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PRE-WRITING: ENGLISH FOR ACADEMIC WRITING



HANIZA NORLIN MD. YUSOF
R. NALANIE

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Sebuah terbitan



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e ISBN 978-967-2421-50-4

PRE-WRITING : ENGLISH FOR ACADEMIC WRITING

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FOREWORD

This e-book presents three parts of pre-writing stage which are necessary to produce a cohesive academic writing. The first part focuses on the search for writing ideas that include getting to know the audience and decide on the purpose of writing and types of writing. The second part focuses on researching which provides writers with information about their subject matter and narrow down the topic. The third part illustrates brainstorming methods that help writers come up with ideas, sources and contents.

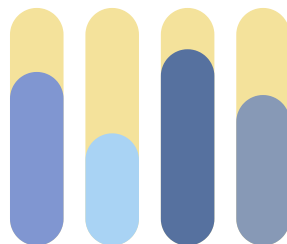
WRITERS BIOGRAPHY



Haniza Norlin Md. Yusof is currently the Head of Department of General Studies Department of PUO. A highly enthusiastic senior lecturer with over 26 years of teaching experience and is passionate in educational technology, blended online learning and curriculum design.



Nalanie d/o Raja Gobal is a lecturer currently teaching at Politeknik Ungku Omar, Perak. She has been teaching English language courses covering Malaysian Polytechnic Syllabuses for the past 15 years. She is passionate about developing thinking skills through reading and writing.



ACKNOWLEDGEMENT

First and foremost, praises and thanks to the Almighty, for His blessings throughout the completion of this e-book.

Also, this e-book would not have been possible without the support from all my colleagues and family.

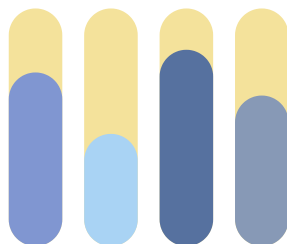


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INTRODUCTION

Academic writing is a formal style of writing with formal tone, focused topic or subject matter, concise vocabulary and terminologies, and structured format. This type of writing presents valid information or arguments by using evidence, research, analysis and synthesis of data. There are many forms of academic writing produced for different purposes. Some examples are academic journals, project proposals, specific course essays, research papers, textbooks, experiments reports and technical reports.

Academic writing is produced for various academic purposes such as explaining processes or procedures of car assembly, discussing alternatives to plastic, reacting to a newly introduced policy or debating on artificial intelligence. In fact, almost every technical report written for specific purpose is considered as academic writing such as feasibility reports, incident reports, cause and effect reports or problem solution reports.

The writing process generally involves different stages; pre-write, plan, outline, draft, revise, edit and proofread. The academic writing process also includes the similar stages of pre-writing, outlining, drafting and proofreading. This book will focus on the pre-writing and planning stage that concentrates on all the work that need to be done before actual writing takes place.

This is the stage with a lot of brainstorming of ideas, thinking strategies, researching data, evaluating outcomes, and gathering information. This is also the stage where a lot of editing takes place, taking out irrelevant key points and retaining relevant main ideas.

Generally, the pre-writing stage consists of three parts which are firstly, searching for writing idea, secondly, researching and deciding on the topic and thirdly, using brainstorming techniques for writing details.

This e-book will generally cover the following details of the pre-writing stage:

- √ Getting to know the audience.
- √ Deciding the purpose of writing.
- √ Deciding the type of writing style.
 - √ Selecting the writing topics
 - √ Narrowing down the topics
 - √ Brainstorming for ideas.
 - √ Organizing the ideas.



THE 3-PART PRE-WRITING STAGE

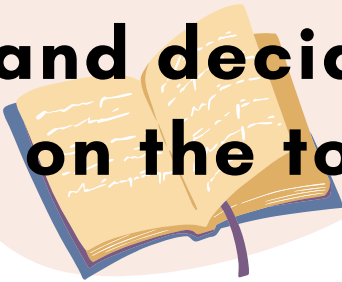
1 Searching for writing ideas



- * getting to know your audience.
- * deciding the purpose of writing.
- * deciding the type of essays

2

Researching and deciding on the topic



- * selecting topics
- * narrowing down topics

3 Brainstorming for writing details



- * using brainstorming techniques
- * organizing ideas

UNIT 1

SEARCHING FOR WRITING IDEAS



1.1 GETTING TO KNOW YOUR AUDIENCE

An audience will be a group of people who are going to read the essays. Academic essays are different from non-academic essays because they are written for specific course or discipline. Academic essays have formal style of writing with formal tone, focused topic or subject matter, concise vocabulary and terminologies, and structured format. This type of writing presents valid information or arguments by using evidence, research, analysis and synthesis of data. It is written for academic purposes such as explaining processes or procedures of car assembly, discussing alternatives to plastic, reacting

to a newly introduced policy or debating on artificial intelligence.

Therefore, it is essential to identify the audience whom will be the readers of an academic paper so that the message resonates with them. The following are the reasons why the writers need to know the audience.

- # It will guide the structure of your essays, the purpose and style of writing, and the used of certain vocabulary and terminologies.
- # It will help in deciding the kind of main points and supporting details that should be included in the writing.
- # It will influence the tone and format of the writing.
- # It will help in developing effective arguments and perspectives.

1.1.1 Audience Types

The audience for technical writing can generally be categorized into four types which are the experts, technicians, executives and non-specialists (De Silva, M.2021).As technical writing bears similar writing discourse with academic writing, therefore, the audience for academic essays can be described as the following:

1. A specific group of readers. This might come from colleague, friends of the same field or people having the same interest on the topic.
2. Academic community. This will include the field instructors, academician, or peer-reviewers of journals and research writings.
3. Professionals in the profession. They are the people who are directly involved in career and profession. For example, the managing directors, engineers, shareholders and stakeholders.
4. Audience with the least knowledge in the field but would like to understand the subject matter.

1.1.2 Audience factors

There are a few audience factors that every writer needs to consider such as:

1. The socio-demographics such as the age, gender, ethnicity, education level, and socio-economic status.
2. The level of information they have on a particular subject matter or topic. It is advisable to consider

the novice, the specialist and the expert in that topic in order to ascertain the depth of information presented in the writing.

3. The expectation from the information, knowledge, details or facts presented in the essays.
4. The reading context such as the type of reading platform they are going to read the essays such as the academic journals, textbooks, or specialized field magazines.

1.1.3 Adapting the writing to the audience

It is important to choose a topic that resonates with the audience. Good writers will do audience analysis to meet the needs, interests and expectations of the potential readers of their academic writings (Laplante, 2018). Below are some of the questions that can be considered when adapting the topic to a specific audience.

1. Is there anything in common between the writer and the audience?
2. What is the audience's education level?
3. What are the factors that differentiate the writers and the audience?

4. What ideas in the essay that might be of an interest to the audience?
5. Will the audience benefit anything from the writing?
6. Does the audience have any prior knowledge in the topic?
7. Does the audience have any challenges related to the topic?
8. What gaps of knowledge do the audience have?
9. What is the audience's attitude toward the topic?
10. How much information does the audience need to know?

