.

These statistics are a few of many that logically support her claim that it is a substantial and real problem that men do not do their fair share of the chores. The details and numbers build an appeal to logos and impress upon the reader that this is a problem worth discussing.

Along with strong logos appeals, Grose effectively makes appeals to pathos in the beginning and middle sections. Her introduction is full of emotionally-charged words and phrases that create a sympathetic image; Grose notes that she “was eight months pregnant” and her husband found it difficult to “fight with a massively pregnant person.” The image she evokes of the challenges and vulnerabilities of being so pregnant, as well as the high emotions a woman feels at that time effectively introduce the argument and its seriousness. Her goal is to make the reader feel sympathy for her. Adding to this idea are words and phrases such as, “insisted,” “argued,” “not fun,” “sucks” “headachey,” “be judged,” “be shunned” (Grose). All of these words evoke negative emotions about cleaning, which makes the reader sympathize with women who feel “judged” and shunned”—very negative feelings. Another feeling Grose reinforces with her word choice is the concept of fairness: “fair share,” “a week and a half more of ‘second shift’ work,” “more housework,” “more gendered and less frequent.” These words help establish the unfairness that exists when women do all of the cleaning, and they are an appeal to pathos, or the readers’ feelings of frustration and anger with injustice. However, the end of the article lacks the same level of effectiveness in the appeals to ethos. For example, Grose notes that when men do housework, they are considered to be “enacting ‘small instances of gender heroism,’ or ‘SIGH’s’—which, barf.” The usage of the word “barf” is jarring to the reader; unprofessional and immature, it is a shift from the researched, intelligent voice she has established and the reader is less likely to take the author seriously. This damages the strength of her credibility and her argument.

Additionally, her last statement in the article refers to her husband in a way that weakens the argument. While returning to the introduction’s hook in the conclusion is a frequently-used strategy, Grose chooses to return to her discussion

of her husband in a humorous way: Grose discusses solutions, and says there is “a huge, untapped market ... for toilet-scrubbing iPods. I bet my husband would buy one.” Returning to her own marriage and husband is an appeal to ethos or personal credibility, and while that works well in the introduction, in the conclusion, it lacks the strength and seriousness that the topic deserves and was given earlier in the article.

Though Grose begins the essay by effectively persuading her readers of the unfair distribution of home-maintenance cleaning labor, she loses her power in the end, where she most needs to drive home her argument. Readers can see the problem exists in both her marriage and throughout the world; however, her shift to humor and sarcasm makes the reader not take the problem as seriously in the end. Grose could have more seriously driven home the point that a woman’s work could be done: by a man.

Works Cited

Grose, Jessica. “Cleaning: The Final Feminist Frontier.” New Republic.

Assignment 12

Letters to the Past

Write a letter to yourself at a specific point in your past. What do you tell that self about how things are going for you now? What questions do you answer for your past self? What advice do you give?

Assignment 13

Found First Lines

Listen for interesting conversations happening in the world, and write them down. Write down specific lyrics in songs or lines from books that resonate with you. Collect these, and try using one of these quotes as a first line in your own writing.

Assignment 13

Name that Emotion

Write about an emotion without ever using the name of the feeling itself, or synonyms for it. How do you describe sadness or happiness or anger? Where does a character feel it? What does it feel like?

Assignment 14

Coloring a Story

Write a story inspired by shades of a single color. Let each shade be a different character, and imagine how they interact. What does Burgundy say to Scarlet? How is Lime related to Forest?

Assignment 15

Interviews with Characters

Imagine your character is being interviewed. Maybe it's for a magazine, for a job, or by the police. What kinds of questions are they asked, and how do they answer? This method can help you better understand and develop a character's voice and backstory.

Assignment 15

Take a little walk just outside the classroom. It doesn't have to be far, but it should be somewhere that has plenty of different items for you to choose from. Pick one object and describe it in detail. You should describe every curve, every scratch, every color, and every texture in your chosen item. Once the descriptions are written, pair up with another writer and take turns guessing which object the other student wrote about based solely on the description.

INDIVIDUAL WORK

1. Comment on your partner's paper focusing on:

Structure;

Logic;

Effective language;

Grammar correctness;

Purposefulness.

Write your suggestions at the end of the paper.

