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WRITING SKILLS NOTES

BA(JMC) 24109

ELECTIVE COURSE

FIRST SEMESTER

WRITING SKILLS

COURSE CODE: BA (JMC) 109	L: 4	T/P: 0	CREDITS: 4
External Evaluation: 75 Marks	Internal Evaluation: 25 Marks		Total Marks: 100

Objectives of the Course

On completion of this course, the student should be able to:

- describe the writing process for various media
- describe the process of translation
- utilize knowledge gained in writing accurately and creatively for mass media

Unit I- [Understanding Writing]

L: 12

1. Fundamentals of Media Writing: Descriptive, Narrative, Objective and Reflective
2. ABCD of Media Writing: Grammar and Vocabulary (remedial exercises based on print and electronic media)
3. Writing for News and Non-news Mediums (print and electronic media)
4. Ethics in Media Writing

Unit II: [Understanding Writing Process]

L: 12

1. Process Writing: Brainstorming for Ideas, Idea Organization and Audience Analysis
2. Writing Mechanism: Opening, Developing and Winding up the Argument/ Narrative
3. Editing and Formatting: APA Style Sheet Basics
3. Abstract, Summary, Paragraph, Essay and Column Writing

Unit III: [Online Writing Skills]

L: 12

1. Introduction to Online Writing: Social Media Writing Skills and Etiquettes
2. Online Official Correspondence
3. Social Media and Language Change: e-mail, SMS, Emoticons, Blogs, Social Networking Sites
4. Maintaining Digital Databases

Unit IV: [Translation]

L: 12

1. Translation Practices: Translation, Transliteration and Trans-Creation; Concept, Forms and Manifestations
2. The Location, Scope and Significance of Translation in Indian Media
3. Process of Translation from English to Hindi and vice - versa

Suggested Readings & E-resources:

1. Choudhary, R. (2010). Media Writing. New Delhi: Centrum Press.
2. Howard, P. (1986). Perfect your Punctuation. Melbourne: Longman Cheshire.
3. Sinha, P. K. (2006). Media Writing. Delhi: Indian Distributors.
4. VanderMey, R. (2004). The College Writer: A guide to Thinking, Writing and Researching. Boston: Houghton Mifflin.
5. W., M., & V., P. R. (2008). High School English: Grammar & Composition. Batu Caves, Selangor: Crescent News..
6. Whitaker, W. R., Ramsey, J. E., & Smith, R. D. (2012). Media writing: Print, Broadcast, and Public Relations. New York: Routledge.

Writing Skills

First, we emphasize **information**. The major purpose of writing for the mass media is to present information.

Second, one of the purposes of this course is to teach you how to write in a **professional environment**. That is, we want you to understand what the demands of professionalism are and what you will need to meet those demands.

Third, writing in a media environment usually means writing for a mass **audience**. Chances are, a lot of people are going to read or hear or see what you write, understanding that audience is a big part of learning to write for the mass media.

Finally, there is the concept of **modesty**. By that we mean that good writing for the mass media puts the writer in the background and emphasizes instead the content of the writing. An audience doesn't care what you think or how you feel about what you are writing. The audience wants information, and it wants that information presented accurately, completely, efficiently and precisely.

Four characteristics of media writing: And those are the four characteristics of media writing

- **accuracy**
- **completeness**
- **efficiency**
- **precision**

Accuracy is the chief requirement of a writer for the mass media. This is not just a journalist's requirement. All writers are expected to present information accurately and to take some pains in doing so. Many of the procedures for writing for the mass media are set up to ensure accuracy.

Completeness means that you should present your information in a context so that it can be easily understood by a mass audience. It should be clear and coherent. Your writing should answer all of the questions that could be expected by the audience. (Not all of the questions that could be asked, but all those that it takes to understand the information.)

Efficiency is one of the most prized writing characteristics. Efficiency means using the fewest

words to present you information accurately and clearly. Efficiency is difficult to achieve because

- Most of us write inefficiently, especially on first draft
- Most of us do not do a good job in editing our writing
- The world is filled with inefficient writing, and we often fall victim to it.

Precision means that as a writer, you take special care with the language. You know good grammar and practice it. You use words for precisely what they mean. You develop a love for the language.