Once these questions are answered, the writers can start searching for ideas, details, information or facts of a particular subject matter. The writers need to draft the ideas with the audience's needs, interests and expectations in mind. The following statements could help in adapting the writing to the audience.

- Provide accurate information, facts or details.
- Check for missing information that could hinder comprehension.
- Exclude unnecessary information that could confuse the audience.
- Use appropriate level of information to suit audience's academic background.

- Add examples to aid comprehension.
- Exclude irrelevant examples that may confuse the audience.
- Guide the audience's understanding through structured organization.

TASK

Choose ONE topic from the following list and identify the information needed about the audience in order to write an effective argumentative essay.

1. Should companies replace human workers with autonomous machines?
2. Does intermittent fasting work for weight loss?
3. Has the technology improve productivity?
4. Do green vehicles decrease pollution?
5. Is climate change a real threat?



1.2 Deciding the Purpose of Writing

The purpose of writing an academic essay is to present valid information or arguments by using evidence, research, analysis and synthesis of data. It is written for academic purposes such as explaining processes or procedures of car assembly, discussing alternatives to plastic, reacting to a newly introduced policy or debating on artificial intelligence. It is essential to clearly define the purpose of writing any academic essays to demonstrate an understanding of the subject matter or topic.

1.2.1 Purposes of Writing.



Writing to inform

The purpose of this writing is to communicate ideas, share facts and define terms and concepts. This is normally written in expository text where the information in the essay is factual, relevant, clear and backed with concrete evidence. Some examples of writing to inform are to report factual results and outcomes from an experiment, survey works or lab works and also biographies of famous individuals. An academic essay with this purpose also defines terms and concepts of a subject matter and states details of information in feasibility, incident or progress report.



Writing to evaluate

The purpose of this writing is to make assessment and evaluation on a specific subject matter based on specific criteria, judgments, observations, and evidences. This essay provides assessment with critical thinking skills of analysis, synthesis, and evaluation (Allen S. Goose. 2001). Some examples of academic essay for this purpose of writing are evaluating significance of final year project, assessing validity of survey works or science experiments and commenting on work processes and procedures.



Writing to reflect

The purpose of this writing is to document experiences, opinions or events. It allows for a deeper clarification and understanding of whatever experiences or training that have been achieved. Some examples of academic essay for this purpose of writing are writing log book for project progress, writing journal of daily work routines, describing training experiences and reacting to newly introduced work policy or procedure.



Writing to explain

The purpose of this writing is to instruct, demonstrate, explain, and teach. It answers the questions of “why” and “how” a subject matter connects to key points, supporting details and other evidences. It clarifies how a process is carried out or performed such as the process iron extraction or a procedure such as getting a vaccination. The writing with this purpose also explains the reasons behind certain actions, stages and steps. Some examples of academic essay for this purpose of writing are giving instruction on certain work processes or procedures or explaining pivotal concepts and framework.



Writing to persuade

The purpose of this writing is to convince, persuade, influence or assert claim on specific opinion, suggestion, view or argument. In this type of essay, persuasion to accept specific idea or argument is made not only with qualifying support but also with sound reasoning, detailed and relevant evidence. Some examples of this essay with this writing purpose are writings to prove validity of project outcomes, justify opinions on conceptual framework of projects, argue recommendations to an incident, discuss solution alternatives or forecast effects of an action.

1.3 Deciding the Types of Essays

Academic essays are written to achieve the definite objective. Thus, the type of essay is influenced by the purpose which can be to persuade, to argue, to describe, and to compare and contrast facts or to discuss the cause or effect of certain subject matter. There are also a lot of other objectives to write an academic paper (Ballenger, 2010) which will be the deciding factor in determining the types of essays produced.

1.3.1 General types of Academic Writings



ANALYTICAL

Analytical writing provides analysis of relevance of the subject matter discussed in the essay. In an analytical essay, the subject matter is broken down into different parts, and then discussed and examined until a conclusion can be drawn. Analytical essay can be written as a cause and effect essay, comparison and contrast essay, definition essay, classification essay or a process essay. Topics for this type of essay can be as follows:

- 1.Face recognition versus fingerprint bio-metrics: Which is safer?
- 2.The role of technologies in constructions.
- 3.The future of 3D modelling in architecture field.



PERSUASIVE

Persuasive writing presents logical arguments to convince readers to a particular point of view. The essay is written to argue, evaluate, discuss or take an action on a particular subject matter. The key feature of a persuasive style of writing is to persuade readers to accept the writer's point of view. A persuasive essay also attempts to change someone's opinion on a particular subject. Topics for this type of essay can be as follows:

1. Polytechnic students should wear uniforms.
2. Did human cause climate change?
3. Paper money will be replaced with cryptocurrency.



DESCRIPTIVE

Descriptive writing describes the subject matter by providing facts and information. The subject of description can be people, things, places, situations or emotions. The essay is written using all sensory information of touch, sight, hearing, smell, and taste in order to identify, report, record, summarize or define the subject matter. A descriptive essay uses vivid language that presents a very clear and distinctive description that readers will be able to picture the situation or conjure up an image from it. Topics for this type of essay can be as follows:

1. A brilliant technology in aviation.
2. The scientific theory which has influenced Gen Z the most
3. The best invention in the last hundred years.



CRITICAL

Critical writing analyzes, evaluates and comments information in order to develop a strong point of view of the essay. It is written to critique, debate, evaluate or disagree to a subject matter. A well written critical typed essay will present its reasoning, interpretation, hypotheses and evidences from all sides of the arguments. Topics for this type of essay can be as follows:

1. The impact of online games to young children.
2. Sustainable technology in education.
3. The impact of online learning on student's mental health.



ARGUMENTATIVE

Argumentative essays investigate and deliberate both sides of an issue and form decisions based on credible and sufficient evidence. A cause and effect essay is another form of an argumentative essay that describe the effects of certain cause by using hard facts, credible sources and well researched reviews of literature. Argumentative essays use logic and sound reasons while persuasive essays

rely on personal opinions and emotions. Topics for this type of essay can be as follows:

1. Is technology a distraction?
2. Is online learning as good as face to face learning?
3. Can we learn from playing online games?
4. Do memes make the internet friendlier?
5. Should tech devices come with addiction warnings?



EXPOSITORY

Expository essays explain a topic or subject matter in a straightforward and systematic manner. It also states all its arguments and reasons in coherent and clear manner. The topic of the essay is developed methodically while its main ideas are logically supported with strong and relevant evidences. There are no personal opinions or emotions involved in this type of essay. Topics for this type of essay can be as follows:

1. Differences of technology between mechanical and civil engineering field.
2. Technological advances in marine engineering field.
3. Sustainable innovation in the cosmetic industry.
4. The three major inventions in Civil engineering field?