French croissant

Croissants are ubiquitous these days and they can be very disappointing. But, made well, there is nothing better than a warm croissant. Just add coffee and a newspaper for the perfect breakfast.

It's often said that croissants taste so much better in France than anywhere else and there's a reason why – it's how much they use one of the basic ingredients.

No one really knows who invented the croissant but it's likely to have come from Austria. The Austrian kipfel or hörnchen is a cake, shaped in a crescent, that was created to celebrate the role that Viennese bakers played in defeating the Ottomans in 1683. Austrian-born Marie Antoinette is reputed to have introduced it to France in the 1770s because she was homesick for Vienna, but it's apparently unlikely as it isn't really mentioned in literature until the 1840s. After puff pastry was added to the recipe at a patisserie in Paris, it really took off. Charles Dickens loved it on a visit to Paris in 1846. Since then, it's become a French staple; as much of a birth right as the French espresso (“un café”).

Why do croissants taste better in France? Maybe it's because you're eating them on holiday and everything tastes better when you're less stressed and able to enjoy the taste. Maybe it's because the demand for croissants is higher in France than anywhere else so they're more likely to be fresher and hotter and so, way more tasty. Or maybe it's because the French don't lay off the butter when they make

them; butter makes up a quarter of a croissant's ingredients. They are not a low-fat option.

French bakeries breed an authenticity that can't be faked anywhere else. This is the *je ne sais quoi* that is folded into every single buttery layer of the croissant, making even a stranger feel welcomed and at home.

2. Focus on the facts from 5 academic papers. The goal is to provide explanations, information or definitions. There are no opinions, just clear, hard facts. After that, write a Wikipedia entry.

3. Write a story about an incident, following a sequence of events and written in the first person. It can be fiction or non-fiction.

4. Express an opinion and provide arguments as to why this opinion is correct and try to convince the reader. It often mentions the opposing views but provides statistics, facts or proof that supports the opinion held. Topic for writing: Why Uniforms Are Good (or Why Uniforms Are Bad).

5. Describe a photo. The goal is to help the reader picture in their minds the same picture with words. This is why your descriptive language is to be very detailed.

6. Write a research article revealing with one of the problems of your MA thesis.

7. Think about the following problem and brainstorm some ideas and make a list of them:

How can we reduce the carbon emission in our city?

Analyze the article published in Saudi Aramco World "*Chasing Zero*" (Alan Mammoser. *Chasing zero // Saudi Aramco World*. July / August 2017. Vol. 68., No. 4. P. 10-21)

as well as the BBC news “*The UK has pledged 'net zero' carbon emissions, but what does this mean?*”

Then, make your ideas with experts ones:

Our ideas:

- 1
- 2.
- 3.

Experts' ideas:

1. (match)
2. (doesn't match)
3. (doesn't match)

After that think about the risks and problems of implementing the above mentioned ideas in your city or town. List them as well.

Enumerate the stakeholders of this situation (authorities, locals, businessmen, etc.). What can be their point of view?

A. Write a problem-solution essay about the issue studied and discussed. Follow the given scheme:

Situation with carbon emission in your city _____

Problem: _____

Supporting Paragraph 1 (Solutions a) _____

Supporting Paragraph 1 (Solutions b) _____

Supporting Paragraph 1 (Solutions c) _____

Conclusions

B. Write a social article following the questions.

Problem

– What if...? (Solution 1)

– What do experts / people/ doctors say? What is previous experience / data?

– How can we prevent / cope with...? (Obstacle a, b, c).

– Would it be effective and sustainable?

C. Write a speech, which would start with the rhetorical question.

– Have you ever thought about ... (Problem)?

Describing the current situation.

Presenting possible solutions and benefits for the targeted audience / society.

8. Organize graphically your ideas about the following issues and write a paper.

A. Schematically present the development of your country and describe it in writing / report/ essay, etc.

B. Enumerate and group the main causes for insomnia. Describe the problem, the state of people and their opinions, possible solutions and qualified help.

C. Analyze 3 experts' reports on child abuse and the approaches to deal with the problem. Group the suggested solutions according to their priority in a table. Then explain your choice in writing.