As a developing professional, you should strive to make your writing

- **satisfactory**, to your audience and to you as a writer
- **engaging**, so that the audience will stop, attend
- **powerful**, so you can make a difference in the lives of your readers and listeners

IS WRITING AN CRAFT OR A ART

Definition of craft: A craft is a skill, especially involving practical arts. It may refer to a trade or particular art.

Definition of Art: Art is the process or product of deliberately arranging elements in a way that appeals to the senses or emotions. It encompasses a diverse range of human activities, creations, and model of expression, including music, literature, film, sculpture, and painting.

It is the conscious production or arrangement of sounds, color, forms, movements, or other elements in a manner that affects the sense of beauty, specifically the production of the beautiful in a graphic or plastic medium.

Writing as Craft: one can be taught how to write news stories, features, articles or editorial. Same rules can be followed to write proficient piece of writing, whether you are writing a novel or a specialized communication. All what it requires producing a piece of writing one word after another and one sentence after another? It takes proficiency to put everything in a way that makes people wish to read more. It takes talent to paint a verbal picture just with your words.

Writing as art: The things that touch us, that move us emotionally, many of these could be pieces of writing. Even if these are hundreds of years old, they still have the power to bring forth a powerful response.

Quit India speech is a speech made by Mahatma Gandhi on August 8th 1942, on the eve of the Quit India movement. There are hundreds of similar examples: some are beautiful, some are significant, some are both; all are art.

Making a Choice: From time to time written piece, like a novel, book, speech etcetera that really strikes a chord with us, so we can say that writing is both an art and a craft.

Unit I- [Understanding Writing]

1. FUNDAMENTAL OF MEDIA WRITING

1. **Lede (Lead) :**

The first sentence of a hard-news story; a succinct summary of the story's main point.

2. **Inverted Pyramid :**

The model used to describe how a news story is structured. It means the heaviest or most important news goes at the top of the story, and the lightest, or least important goes at the bottom.

3. **Copy:** The content of a news article.

4. **Beat:** To cover a particular area or topic, such as cops, courts or city council.

5. **Byline:** The name of a news story's author, usually put at the start of the article.

6. **Dateline:** The city from which a news story originates, usually placed at the start of the story.

7. **Source:** Anyone you interview for a news story.

8. **Anonymous Source:** A source who does not want to be identified in a news story.

9. **Attribute:** To tell readers where the information in a news story comes from.

10. **Morgue:** A newspaper's library of clippings of old articles.

I) Descriptive Writing

Descriptive writing provides an illustration of people, places, events, situations, thoughts, and feelings. Description presents sensory information that makes writing come alive. It expresses an experience that the reader can actively participate in by using imagination.

Descriptive details aid in developing the overall dominant impression. The dominant impression is a basic idea or theme that the writer wants to express from the complexity of the story's construction. A city, for example, can be described as exciting or scary depending on carefully chosen words, or from a subtly crafted mood. A thesaurus will help to achieve this. It lists a variety of words with similar meanings or connotations. Use the thesaurus to generate a word bank of comparable words that will help to develop "unity with variety." This means the writing is focused and interesting because it has a dominant impression.

Descriptive writing provides literary texture to a story. Texture shows rather than tells. A writer shows the reader through the senses of sight, hearing, smell, taste, and touch, as well as through emotional feelings. Descriptive details enable the reader to visualize elements in the story. Vivid adjectives and active verbs help the writer to develop specific sensory descriptions.

For example:

- The woman on the beach watched the sun set over the ocean. TELLS
- Shades of neon illuminated the edges of clouds, backlit by the sizzling sun that slipped beneath a cerulean sea. SHOWS

Notice that sentences that TELL tend to be direct. They are objective. Sentences that TELL record verifiable facts as a scientist or journalist might. Sentences that SHOW are subjective; they may be influenced in part by the writer's personal experiences. Sentences that SHOW create mental images, and elicit emotional response.

To develop description think about what observations could be made, for example, when walking down a city street. How could the writer describe the smells of food coming from vendor's carts? How would the food taste? Being specific paint a literary picture with your words.