REFLECTIVE

Reflective essays discuss personal experiences and measure how those experiences impact the writer's growth. An academic reflective essay presents examples of personal experiences with critical and analytical thinking. This essay requires the writer to have a strong writing and thinking skills to critique his or her experiences on handling certain project or analyze decisions he or she had made at one important project. A well written reflective essay will have a strong connection between theory, practice and experiences. Topics for this type of essay can be as follows:

1. Industrial training experiences.
2. Things that can be improved for the final year project.
3. The one skill that is important in mechanical engineering.



NARRATIVE

Narrative essays focus on the plot and are often anecdotal because they are based on personal accounts rather than facts or research. This type of essays could also be reports of unscientific observations which based on narrative as evidence. Topics for this type of essay can be as follows:

1. First work experience that teaches accountability.
2. Share interesting memories from college life.
3. A moment that you know you have succeeded.

TASK

Decide the type of writing for the following topic below.

1. Facebook vs Instagram: Which provides better business opportunities?
A. Argumentative B. Reflective C. Analytical
2. Electric cars improve fuel economy.
A. Reflective B. Argumentative C. Narrative
3. Surveyors' work experience during lockdown.
A. Persuasive B. Reflective C. Critical
4. Discuss how online games may boost IQ.
A. Reflective B. Argumentative C. Critical
5. How cell phones impact communication among Gen Z?
A. Reflective B. Analytical C. Narrative
6. The limitations of the 4th Industrial Revolution (4IR)
A. Reflective B. Argumentative C. Narrative
7. Manual or automatic transmission car?
A. Argumentative B. Reflective C. Analytical

Answer 1.C 2.B 3.B 4.C 5.B 6.B 7.C

UNIT 2

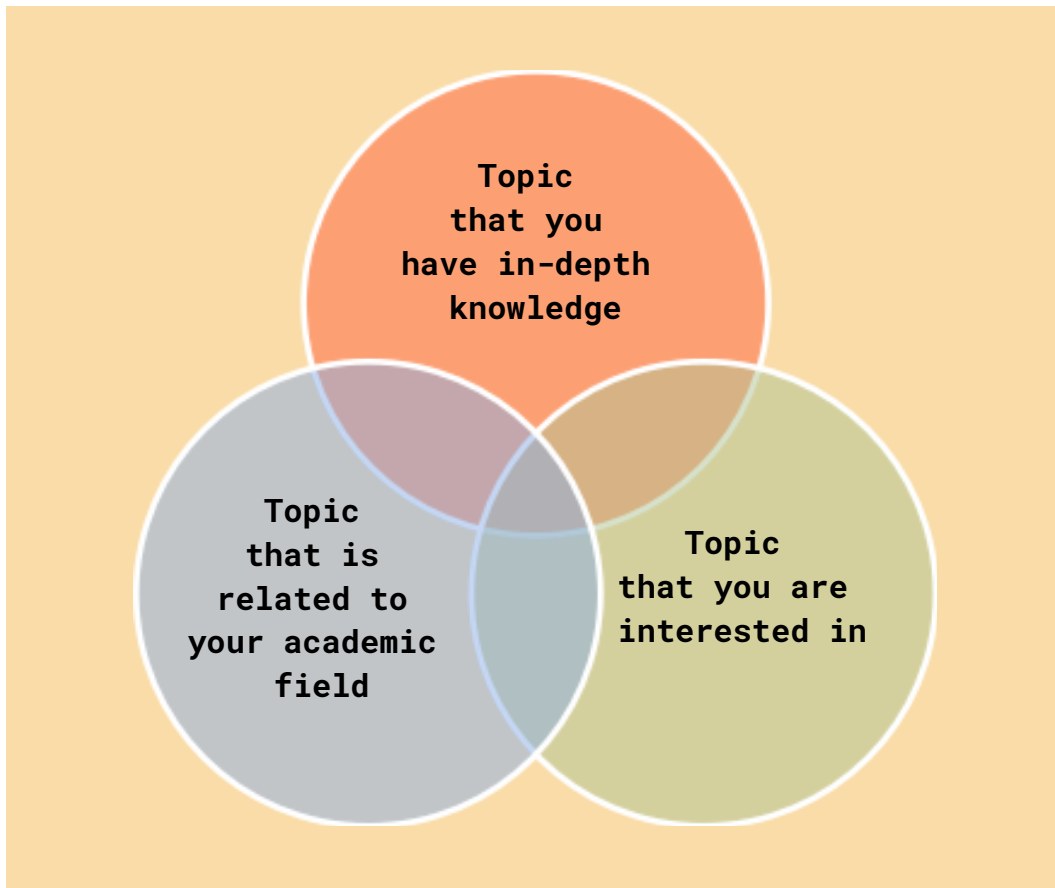
RESEARCHING AND DECIDING ON THE TOPIC



2.1 Selecting A Topic

A topic directs the analysis of an academic essay. It provides the reason for writing and control the outcome of the essay. There are two ways to select a topic; first, it is assigned where the instructor will prepare a list of topics to choose from. The second situation is when you need to find your own topic. If your instructor has provided a list, make sure your selected topic meets the assignment requirements. Review the guidelines on topic selection and narrow the theme to a specific topic that is manageable. If it is left to the writer's decision, then there are steps and principles that you could follow to decide on the writing topic.

2.1.1 Basic Principles in Topic Selection



- **Select a topic that a writer has deep knowledge of.**

This will build the confidence with the details and make the writer stay motivated to write the essay. The in-depth knowledge of the topic will enable the writer to use specific keywords to find additional resources and other supplementary references. Knowing the right keywords makes the search more successful when it is easier to identify specific concepts, theory or terms.

- **Select a topic that is relevant to the academic field.**

Choose a topic with subject terms or theme. The focus of the topic should be what the field need the current issues or trends and pertinent ongoing studies and research of the academic discipline. The literature review will also be comprehensive which will help to broaden and strengthen the topic.

- **Select a topic with a strong interest and opinion.**

This will ensure more satisfying writing and researching process. The writer will likely be more motivated to search for a lot of information which will produce a more detailed argument or discussion in the essay. It will produce a more focused and organized discussion in the essay. The writing will flow smoothly and the essay will be more engaging.