9. Write a letter to your great, great, great grandchildren.

10. You are a new character in your favorite book. How does your presence change the story?

11. If you could meet with any world leader for one day, who would it be and what would you talk to them about?

12. If you were a member of the opposite sex, how would your life be different?

13. Describe a memorable event and how it made you feel, but without naming the feeling.

14. What would society be like if forgiveness did not exist?

15. What is one subject that is not taught in schools that you think should be taught?

16. What would the world be like if people never slept?
17. How would you describe the feeling of love to an alien with no experience of it?
18. If you could make one law that had to be implemented across the entire world, what would it be and how would it change the world?
19. You have the ability to redefine society's image of beauty. What does the world now consider beautiful?
20. A scientist shows you his latest invention: a machine that lets you create your own dream world. If you are hooked up to the machine, you will fall asleep and dream that you are in your ideal world, but you will never wake up. The scientist gives you the chance to use his machine. Do you use it? Why or why not?
21. If you could change one event in your life, what would it be and why? How would the present be different?

TEST YOURSELF!

1. What is Creative Writing used for?
 - A.Any comedic writing.
 - B.Any writing – example novels / resumes / short stories / fiction writing.
 - C.Any sad or disastrous piece of writing.
 - D.Any writing, say for example, complaint letter / letter to the forum / letter to your boss.
2. What is the most important ingredient in Creative Writing?
 - A.Autobiographies
 - B.Jokes
 - C.Imagination
3. What are Sensory Details ?
 - A.Details that involve your 5 senses – sight / hearing / taste / feel and smell.
 - B.Details that require common sense.
 - C.Details that involve your sight.
 - D.Details that involve sense and sensibility.
4. Describe a simple writing technique.
 - A.choose a topic / decide on your details / write
 - B.Choose an interesting topic / create a list to support your topic / prioritize your list & write
 - C.choose an interesting topic / create your settings / write only once & publish.
 - D.choose a topic u like / create your details / publish
5. How to create an interesting setting ?
 - A.Choose a scene / Do lots of Research / Write what u had researched about.
 - B.Choose a scene / think very hard / write what you had thought about.
 - C.Choose a scene / Visualise / Write what u had visualised.
 - D.Choose a scene / Discuss / Write everything u discussed.
6. How would you add character ?

- A. Incorporate very sad stories.
 - B. Focus on a person, add such details as what that person would do or feel.
 - C. Focus on a person's life story - the more disastrous the better.
 - D. Invent as many interesting stories filled with humour.
7. What else should be added to a story to capture the reader's interest?
- A. Craziiness and Chaos.
 - B. Tragedy and Murder.
 - C. Birth, Life and Mishaps.
 - D. Moods – Laughter, Sadness and Humour or anything that will add to a reader's imagination.
8. Is a second setting or character necessary to the plot of the story?
- A. Don't Know
 - B. No
 - C. Maybe
 - D. Yes
9. Are many draft copies allowed before the actual story can be written?
- A. I Don't Know
 - B. No.
 - C. Maybe
 - D. Yes
10. What are Literary Tools ?
- A. Tools that help us sleep better at night.
 - B. Tools that allows us to have fun.
 - C. Literary tools are language devices that help you write better and creatively.
 - D. Tools that help us get in touch with our emotions.
11. Which of the following applies to prose fiction?
- A. It should always be entirely made up.
 - B. It should always be based on personal experience
 - C. It can be based on something that has really happened

12. Which of the following best describes the purpose of a short story?
- A. An attempt to create a cut-down novel
 - B. A kind of snapshot of a significant moment in the characters' lives
 - C. An attempt to describe characters and places in as much depth as possible
13. What does 'first person' mean?
- A. The most important character in the story and the first to be mentioned
 - B. A method of telling the story from one character's point of view
 - C. A way of telling the story from the point of view of someone not involved in the story
14. What is the maximum recommended number of characters that your story should include?
- A. One
 - B. Three
 - C. Six
15. What is the main purpose of description in a short story?
- A. To show what the characters look like
 - B. To fill up the story
 - C. To help to add to the atmosphere and mood
16. Which of the following would be the most suitable topic for a short story?
- A. Abduction by aliens
 - B. A significant moment in a character's life
 - C. An act of international terrorism
17. Which narrative method is used in the following sentence: "Louise sighed as she picked up her bag and set off for school"?
- A. First person
 - B. Third person
 - C. Neither
18. Which narrative method is used in the following sentence: "I decided there and then that I was never going to see him again"?
- A. First person

B. Third person

C. Neither

19. Who is the narrator in the following sentence: "Since the day they started school, Andy and Joe had been inseparable"?