- **Is the food spicy? Does it drip with grease?**
- **Does steam rise up from the cart?**
- **Does shade spill across the street?**
- **Does sunlight sparkle on a skyscraper's windows?**

Consider what might be heard by a character that exists in a particular setting like this busy city. Do police sirens shriek? In a restaurant, do wine glasses clink? Specific words create the experience of the sound.

Fill the scene with motion using active verbs. Make the city setting spring to life. Rather than say, the waitress is busy, consider if she might spin in every direction serving the requests of her customers in a crowded restaurant? Does she crash into the deliveryman in the back of the kitchen?

What do characters say audibly, as well as in their thoughts? The reader comes to know the moods and personalities of the characters through expressive dialogue. Do the characters speak their dialogue in a whisper or demanding shout? Do they bristle their words?

II) Narrative Writing

A **narrative** is a report of connected events, real or imaginary, presented in a sequence of written, spoken words, still or moving images.

- Narrative is the media term for story telling
- Narrative is the ways of the different elements in a story are organized to make a meaningful story. Some of these elements can be facts as in a documentary, or character and action as in drama.
- When we look at narrative we see that stories throughout the media share certain characteristics. This often links them genre.
- This is the way the story or plot unfolds.
- Is the story an open or closed structure?
- A closed structure means the story ends satisfactorily as in most films – this is known as closure.
- An open ending means there is no final conclusion to the story – a television soap has no final ending, it just has minor endings.
- Some texts have an interactive structure e.g. Big Brother.
- A multi-strand structure means there are several narratives running at the same time. This is very common in television, such as Holby City, and the Bill.
- Other narrative structures include point of view (POV).
- A popular narrative device is the enigma.
- Narrative is informed by **character, action, and location**.

Character: Characters have functions such as heroes or villains, or someone who assists the hero or villain as helper or messenger.

Action: The action determines how the events in the narrative occur and the influence they have.

Location: The location of a film or television programme is an important ingredient in how the story unfolds. A horror film about Dracula must have a castle.

- Narrative is often delivered to the audience by expectations, suspense, tension, and closure.
- Expectation, suspense, and tension are created by the use of media language.

Director and producers use many techniques to get a story to an audience in an involving, interesting, exciting and entertaining way. Our jobs as a media student is to find out what these techniques are, and see where and how they are used and what they mean in media text. This is known as Textual analysis.

Kinds of Media Writing

Writing to Inform: when you write to inform you are explaining or informing the reader about facts. It answers the basic questions: Who? What? When? Where? Why? How? (5W1H)

1. The key is that you stick to the information
2. Don't show many of your own feelings
3. Don't tell your reader how they should feel
4. Make the facts easy to understand, with a clear structure
5. Information needs to be given in ways that positively help the reader to follow and absorb it easily.
6. Sentences and paragraphs should be fluent and smoothly linked.

The major difference between informing and persuading is that persuasion is intended to be biased whereas information is intended to be balanced. A reader expects information to be based upon facts or on balanced and worthwhile opinions.

Writing to Describe: Description is used to support some purpose, such as narration (story-telling), explanations, persuasion and argument etc

1. Effective descriptive writing makes its reader feel as if he or she is actually experiencing the scene described.

Writing to persuade: When you are writing for persuade you are trying to convince people to agree with your opinions or to do something. Some examples of persuasive writing are: Newspaper editorials, reports, speeches, advertisements, reviews etc.

2. When writing to persuade you should use evidence to support your viewpoint, consider views that are against your viewpoint, and present a strong conclusion.

When writing to persuade you should include the following:

1. Evidence to support your viewpoint: including statics (data), facts, quotes from experts, and examples.
2. Considering viewpoints that are against your view point: try to think of the arguments or concerns that others may have about your viewpoint. You should respond to these concerns to explain why your viewpoint is the best one.
3. All of your explanations and evidence should lead to a strong conclusion where you summarize your view. The conclusion can also include a call for the readers to perform an action.

The two main types of arguments in writing to persuade are logical and emotional.

1. Logical arguments use facts and evidence to persuade. This type of argument is more likely to persuade others to change their viewpoint.
2. Emotional arguments use the feelings of the author and reader to persuade. It works best for an audience that already agrees with you. It usually does not persuade people who don't already agree.