**THE END OF ONE CHAPTER IS
JUST THE BEGINNING OF
ANOTHER. READ ON...THE
BEST PART IS ALWAYS YET
TO COME**

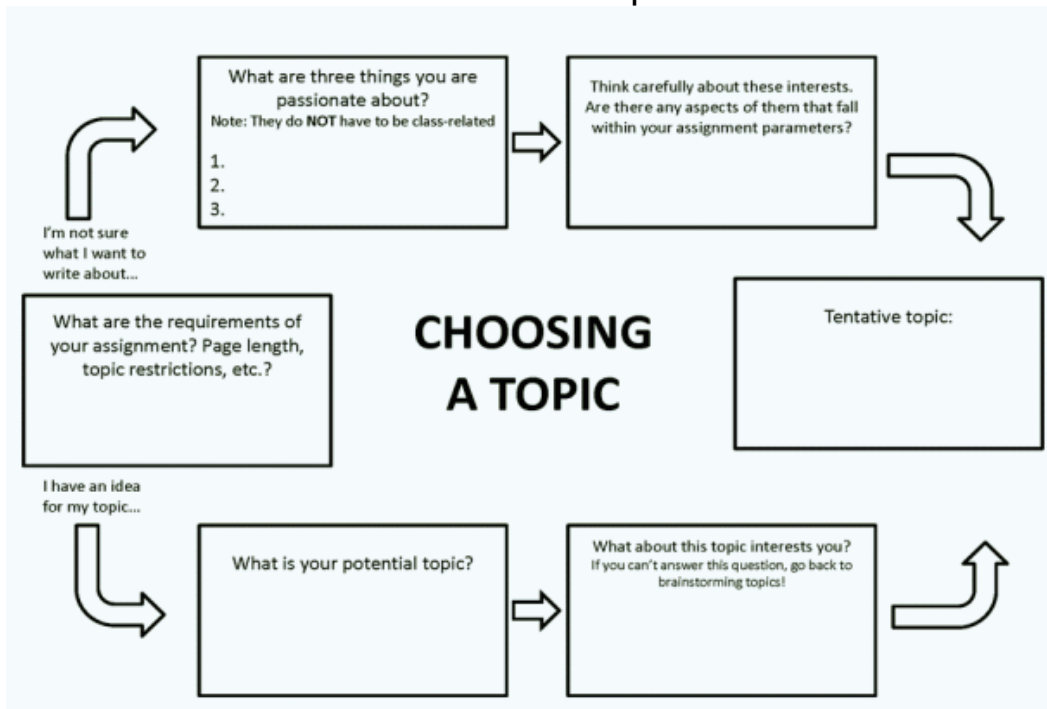
TASK 1 Make a list of potential topic below.

| Topics that I have a lot of knowledge | Topics that I am interested in | Topics that are relevant to my academic field |
|---------------------------------------|--------------------------------|---|
| | | |

The possible topic is:-----

TASK 2

Use the flowchart to select a topic.



Flowchart created by Dani Brecher Cook, Claremont Colleges Libraries Based on: Klipfel, Kevin Michael . "Authentic engagement: Assessing the effects of authenticity on student engagement and information literacy in academic library instruction." Reference Services Review 42.2 (2014): 229-245..

2.2 Narrowing down Topics

Academic writing is a formal style of writing with focused topic. The starting point is a definite perspective, specific idea, or a particular position applied to the chosen topic. Therefore, the topic for an academic essay must not be too broad. The topic must be narrowed down for structured organization and research. Here are some strategies that could be used to narrow down a topic.

2.2.1 Use Common Subjects

- The demographic characteristics. Narrow down the topic according to age group, racial identification, gender or socioeconomic.
e.g. Challenges faced by fresh graduates in industrial workforce.
- The causes and effects of specific opinion, perspective or discussion.
e.g. The reasons of not using green materials in constructions.
- The location of certain subject matter. This includes the type of environment, the specific geographical area or features.
e.g. The risks of common blind spots in ground site investigation.

- The timeframes and timescales. Topics can be discussed by the duration of period, hours or days.
e.g. The rise of digital marketing during the COVID-19 pandemic.

2.2.2 Reframe Broad Topic with Wh-Questions

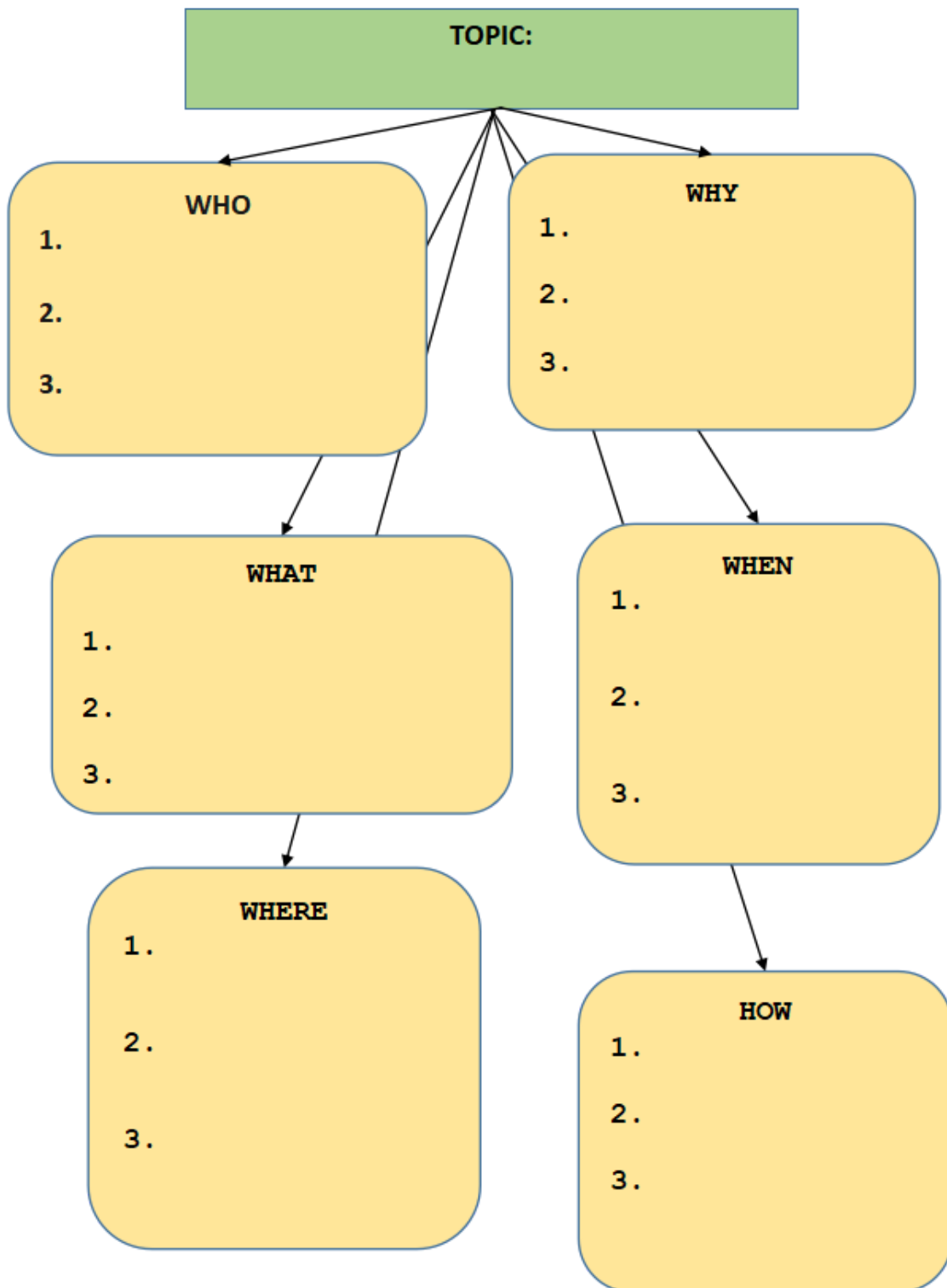
- Who (related group of people to the topic)
- What (the subject matter that being discussed)
- Why (reasons of cause and effects in relation to the topic)
- Where (geographical location related to the subject matter)
- When (a particular time)
- How (the manner or condition related to the topic)

2.2.3 Use S.O.C.R.A.P.R model

- S – **Similarities**. Similar issues or events to the topic.
- O – **Opposites**. The pro and con opinions about a topic.
- C – **Contrasts**. Different views on the topic.
- R – **Relationship**. The connection to the topic.
- A – **Anthropomorphisms**. The interpretation of events in terms of human characteristics.
- P – **Personifications**. The descriptions of events with human qualities.
- R – **Repetition**. Rewriting the same topic with different perspective.