A. Andy

B. Joe

C. Neither

20. Which of the following would be the best ending to a story on bullying?

A. So he told his teacher and it all got dealt with immediately and Sean liked the school

B. Simon knew that Paul might try to bully him again though somehow he thought that was unlikely. Anyway, this time he would be able to handle it. He wasn't going to be a victim again

C. Simon didn't think Paul would try to bully him again but if Paul did then Simon was determined that he wasn't going to put up with it

21. The element of diction in drama can be defined as:

A. Everything that is seen

B. The way the characters speak

C. Everything that is heard

D. Characters

22. When "Putting it on Paper" character titles should be written in all capital letters.

A. True

B. False

23. The element of plot in drama can be defined as:

A. The events, what happens and how it unfolds

B. The characters

C. Everything the characters say

D. All of the above

24. The element of character in drama can be defined as:

- A. Moral quality such as patience
 - B. Everything that is heard
 - C. The events, what happens and how it unfolds
 - D. The persons carrying out the action/plot
25. The element of spectacle in drama can be defined as:
- A. Everything that is heard
 - B. Everything that is sung
 - C. Everything that is seen
 - D. The props
26. Exposition is the part of the plot structure that provides background information about the drama.
- A. True
 - B. False
27. A cover page should include only the name of the drama.
- A. True
 - B. False
28. The element of music in drama can be defined as:
- A. Everything that is heard
 - B. Everything that is sung
 - C. Everything that is seen
 - D. The way the characters speak
29. Comedy is type of drama in which the protagonist meets a calamitous end.
- A. True
 - B. False
30. What is the main reason we should be creative...
- A. Not being creative is boring
 - B. My parents want me to be creative
 - C. It's fun!
31. In class we discussed what creative writing is. You were given four ways to be creative in writing. Please list them below.

32. Poetry can be defined as "a form of art in which language is used for its aesthetic qualities, in addition to, or instead of, its ostensible meaning."
- A. True
 - B. False
33. Paragraphs include three different types of sentences. What three types of sentences would those be?
- A. Topic, supporting, concluding
 - B. Starting, supporting, concluding
 - C. Topic, supporting, ending
 - D. Topic, details, ending
34. What would be a good example of prose writing?
- A. Paragraph about the benefits of eating carrots
 - B. dictionary definitions
 - C. Newspaper article
 - D. All of the above
35. The difference between a metaphor and a simile is...
- A. They are spelled differently.
 - B. Both compare to unlike things only a simile uses the words "Like" or "As."
 - C. There is no difference
36. Litotes are double positives used for poetic effect.
- A. True
 - B. False
37. Hyperbole is when the writer has overexaggerated something for emphasis.
- A. True
 - B. False
38. "Wisdom builds her house" is an example of a litote.
- A. True
 - B. False
39. "Wisdom build her house" is an example of personification.

- A. True
 - B. False
40. Choose the example of perfect rhyme.
- A. Cat,Hat
 - B. Fright, Frieght
 - C. Laughter, Slaughter
41. Irony is the difference between the surface meaning of words and the implications that are drawn from them.
- A. True
 - B. False
42. Academic writing is:
- A. The process of breaking down ideas
 - B. About what you think and what evidence has contributed to that thinking.
 - C. All of the answers are correct
 - D. Using deductive reasoning, formal voice, and third person point-of-view
43. Academic writing uses:
- A. Deductive reasoning
 - B. Formal voice
 - C. Third person point-of-view.
 - D. All of the answers are correct
44. In order to actively participate in academic discourse, you must:
- A. Know, accept, and use the terms, values, and rules of academic discourse
 - B. Know how to change the terms, values, and rules of academic discourse
 - C. All of the answers are correct
 - D. Know how to create and use the terms, values, and rules of academic discourse
45. What is the purpose of the closing sentence?
- A. It reminds the reader of the topic, and keeps them thinking.
 - B. It re-states the introduction.
 - C. It gives us details about the topic.