2. ABCD OF MEDIA WRITING

Remember that are acronym ABCD denotes the four basic elements of media writing:

1. **Accuracy**
2. **Brevity**
3. **Clarity**
4. **Discernment**

1. Accuracy: The first characteristic feature of communication is accuracy, which includes accuracy of information as well as accuracy of expression. One must assure oneself of the accuracy of information before communicating. For example, if a person has to write a report or give an oral presentation, he/she should repeatedly check all the facts that need to be included in the report/presentation. Any factual error will put a question mark on the reliability of the report or presentation and thereby reduce its effectiveness. Moreover, facts have to be recorded carefully and appropriately.

Accuracy of expression demands that there should be no errors of grammar, spelling, punctuation, or usage. One has to be careful about grammar and punctuation mistakes and should review and revise the draft thoroughly for these errors. If a person is making a professional oral presentation, or taking part in a conversation, meetings, or discussion, he/she should take care of punctuation, accent, intonation, and non verbal mannerism. Accuracy is essential for a professional and technical communicator.

Accuracy of expression also demands 'precision' in the use of words, phrase, sentences, and paragraphs. One must be certain that one is expressing one's ideas precisely and exactly so that the reader/ audience are able to understand without confusion or misunderstanding.

Characteristics of precision: Precision is the quality of being exact, accurate and definite. In technical communication precision refers to the art of attaining exact correspondence between the matter to be communicated & its presentation. It is an essential feature of technical style. As words are the symbols of idea & the ingredients of thought, an effective sentence can not be made from imprecise, incorrect, or inappropriate words. Words shape thought and helps us to organic ideas and facts into manageable larger units. To use words in their appropriate places one must select words that convey the precise meaning from among the synonyms at one's disposal. Thus, Precision demands on exact knowledge of the meaning of words and involves

the use of simple, familiar, and concrete words instead of vague, abstract, difficult, and unfamiliar words, clichés, and technical jargon.

Techniques of precision: The various techniques that can be used to make expression precise and exact include using:

- **Simple and familiar words,**
- **Exact words and phrases, and**
- **Avoiding excessive use of jargons**

Using simple and familiar words: some people fancy big words. They seem to believe that big and difficult words reflect one's depth of understanding and command of language. The truth is just the opposite. Using easy, simple, and familiar words demand a better understanding and command of the language. The use of simple and familiar words makes it easier for the reader or listener to understand the message transmitted. On the other hand, difficult words and phrases are barriers to effective familiar and exact communication. A message may not be understood just because the words used to present the information are too difficult for the reader.

Difficult	Simple	Difficult	Simple
Abandon	give up	accumulate	collect
Abashed	embarrassed	accustomed	used to
Ablaze	on fire	amalgamate	mix
Absolute	complete	amenable	responsive
Absolutely	completely	assassin	kilter
Attainment	achievement	activate	start
Ascertain	find out	bespeak	suggest
Colloquial	informal	combustion	burning
Commence	begin	commute	travel
Confer	grant	configuration	arrangement
Consequence	result	discard	reject
Emanate	originate	exuberant	lively
Forefront	leading position	glimpse	brief view
Manifest	clear	numerous	many
Ravishing	beautiful	skirmish	minor battle
Snapshot	casual -	tantamount	equivalent to photograph

Using exact words and phrases: the writer must have an exact knowledge of the meaning of words and phrases, should avoid using confusing word.

Advise/inform	to give advice/tell
Affect/effect	influence/result
All ready/already	completely prepared/beforehand

All together/altogether	united/thoroughly
Appraise/apprise	evaluate/inform
Allusion/illusion	an indirect reference to something or
Assume/presume	take to be true/take for granted

Avoiding Difficult Words and Complex Jargon: Jargon is an integral part of communication but using too much Jargon, which the audience may not understand, will be inappropriate. Before you use specialized vocabulary and terminology, you must try to consider whether your audience has

- **Sufficient education**
- **Considerable knowledge of your subject**
- **The ability to understand the technical details that you want to give**

Checklist for achieving Accuracy

- **Check facts for accuracy of information**
- **Revise your draft for grammar, usage, spelling, and punctuation errors**
- **Take care of your pronunciation, accent, intonation, and no verbal mannerism during oral communication**
- **Use simple, familiar, and exact words**
- **Avoid difficult and unfamiliar words**
- **Use words carefully with proper discretion**
- **Avoid excessive Jargon**

2. Brevity:

Brevity is the quality of being brief but comprehensive in expression. You must try to be brief as possible and give maximum information in the minimum number of words possible. Nobody has the time to read or listen to long and dull discourses. Lengthy documents or speeches and presentations with unnecessary details bore readers or listener.