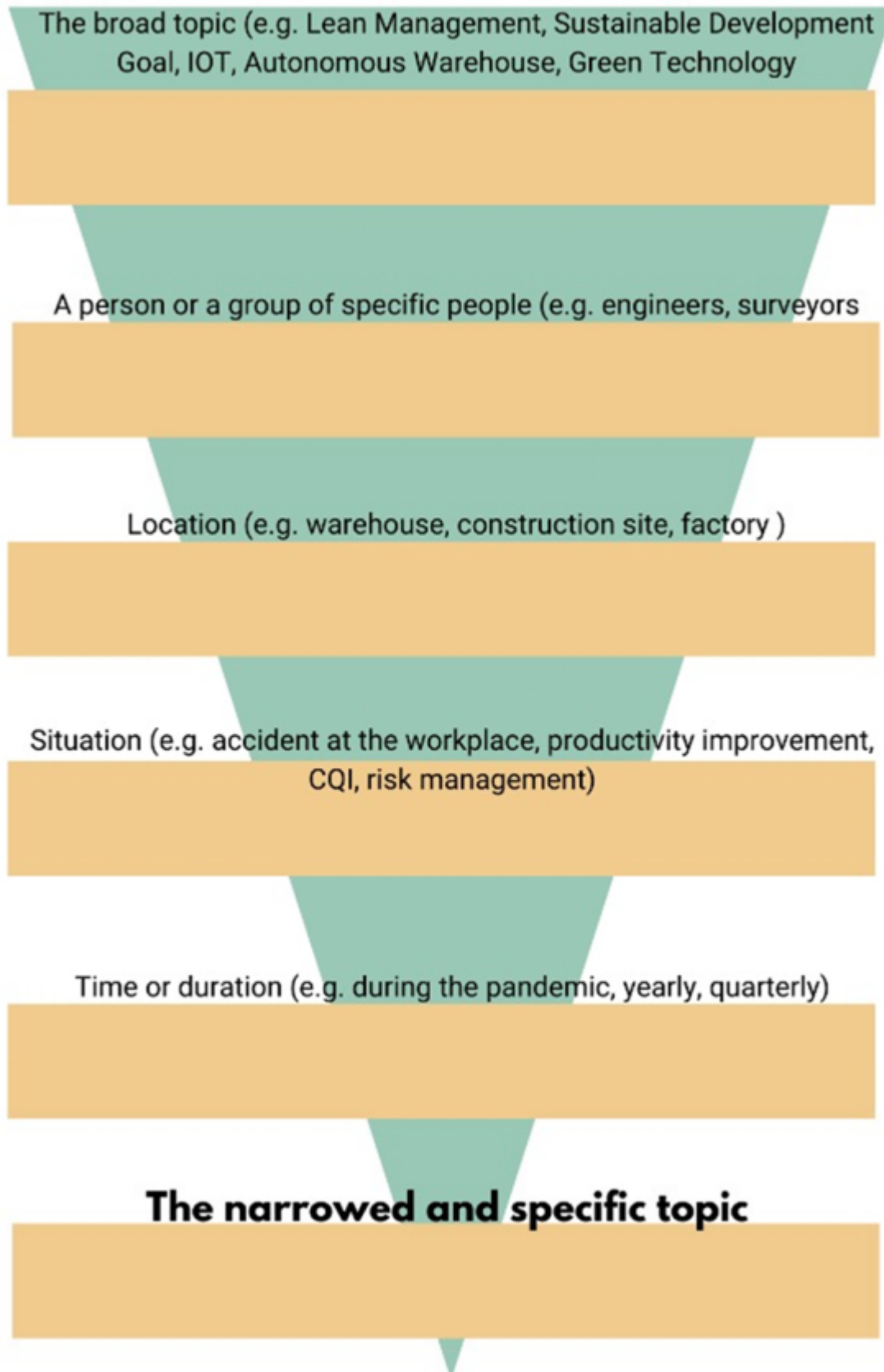
TASK 1

Fill in the mind map with words related to the topic.



TASK 2

Complete the diagram below to describe the details for the academic essay.



UNIT 3

BRAINSTORMING FOR WRITING DETAILS

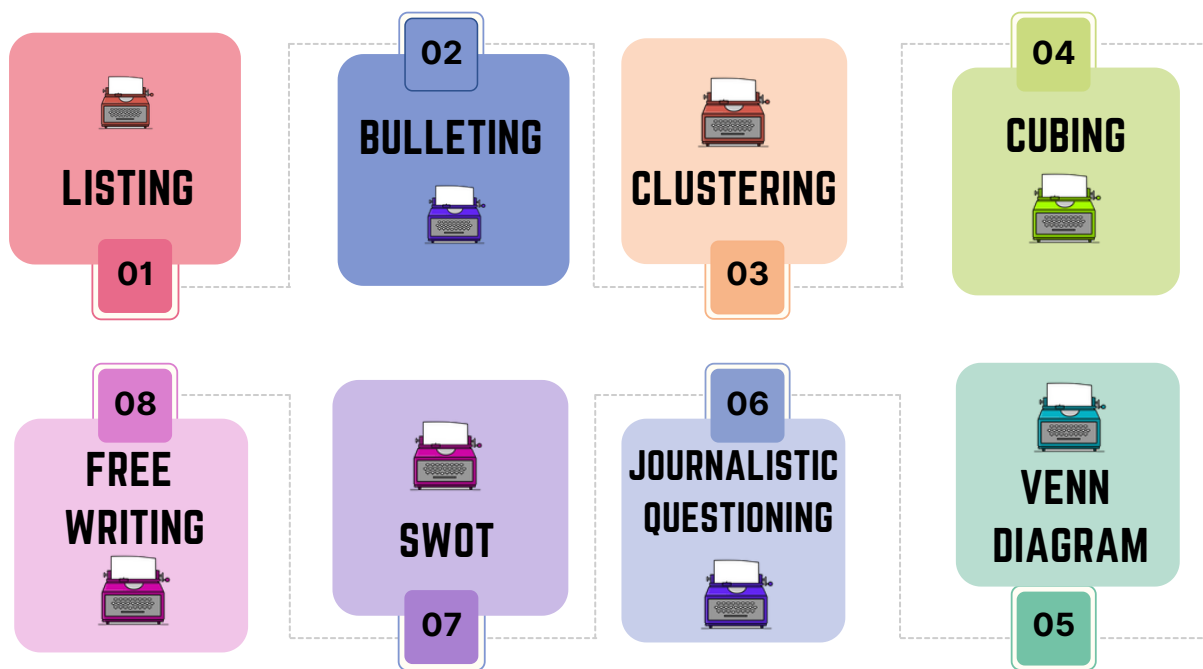


3.1 Brainstorming techniques

Brainstorming techniques are used to generate ideas, gathering main ideas and selecting supporting details or evidences. There are many techniques for gathering information as stated in EAP Foundation 2020 website such as clustering, listing, and freewriting strategy which was developed by Peter Elbow in 1973, or adapt the cubing technique as outlined in the book, *Writing*, by George Cowan and Elizabeth Cowan (1980).