- D. It lets us know what the paragraph is going to be about.
46. A good topic sentence should always be...
- A. Boring
 - B. Detailed
 - C. Interesting
 - D. Long.
47. What is a classical structure of an essay?
- A. Introduction+body paragraphs+conclusion
 - B. Lead+body paragraph+conclusion
48. A report should include:
- A. Facts
 - B. Descriptions
 - C. Attitude
49. A scientific article presupposes:
- A. Research
 - B. Marketing
 - C. Dreaming
50. To write an interview you should:
- A. Interview a person
 - B. Read about a personality
 - C. Invent some details
 - D. All mentioned above.

GLOSSARY

A

About the Author: Relevant information about the author, written for books, proposals, articles, and websites. Usually a couple of paragraphs to one page, written in the third person.

Acrostic: A sentence where the first letter of each word of the sentence helps to remember the spelling of a word, or order of things. For example – Never Eat Sour Wieners = North, East, South, West.

Advance: A percentage of the money paid to the writer by a publisher prior to publication of the book. Advances are paid against future royalties, and are paid back to the publisher once the book starts earning royalties.

Agent: An individual who markets creative works to publishers. Agents charge a commission of around 10 to 20 percent, rather than charging a fee.

All Rights: The publication owns all the rights to the work in all the media worldwide, but does not own the copyright.

Allegory: A narrative technique in which the characters are portrayed as things or concepts in order to convey a message. Usually used for satirical or political purposes.

Alliteration: A series of words in a sentence all beginning with the same sound. For example: Sing a song of six-pence.

Ambiance: The feeling or mood of a particular scene or setting.

Ambiguity: Allows for two or more simultaneous interpretations of a word, phrase, action, or situation, all of which can be supported by the context of a work.

Analogy: A comparison of two unlike things, used to explain or illustrate a concept.

Anaphora: Several consecutive sentences all starting with the same words. For example – I will not give up. I will do it. I will succeed.

Antagonist: The main character or force in a fiction that tries to stop the protagonist (the hero or heroine of the story) from achieving his/her goal.

Anthology: A collection of short stories written by various authors, compiled in one book or journal.

Antonyms: Words which are opposites in meaning. For example – come and go, clean and dirty, good and bad, etc.

Assignment: A piece of writing that a writer has been assigned to write by an editor or publisher for a pre-determined fee.

Assonance: Repetition of internal vowel sounds in nearby words that do not end the same, used to emphasize important words in a line. For example – asleep under a tree.

Autobiography: The writer's own life story.

B

Backlist: Books published before the present year, but still in print.

Ballad: A narrative folksong, usually created by common people and passed on orally.

Beat: One count pause in speech, action, or poetry.

Bibliography: The list of books, magazines, journals, people, websites, or any other resources that you consulted in the process of writing a book, article, or paper.

Bimonthly: Once every two months.

Biography: A life story of someone other than the writer's.

Bionote (Bio): A short 2 or 3 sentence description of the author written in the 3rd person, usually to accompany an article.

Biweekly: Once every two weeks.

Blank Verse: Poetry that doesn't rhyme.

Boilerplate: A standard publishing contract, with no changes made by the author or agent. The boilerplate is the starting point only, and later changes are usually made.

Book Review: A summary of a book, including its critique.

Byline: The author's name appearing with his/her published work.

C

Canon: Works generally considered by scholars, critics, and teachers to be the most important to read and study.

Caption: A brief description of a picture, graph, table, or diagram.

Characterization: The author's expression of a character's personality through the use of action, dialogue, thought, or commentary.

Cliché: An overused expression.

Climax: The moment of greatest intensity in a story, usually the point where the central character/protagonist faces and deals with the consequences of all his/her actions.

Clips: Published samples of writings that a writer submits with queries to prospective markets. Sometimes called "tear sheets".

Closet Drama: A play written to be read rather than performed on stage.

Connotation: Implications that go beyond the literal meaning of the word.

Copyediting: Checking for errors in spelling, grammar, punctuation and word usage.

Copyright: The ownership by an author of his or her work. Copyright laws recognize the author's right of ownership of anything that the author writes immediately upon its creation.

Couplet: Two consecutive lines of poetry that usually rhyme and have the same meter.

Cover Letter: A short letter accompanying a manuscript, proposal, or resume that introduces you, your work, and your credits. No more than one page.

CV: Curriculum Vitae - a short one page resume.