A document can be made brief and concise by avoiding wordiness and repetition.

Phrase	Word	Phrase	Word
At low ebb	exhausted	bad blood	enmity
To beat about the bush	digress	be taken a back	surprised
blow one's own	self-praise	grease the palm of	bribe trumpet
broadly speaking	generally	call in question	doubt
from the bottom	generally	call in question	doubt
from the bottom - of one's heart	earnestly	fall through	collapse of one's heart
snap one's -	defy	tooth & nail	completely figures at
goes without saying	self-evident	throw dust in the eyes of	Cheat
one the face of	apparently	throw cold water on	discourage
throw mud at	abuse	up one's sleeve	concealed
to the backbone	thoroughly	all in all	everything

Avoiding repetition: Repetition is a recurrent problem in the writing and speech of people who fail to consider meaning. You may repeat an idea or a fact because you want to be forceful but you should always remember that brevity cannot be sacrificed for persuasiveness in technical writing or a professional speech.

Example:

Wordy style: A computer performs several important functions, which include performing fast and accurate calculations.

Concise style: A computer performs fast and accurate calculations.

Checklist for conciseness

- **Avoid repetition**
- **Avoid using wordy phrases and expressions**
- **Do not include unnecessary details**
- **Revise your document thoroughly in order to make it concise**
- **Avoid exaggeration**

3. Clarity:

Clarity in communication is the quality of being specific and easily understood. Clarity is achieved when the communicator has communicated his or her meaning to the reader or listener. In technical communication, clarity contributes to communicative effectiveness. You will not be able to achieve your communicative objective if you are not clear.

Since clarity is the art of making your meaning clear to your audience, it is essential for you to understand your audience before you try to communicate. Audience adaptation can only come from a proper audience analysis. Audience analysis involves defining your audience in terms of their background, subject competence, linguistic competence, and by using direct familiarity with the topic or content of your communication. A better understanding of your audience will give clarity of thought as well as clarity of expression.

Clarity involves both clarity of expression as well as clarity of thought. The secret of clear expression is clear thinking. Sloppy, illogical, or incomplete thinking cause lack of clarity in technical communication.

The various techniques that you can use to make your expression clear include using

- a) Direct language, and**
- b) Specific words and expression**

Direct language: using direct language clarity involves the use of direct language. There is no scope for round about constructions, indirect expressions, exaggeration, artificial eloquence, and ornamentation in technical communication. Unlike a literary writer who needs imagery to express his abstract feelings, a technical writer does not need any literary device to convey his ideas. The technical communicator is concerned with the description, narration, explanation, and analysis of facts, and does not need to compose a piece of rhetoric charged with emotions. Unlike a public speaker whose main aim of communication may be to appeal to the emotions of the audience, a person presenting a paper at a technical seminar will have to give a matter-of-fact account of the research carried out by him or her.

Specific words and expressions: as an effective writer, one should use concrete words because they tend to be specific, narrow, and particular. Readers and audiences respond more predictably to concrete language. By using concrete language, one can ensure clarity of expression. The use of concrete and specific words and phrases bring vividness and clarity. On the other hand, obscure, abstract, and vague words and phrases confuse the audience, as they

do not convey the exact meaning, and the speaker may be called upon to repeat certain phrases or give detailed clarifications.

For example, examine the sentence: I will contact you later. What does the speaker mean by the word 'contact'? Will he call, send an email, write a letter, or make a personal visit? What does the word 'later' mean? Does it mean next week, next month, or next year? A better version of this sentence would be: I will visit your office on Monday, or, I will send you an email next week.

Example: He will meet you soon. What does the word soon mean here? Does it mean tomorrow or the day-after tomorrow, or the next month? The reader will defiantly be confused. A better version will be: He will meet you by March 15.