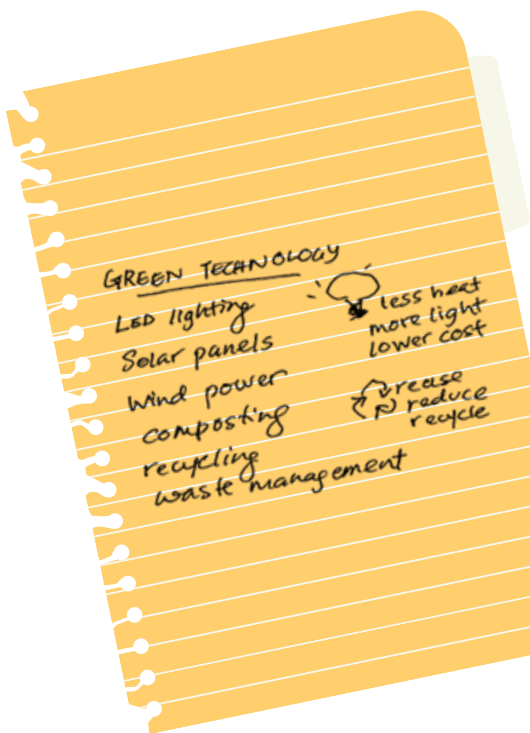
Here are eight brainstorming strategies that can be used to explore ideas for academic writing.

BRAINSTORMING TECHNIQUES



LISTING

A technique that lists possible topics, ideas, arguments or opinions in no particular order to get a good flow of ideas. It is good to write all ideas without editing or censoring and choose the most suitable topic or subject matter. Listing will produce concepts and sources for further deliberation, judgment, thought, discussion, exploration, and speculation.

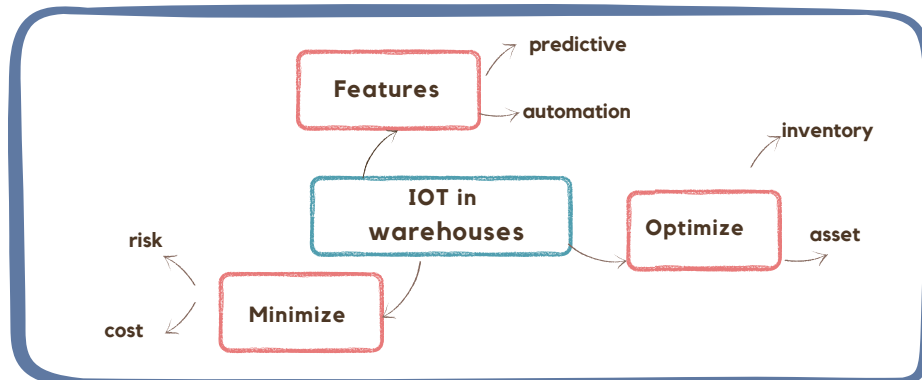


BULLETING

| GREEN TECHNOLOGY | Water Purification steps |
|---|--|
| <ul style="list-style-type: none"> • vertical gardens • water purification • recycling • solar energy | <ol style="list-style-type: none"> 1. coagulation 2. sedimentation 3. filtration 4. disinfection |

A technique that condenses long sentences with multiple phrases and clauses into the same parts of speech or the same phrase. This technique is performed by narrowing down a list to a second list. It is advisable to use a number, letter, or a symbol to organize the details. For an example, a number is usually used to organize chronological information or steps or procedure.

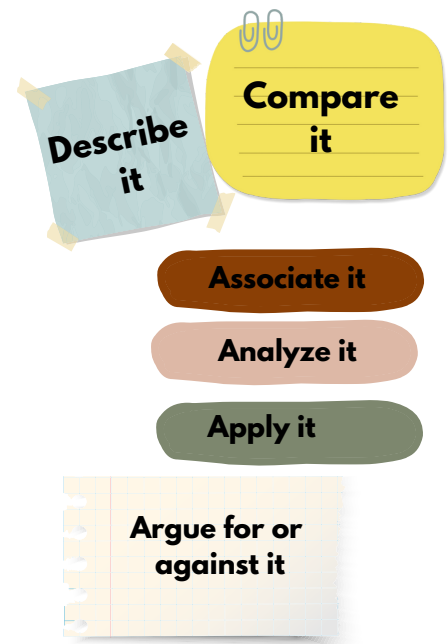
CLUSTERING



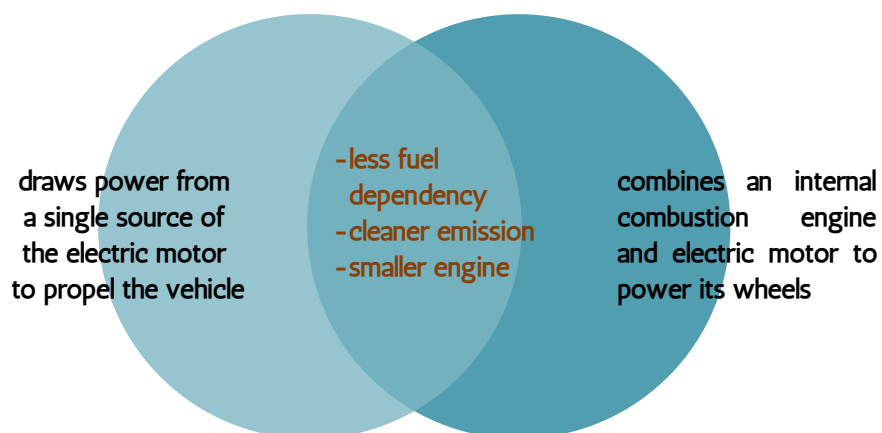
A visual technique also known as mind mapping and webbing. Ideas are organized based on the associative principle of a single stimulus such as a topic, an image or a question. Clustering allows a topic to be explored and developed a quickly as an, topic or concept comes. A broad topic is narrowed down by putting them into a group or a concept.