D

Dead Metaphor: A metaphor that has lost its intensity due to overuse.

Deadline: The latest date that a piece of assigned writing is due on for submission.

Denotation: The exact meaning of a word, without the feelings or suggestions that the word may imply.

Denouement: The final outcome of the main complication of a story or play. It usually occurs after the climax and reveals all the secrets and misunderstandings connected to the plot.

Dialogue: The words spoken by the characters of a story.

Diction: A writer's choice of words, phrases, sentence structures, and figurative language, which combine to help create meaning.

Didactic: Instructional or informative literature.

Double Entendre: A phrase that can be interpreted in two different ways.

Double-Entry Journal: A journal with two columns. In the left hand column brief quotes, first impressions and ideas are written. In the right hand column, the responses to the writings of the left hand column are written – like what they remind you of, their implications, and your final thoughts on them

Draft: A completed version of a writing which may be rewritten, revised, or polished

Dummy: Hand drawn mock-up of what a page will look like in print.

E

Edit: To review a piece of writing to correct grammatical, spelling, or factual errors. Editing often includes shortening or lengthening of a piece of writing to fit an available space before publication.

Editor: A professional commissioned to edit (and sometimes write) articles for a publication.

Editorial: A short article expressing an opinion or point of view. Often, but not always, written by a member of the publication staff.

Electronic Submission: Submission made through electronic means – that is, e-mail or computer disks.

Elegy: A mournful, contemplative lyric poem written to commemorate someone who is dead, often ending in a consolation.

Embargo: Prohibition against publishing information until a specific date. This is done in journalism to ensure that all news outlets release the news on the same day.

Epic: A long narrative poem, told in a formal, elevated style that focuses on a serious subject and chronicles heroic deeds and events important to a culture or nation.

Epigram: A short witty poem, usually makes a satiric or humorous point.

Euphemism: A phrase used in place of something disagreeable or upsetting. For example – “passed out” for “fainted”.

Euphony: Smooth and musically pleasant language.

E-zine: Electronic magazine. A magazine published online.

F

Fair Use: Reproduction of short excerpts from a copyrighted work for educational or review purposes. This does not infringe upon the writer's copyrights.

Fees: Money paid to the writer for his/her services.

Figures of Speech: Ways of using language that deviate from the literal meanings of words in order to suggest additional meanings or effects.

First Electronic Rights: The rights to publish a piece of writing electronically (online) for the first time. Once the rights have been assigned, the work cannot be published in another electronic medium, however reprint rights can be sold.

First Print Rights: The rights anywhere in the world to a piece of writing in the medium it's published in.

Flash Fiction: A piece of fiction written in less than 500 words.

Flat Fee: Money paid to the author for his or her work in one lump sum. The author does not receive any royalty after this payment.

Formatting: The manner in which a manuscript is prepared and presented.

Free Verse: Verse that has neither regular rhyme nor regular meter. Also called open form poetry.

Freewriting: Writing continuously without worrying about how well you are writing. This kind of informal writing is meant to explore one's thoughts, unload one's feelings, or reflect on something.

Frontlist: Books being published in the current year.

G

Galleys: The initial typeset of a manuscript sent to the author for review before it is printed. Type size and column format are set, but page divisions are not made.

Genre: The type or category of writing – like mystery, science fiction, romance, fantasy, etc.

Ghostwriter: A writer who is paid to write for someone else. A ghostwriter does not get a byline or any credit. Usually celebrities hire ghostwriters and then sell the book under their own names.

Go-ahead: A positive response to a query that assigns an article to you.

Guidelines: Instructions for submitting work to a publication.

H

Haiku: A three line, seventeen syllable poem, usually about nature.

Hardcover: Book bound with hard cardboard cover, then covered with a paper dust jacket.

High Concept: A storyline that can easily be described in one sentence and seems to be especially unique and commercially viable.

Hook: A narrative trick in the lead paragraph of a work that grabs the attention of the readers and keeps them reading.

Homographs: Words which are spelled alike but are different in origin, meaning, or pronunciation. For example – fair (the adjective meaning beautiful or not dark) and fair (the noun meaning a periodical gathering with sales, shows and entertainment).

Homonyms: Words that are spelled and pronounced alike but have different meanings. For example – pool (of water) and pool (the game).

