

# The Writing Process



**TRIDENT UNIVERSITY INTERNATIONAL**



# Purpose



The purpose of this workshop is to help students write **focused**, **organized**, and **well-supported** papers at Trident University and beyond in future educational pursuits and/or the workplace.

Indeed, written communication is an **essential skill** not only at the **university** level, but beyond in **the real world**. In addition to speaking, one's writing skills are a **reflection** of one's education and experience.

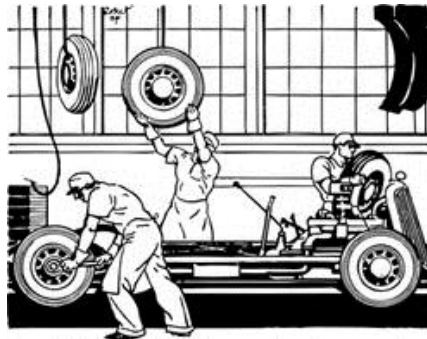
This presentation serves as an introduction of topics covered in more detail in Parts 1-4 of the workshop.

# The Writing Process

Writing is a process of **steps** – each building on the other.



Academic Reading



Critical Thinking



Writing

# Writing Process Questions



Throughout the writing process - as you write and rewrite - you will frequently ask:

- What is my **point** or **purpose**?
- Who is my **audience**?
- Have I included a clear **thesis statement** that states the main point of my essay?
- Is my thesis **supported** with enough **evidence** to persuade my readers?
- Are my ideas arranged in an **organized** and **logical** essay?

# Planning



The process of writing a paper consists of three parts:

**Planning**, Developing, and Drafting

At times, a specific paper topic will be provided. Even in those cases, one must determine what it is he or she will say – what point will be made on the topic. This is the first part of Planning:

identifying **audience** and **purpose**

With a **purpose**, you may decide on one main point. With a main point you may state a **thesis**. And with a strong thesis you may begin to organize your ideas by grouping or creating an **outline**.

# Developing



With a **plan**, you may continue the process by **Developing...**

developing the thesis and the ideas you have grouped or outline.

Depending on the course and assignment, you will typically *interpret*, *analyze*, and/or *evaluate*. You will come up with specific **points** to support your interpretation, your point of view, your thesis using points, details, and examples to explain.

Once you have developed your thoughts into groups or an outline, it is time to begin to draft the essay.

# Drafting



The third phase of the writing process is **Drafting**. A more detailed discussion of how to format the academic essay is found in the next presentation.

Drafting involves actually putting pen to paper or fingers to the keyboard and **creating**! For those who prefer to start at the beginning, an **introductory paragraph** is first created. Others may wish to construct their **body paragraphs** and create a **conclusion** before writing the introductory paragraph. The thought behind this is believe it is silly to introduce something that has not yet been written. In either case, once the introduction, body paragraphs, and conclusion have been written, you must address **coherence** to be sure the paper flows – that it is consistent, logic, and sound. Lastly, and extremely important, you must **proofread** and **edit** your paper for **grammar** and sentence skill errors including **punctuation**, **spelling**, and **diction** (or wording).

# Review



The purpose of this course is to help you write

**focused, organized, and well-supported** papers

at Trident University and beyond. Indeed, written communication is an essential skill not only at the university level, but beyond in the real world.

Writing is a recursive **process**. It is a process of **steps** – each building on the other. After reading actively and thinking critically, the writing process begins.

Along the way, writers continually ask themselves about their **purpose**, their target **audience**... checking for a clear **thesis**, supporting **points, organization, grammar** and **sentence skills** .



# Writing Process



The process of writing a paper consists of three parts:

## Planning, Developing, and Drafting

**PLANNING** involves identifying one's **audience** and **purpose**, deciding on **one main point**, stating a **thesis**, and **organizing** ideas by grouping or with an **outline**.

**DEVELOPING** involves *interpreting, analyzing, and evaluating* (depending on the course or assignment), **supporting** through specific **points**, and explaining using details and examples.

**DRAFTING**, involves actually **writing** the essay, creating an **introductory paragraph**, **body paragraphs**, and a **concluding paragraph** as well as addressing **coherence**, **proofreading**, and **editing**.