CUBING

A technique that looks at a subject matter, topic and concept from six different ways. It uses six perspectives to explore various aspects of that topic or issue from the aspects of description, analysis, application, association, argumentation, and comparison / contrast.

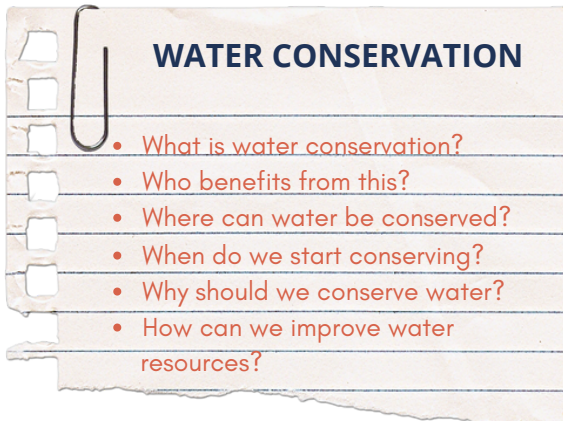


VENN DIAGRAM



A technique used to determine the similarities and differences between two or more subject matter. It is used particularly in compare and contrast essays. The two or three large circles reflect each description, trait, or object of comparison. Inside the overlapping area is all the traits that of similar characteristics.

JOURNALISTIC QUESTIONING



A technique that is used by journalists in their writing. This technique poses Wh-questions pertaining the topic. Questions such as 'what', 'why', 'who', 'when', 'where' and 'how'. Use this technique to explore the topic and develop key points.

SWOT

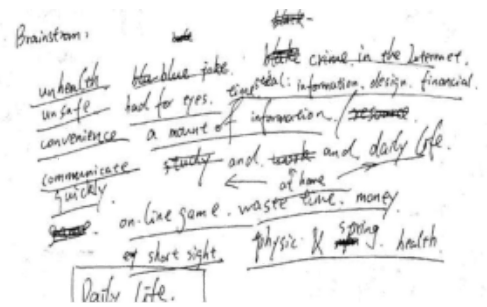
GREEN BUILDINGS

| | STRENGTHS | WEAKNESSES | |
|---|--|---|---|
|  | <ol style="list-style-type: none"> 1. positive environmental balance 2. use of local materials 3. | <ol style="list-style-type: none"> 1. lack of collaboration from experts fields 2. insufficient materials 3. |  |
|  | <ol style="list-style-type: none"> 1. updated legislation 2. tax-deduction for adopting eco-innovation 3. | <ol style="list-style-type: none"> 1. high cost 2. depreciation of long-term investments 3. |  |

A technique that is used to select and qualify a topic. Use the aspects of strengths, weaknesses, threats and opportunities to generate a focal point of view and gather relevant supporting details.

FREE WRITING

A spontaneous and natural writing with a general topic and no specific outcome, ideas, arguments or opinions. Freewriting technique allows random ideas on impulse to be written in continuous prose. It allows random ideas with many supporting details as possible without listing or clustering them into categories.



TASK 1

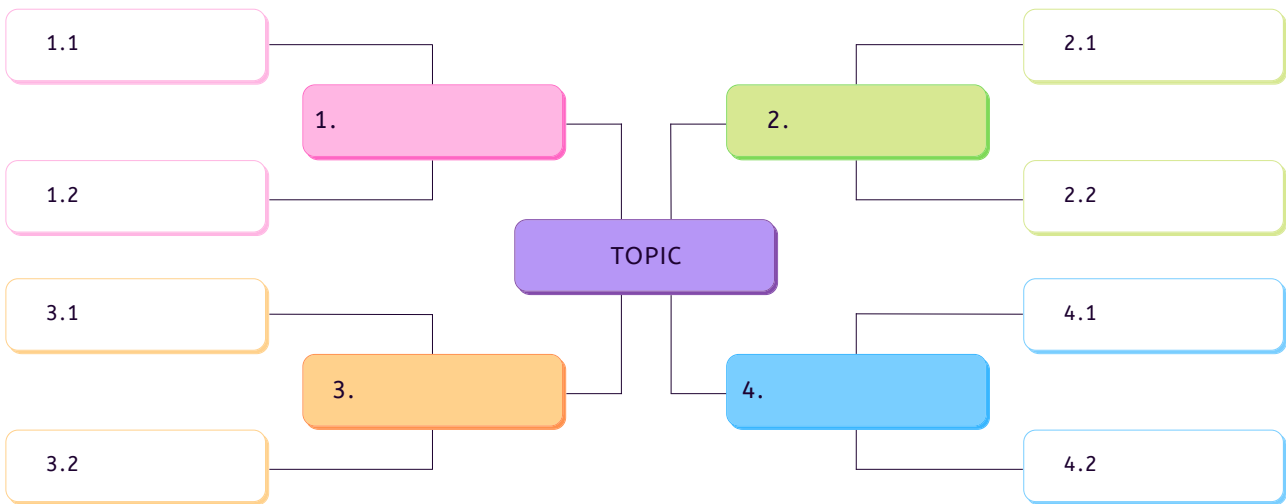
Choose any of the following topics to brainstorm for ideas with any of the techniques.

1. Lean manufacturing
2. Occupational and Safety Act
3. Risk management
4. Fourth-party logistic provider
5. IOT in warehouses
6. Sustainable building
7. Energy conservation
8. Green building
9. Environmental degradation
10. Green infrastructure

TASK 2

Use the following brainstorming techniques to find your writing details.