Hyperbole: Deliberate exaggeration. Short form is “hype”.

I

Imagery: Collection of images in a literary work, used to evoke atmosphere or mood.

Imprint: Division within a publishing house that deals with a specific category of books.

Invoice: A record of payment due, given to an accounting department or person of a publication.

Irony: When a person, situation, statement, or circumstance is not what it seems to be, but the exact opposite.

J

Jargon: Mode of speech familiar only to a group or profession. For example – medical jargon or technical jargon.

Journal: A diary or record of events, feelings, and thoughts usually recorded by date.

K

Kicker: In journalism - a sudden, surprising turn of events or ending; a twist.

Kill Fee: Compensatory payment made for an assigned article which was completed but not used or published.

R

Record of Submission: A formalized record of where and when an author has sent article or manuscript submissions.

Rejection Slip: A letter from an editor indicating that the publisher is not interested in the author's submitted work.

Reprints: Previously published articles made available for publication in other magazines or journals.

Revising: Making changes to improve the writing.

Rhyme: The similarity between syllable sounds at the end of two or more lines.

Rhythm: A term used to refer to the recurrence of stressed and unstressed sounds in poetry.

Rights: Ownership of all the various ways in which a creative work may be reproduced, used, or applied.

Rough Draft: The first organized version of a document or other work.

Royalties: A percentage of the cover price of a book paid to the author. Royalties are only paid after the book has earned out and are usually paid on a monthly or quarterly basis.

Run-on Sentence: Two or more sentences in a paragraph without appropriate punctuation or connecting words.

S

SASE: Abbreviation for Self-Addressed Stamped Envelope, usually sent with a query or manuscript so the editor or publisher can mail it back to the writer.

Satire: The literary art of ridiculing a folly or vice in order to expose or correct it.

Scansion: The process of measuring the stresses in a line of verse in order to determine the metrical pattern of the line.

Self-publishing: A branch of publishing in which the author publishes his own works, cutting out the middlemen and raking in all the profits himself. With the advent of computers and desktop publishing programs, this approach has become increasingly viable.

Sentence Fragment: A sentence that is missing the subject, the verb, or both.

Serial: A publication that appears periodically, such as magazines, newspapers, or newsletters.

Sestet: A stanza consisting of exactly six lines.

Setting: The total environment for the action of a fictional work.

Short Short: Fiction under 1,000 words.

Short Story: Fiction under 7,000 words.

Side Bar: Extra information or hints and tips put together aside from the main article.

Simile: Comparing two different things using the words 'like' or 'as'. For example – The water was cold as ice.

Simultaneous Submission: To send a submission to more than one publisher/agent at one time. This is unacceptable to some, okay to others.

Slant: The bias or angle with which a writer presents the information in an article.

Slush Pile: Common term for unsolicited manuscripts received by a publisher or editor.

Solicited Manuscript: A manuscript that an agent or editor has asked to see.

Soliloquy: A dramatic convention by means of which a character, alone onstage, utters his or her thoughts aloud - used to inform the audience about a character's motivations or thoughts.

Sonnet: A fixed form of lyric poetry that consists of fourteen lines, usually written in iambic pentameter, with a varied rhyme scheme.

Stanza: A group of lines in a poem that form a metrical or thematic unit, set off by a space.

Stress: The emphasis, or accent, given a syllable in pronunciation.

Style: The manner of expression of a particular writer, produced by choice of words, grammatical structures, use of literary devices, and all the possible parts of language use.

Subject: The main topic in a sentence, paragraph, essay, or book.

Submission Guidelines: The guidelines given by the editor or the publisher for submitting queries or completed manuscripts to the publication.

Subplot: The secondary action of a story, complete and interesting in its own right, that reinforces or contrasts with the main plot.

Suffix: An auxiliary syllable that attaches to the end of a root word to change the meaning of a word. For example – suggest, *suggestive*.

Summary: A short description of the main points of a body of work.

Symbol: A word that on the surface is its literal self but which also has another meaning or even several meanings.

Synonyms: Words which have the same or almost the same meaning. For example – happy and glad.

Synopsis: Brief summary of a story, manuscript, or book, told in present tense prose which is usually two to three paragraphs in length.