Checklist for achieving clarity

- **Do not use indirect expression**
- **Use specific word and phrase**
- **Avoid exaggeration**
- **Avoid ornamentation**
- **Use direct sentence**

4. Discernment:

It is the quality of being able to grasp and comprehend what is obscure. It is the act or process of exhibiting keen insight and good judgment.

Discernment on the other hand is assessing a situation objectively, with no emotional attachment, to decide appropriate and right for the masses. A writer has to judge the situation and need of the reader before writing any story.

Vocabulary

The Importance of Vocabulary in Writing

Every good mechanic has a toolbox full of tools. Some tools are used more than others, but everyone has a specific purpose. In much the same way, writers have a "toolbox." This "toolbox" is constantly growing and is filled with items like grammar, punctuation, and capitalization rules; figurative language; rhyme; rhythm; and vocabulary. Just as really good mechanics can pull out the right tools to make a good engine even more powerful, good writers

can pull out the right tools at the right time to make good writing even more powerful. One tool that can “power up” your writing is a strong vocabulary.

We use spoken and written words every single day to communicate ideas, thoughts, and emotions to those around us. Sometimes we communicate successfully, and sometimes we’re not quite so successful. “That’s not what I meant!” becomes our mantra (an often repeated word or phrase). However, a good vocabulary can help us say what we mean.

For example, let’s say that you are outside in your yard and see a large black car stop in the road. You can see four tinted windows on one side of the car, and you assume there are four tinted windows on the other side, too. Just then, the driver’s door opens, and a man wearing white gloves steps out. He walks to the back of the car and looks underneath. He shrugs his shoulders, climbs back into the car, and drives away. After you remember to close your mouth, which has been hanging open, you run next door to tell your friend what you saw. What do you say? If you know a couple of key words, you can quickly explain to this person what you saw. Instead of describing the number of windows and the length of the car, you could simply say that you saw a black limousine (a long, luxurious car). Then, instead of describing the man with the white gloves, you could say you saw the chauffeur (someone paid to drive a car or limousine) walk to the back of the car. Knowing these key words can help you quickly and effectively communicate your meaning.

When you’re faced with a writing assignment, a good vocabulary is an indispensable (very important or necessary) tool. If you have several synonyms (words with similar meanings) in your repertoire (“toolbox”), you’ll be able to choose the best word for the job. Avoid vague words like “stuff” or “things” when you write. These words do not give the reader a good sense of your meaning. Also, use strong verbs that give the reader good information

Here’s an example:

- **POOR: People do a lot of things.**
- **BETTER: People perform a lot of tasks.**

Work on building your vocabulary so that you can choose the stronger, more descriptive words in your writing.

You may also want to vary your vocabulary depending on your audience. Are you writing for children? Then stick with simpler words. Are you writing for college students? Then pull the more difficult words out of your “toolbox” to avoid talking down to them. It’s important to consider your audience when writing.

You may also find it difficult to choose the best word for a sentence when you’re writing. If you have a strong vocabulary, these choices will be easier

Rules of Spelling

Everyone who has difficulty with spelling words correctly can derive some comfort from knowing that some very good writers have been notoriously bad spellers. It's also comforting to bad spellers to know that this business of spelling seems to have little to do with intelligence. It has more to do with how we remember things. Some people, once they've seen a word spelled correctly, will never misspell that word again. Those are the people who, if you ask them how to spell a word, will first say, "Wait a second. Let me write it down." If you are not a strong visual learner, but learn in other ways, you will have to learn some other tricks to become a strong speller.

The following suggestions about spelling are only that—suggestions. Spelling, like vocabulary building, is ultimately a personal matter, and only a planned and sustained effort to improve spelling will have the desired results.

Using a Spell-Checker:

Writing with modern word-processors has changed the game of spelling somewhat, but not entirely. Spell-checkers are capable of discovering misspelled words for us — sometimes even as we write them — and most of them will suggest alternative spellings. Very good spell-checkers are even capable of asking whether we've confused a correctly spelled word with another word (e.g., we've used the word "they're," but do we really mean "their"?). Studies show, however, that papers written with the help of a spell-checker are only slightly better than papers written without a word-processor. The reason seems to be that a word-processor makes our text look so professional that we're apt to overlook misspelled words. Never blame a spell-checker for failing to catch a misspelled word in your paper. That is your responsibility! Perhaps the best we can say about spell-checkers is that they've taken away another excuse for bad spelling.