Clustering



Cubing

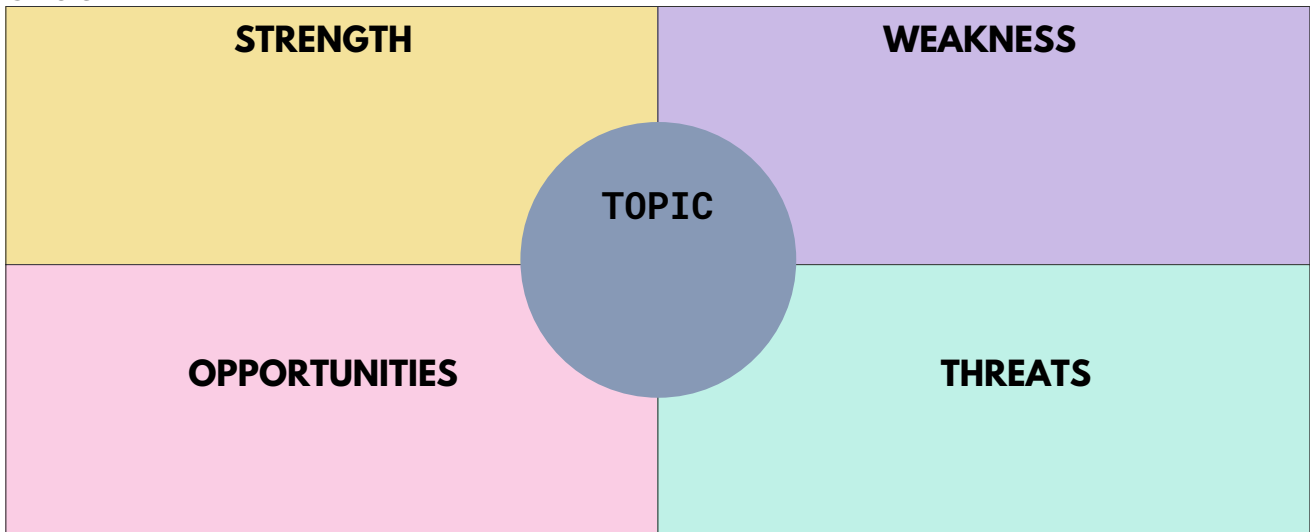
Topic : _____

| DESCRIBE IT | COMPARE IT | ASSOCIATE IT | ANALYZE IT | APPLY IT | ARGUE FOR OR AGAINST IT |
|-------------|------------|--------------|------------|----------|-------------------------|
| 1. | 1. | 1. | 1. | 1. | 1. |
| 2. | 2. | 2. | 2. | 2. | 2. |
| 3. | 3. | 3. | 3. | 3. | 3. |
| 4. | 4. | 4. | 4. | 4. | 4. |
| 5. | 5. | 5. | 5. | 5. | 5. |

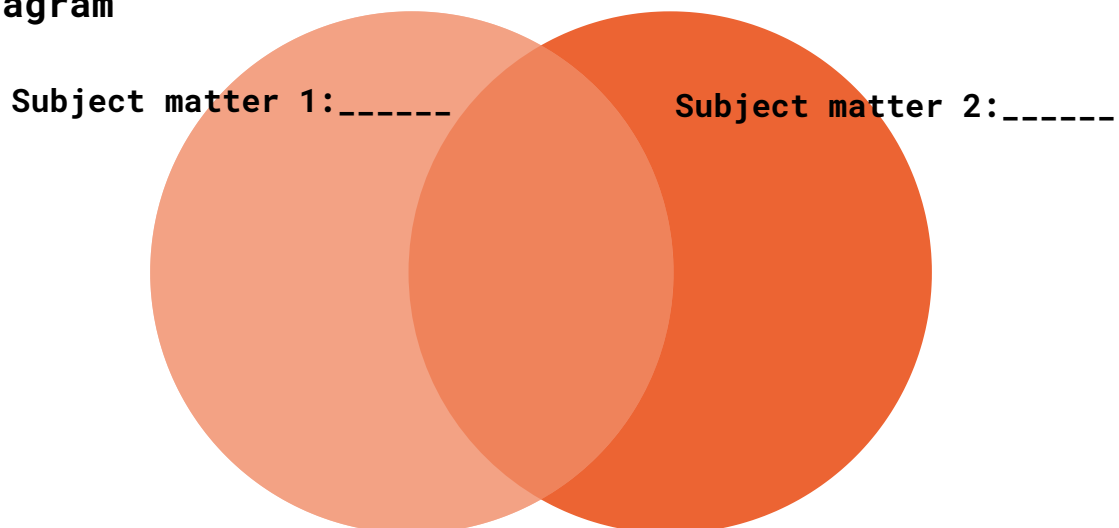
Bulleting



Swot



Venn Diagram



3.2 Organizing ideas

Content organization is the most important aspect of academic writing. It is a process that involves a lot of planning and strategizing. It is important to consider the structure of the paper for maximum coherence and clarity. There are many strategies and methods that can be used to organize the ideas and make sure that all the points are relevant and well connected to the subject matter.

1. Chronological order

| | |
|-------------------|--|
| Definition | <p>A strategy of organizing ideas in:</p> <ol style="list-style-type: none"> a. Sequential order- occurred in steps in a logical order. b. Chronological- the order of their occurrence in time c. Consecutive- events that occurred one after another. |
| Writing discourse | <ol style="list-style-type: none"> 1. to explain the steps in processes and procedures. 2. to tell stories or relate an experience. 3. to explain how something is made. 4. to explain historical events. 5. to tell biographies. |

2. Climatic order

| | |
|-------------------|---|
| Definition | A strategy used when the ideas are too complex to present all at one. The ideas should be arranged according to its importance, starting with general statement then moving to a more specific detail and ending with a climax. |
| Writing discourse | Written to illustrate a rankings or lists of things in order of importance in persuasive or argumentative essays. |

3. Order of Importance

| | |
|-------------------|--|
| Definition | A way of organizing the most crucial concept, then moves on to the second, third, and so on. |
| Writing discourse | Essays written for the following purposes: <ul style="list-style-type: none"> a. Persuasive essays b. Describing items or objects according to their importance, significance, advantages or benefits. c. Describing problems, incidents or events. |

4. Spatial Order

| | |
|-------------------|--|
| Definition | An organization of descriptive contents relating to space and objects where ideas are presented according to their location or relationship. |
| Writing discourse | Descriptive essays written to visualize a place or a complex object such as writing a description of a product. |

5. Compare and contrast

| | |
|-------------------|--|
| Definition | A way of categorizing contents according to its similarities and differences. |
| Writing discourse | Essays are written in two format; point by point or a block organization. Focus on the ways in which certain things or ideas are usually similar to or different from. |



6. Problem and solution

| | |
|-------------------|--|
| Definition | A strategy that examines the connections between problems and solutions. |
| Writing discourse | Start with a question, make a number of recommendations and propose a number of solutions. |

7. Cause and effect

| | |
|-------------------|---|
| Definition | A strategy that analyzes the cause for and action or the effect of a decision. This type of order can be presented in chronological order or according to its importance. |
| Writing discourse | The essays discuss: a. the causes or reasons for something, b. the effects or its effects, or c. both causes and effects. |



TASK 1

Choose any of the topics. Brainstorm for ideas and organize the contents.

1. List the strategies for gaining weight.
2. Promoting the use of bio-energy rather than fossil fuel.
3. The differences between a hybrid car and an electric car.
4. Describing a sustainable product.
5. IOT in manufacturing.

TASK 2

Use the table below to practice using the comparison and contrast organizational strategy.

| Company / Factor | Pos Laju | Skynet | J&T |
|---------------------|----------|--------|-----|
| Reliability | | | |
| Reputation | | | |
| Accuracy | | | |
| Stability | | | |
| Customization | | | |
| Customer service | | | |
| Safety and Security | | | |

CONCLUSION

Pre-writing stage is the first step of a writing process. This is where the writer focuses on collecting and organizing ideas. This is the stage that the writer plans out the structure of the writing and guides the writing process. The pre-writing stage often involves brainstorming, outlining, researching and organizing.

This e-book presents three parts of pre-writing stage which are necessary to produce a cohesive academic writing. The first part is to start with searching for writing ideas that include getting to know the audience and deciding on the purpose of writing and types of writing. The second part focuses on researching which provides writers with information about their subject matters and narrow down the topics. The third part illustrates brainstorming methods that help writers to come up with ideas, sources and contents.

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