Syntax: The ordering of words into meaningful verbal patterns such as phrases, clauses, and sentences.

T

Tearsheet: Sample of an author's published work; once the actual “torn” page containing the article or story, but today a photocopy of it.

Terms: The deal made between the writer and the editor/publisher for the publication of a particular work - including types of rights purchased, payment schedule, expected date of publication, and other similar items.

Theme: The central meaning or dominant idea in a literary work. It is the unifying point around which the plot, characters, setting, point of view, symbols, and other elements of a work are organized.

Tone: The author's implicit attitude toward the reader or the people, places, and events in a work as revealed by the elements of the author's style.

Topic Sentence: The sentence at the beginning of a paragraph, that includes the main idea of the paragraph.

Travesty: A work that treats a serious subject frivolously, ridiculing the dignified. Often the tone is mock serious and heavy handed.

Triplet: A tercet in which all three lines rhyme.

U

Understatement: The opposite of hyperbole, understatement (or litotes) refers to a figure of speech that says less than is intended.

Unsolicited Manuscripts: An article, story, or book that a publication did not request.

V

Vanity Publishing: A form of publishing in which the author pays a publisher to publish his or her work.

Verse: Poetic lines composed in a measured rhythmical pattern, that are often, but not necessarily, rhymed.

Villanelle: A type of fixed form poetry consisting of nineteen lines of any length divided into six stanzas.

Voice: The style, tone, and method of writing with which an author composes a work.

W

Widows and Orphans: In publishing, a "widow" is the last line of a paragraph, printed alone at the top of a page. An "orphan" is the first line of a paragraph, printed alone at the bottom of a page.

Withdrawal Letter: A politely worded letter to a publication or publishing house withdrawing a manuscript from consideration.

Word Count: The estimated number of words in a manuscript.

Work for Hire: A job where the writer is commissioned to write a piece, but does not receive a byline, and does not get any rights to the work.

Writer's Block: The inability to write for some period of time. It can be the inability to come up with good ideas to start a story, or extreme dissatisfaction with all efforts to write.

Writer's Guidelines: A set of guidelines to which a publication wants its writers to adhere.

RECOMMENDED LITERATURE

1. Karen Blanchard, Christine Root. Ready to write 2: Perfecting paragraphs / 4th edition. – London: Pearson Education, 2010. – 214 p.
2. Karen Blanchard, Christine Root. Ready to write 3. From paragraph to essay / 3rd edition. – London: Pearson Education, 2010. – 200 p.

Additional:

1. William Zinsser. On writing well. An informal guide on writing nonfiction / 4th edition. – New York: Harper Perennial, 1990. – 288 p.
2. Susan Anker. Real writing / 5th edition. – Boston, New York: Dedford / St. Martin's, 2010. – 799 p.

Online resources:

1. Academic writing. A handbook for international students [Electronic resource] – URL : [https://www.kau.edu.sa/files/0013287/subjects/academic-writing-handbook-international-students-3rd-ed%20\(2\).pdf](https://www.kau.edu.sa/files/0013287/subjects/academic-writing-handbook-international-students-3rd-ed%20(2).pdf)
2. The handbook of creative writing [Electronic resource] – URL : <http://117.3.71.125:8080/dspace/bitstream/DHKTDN/6389/1/The%20handbook%20of%20creative%20writing.5762.pdf>
3. PearsonELT [Electronic resource] – URL : <http://www.pearsonelt.com/>
4. BBC Learning English [Electronic resource] – URL : www.bbc.learning_english.com

Навчально-методичне видання

О. В. Сушкевич

**ВИБРАНІ ПИТАННЯ
ДІЛОВОГО, КРЕАТИВНОГО ТА АКАДЕМІЧНОГО
ПИСЬМА**

**Навчальний посібник
для студентів факультетів іноземних мов
вищих навчальних закладів**

Видається в авторській редакції

Підписано до друку 08.11.2019 р. Формат 60x84/16.

Папір офсетний. Ум. друк. арк. 6,62

Тираж 100 прим. Замовлення № 304

Видавничо-поліграфічний центр «Візаві»

20300, м. Умань, вул. Садова, 2

Свідоцтво суб'єкта видавничої справи

ДК № 2521 від 08.06.2006.

тел. (04744) 4-64-88, 4-67-77, (067) 104-64-88

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