Using the Dictionary:

For online use, we recommend the Merriam-Webster's WWWebster Dictionary. For the purposes of checking your spelling, however, a small pocket dictionary will probably suffice. In fact, bookstores will often sell dictionaries that have nothing but spelling, and those can be very efficient, indeed, for this purpose. Small but powerful (and rather expensive) digital dictionaries are also available, and if they make looking up words more fun and if you have the money lying around to buy one, they can be a good investment. The important thing about owning any kind of dictionary, though, is that you must have it immediately at hand when you are writing. Putting the dictionary on a shelf in the den when you do your writing at the kitchen table doesn't do much good.

Using Mnemonics:

Mnemonics (Now there's a toughie to spell! It's pronounced as if that initial m didn't exist.) are little memory devices you can use to remember how to spell words. Geography students will remember that George Eliot's Old Grandfather Rode A Pig Home Yesterday. Some mnemonics seem more difficult to remember than the spelling they're supposed to serve. Mindy McAdams remembers the three e's in cemetery as three tombstones in a row. When you think of stationery, think of the e in envelope. Does it help to think of the r in separate as separating two like letters?

Coming up with mnemonics to help you remember things are a device you probably use in other studies all the time. Extend the habit into your personal mission to improve spelling. Be as inventive as you wish and have fun with the idea. It will pay off in the long run.

Punctuation

Rules:

1. **Parts of speech there may be served words (or sentence) which can be connected by using comma (,) in order to provide meaningful base and complete frame.**

Example:

He is tall, fair, strong and smart.

Ram, Rahim and Shyam are good boys.

2. **After Yes and No, we must place comma (,) and then start new sentence.**

Example:

Yes, I like this book.

No, I don't like that book.

3. **In a sentence we use comma (,) before apposition and after it.**

Example:

He, the son of a rich man, is very happy.

Ram, the son of Dashratha, killed Ravana.

In above example:

He and Ram – subject

The son of a rich man and the sun of Dashratha – apposition

And comma (,) provide more clarity to the subject.

4. In vocative sense, Noun or Pronoun must be exclusive indicative by comma (,) means comma (,) and must be used after Noun or Pronoun and not after the sentence.

Example:

Get out Shyam

May I go out sir



Shyam, get out.

Sir, may I go out.

Add subject to complete the sentence else it would be incomplete sentence no question mark should be there

Sir, May I go out for a minute.

Sir, May I go out to the bathroom.

5. In a sentence certain phrase or conjunction must be arranged with the use of comma (,) my father, bought a shirt and a book.

6. The parenthesis must be placed in a sentence with comma (,) before it and after it.

(and, or, because, nor, although, since, unless, while, where)

You will, I hope, agree with me.

→ Parenthesis

7. Sentence with direct narration, comma(,) are always placed to indicate direct narration

Example:

He said, "I will help you."

8. In any sentence comma may differentiate adverbial phrase and absolute phrase.

Example:

At present, I am helpless.

At least, he decided to help.

9. A sentence with principle clause & adverb clause must be differentiating by comma (,).

He was absent, because he was ill

He was: subordinate clause

Because: - Conjunction

It will help you, when you come next time.

10. In any sentence, the use of 'than' and 'as well as' used in comparative sense then we can place comma(,)

He did, 'as well as' she did

He likes him better 'than' me.

11. In a sentence 'who, which, when, where' , when used in continuity then comma placed to define the sentence.

Example: my father, who came here, gave me a book.

The time when he will come is not yet known.

In every way they tried to trap our functional are but she was unafraid if you kill me. She cried I will say no other thing, if I were in the fire I would say no more and till death, I will hold that where I have said is truth.

12. Double inverted comma (" ") always placed with direct narration and single inverted comma (' ') used to show any part of the sentence or any specific word of the sentence.

He said, "Mam is mortal."

He said, "I don't know what it is meant by 'democracy' ".

Inverted comma always placed before and after any quotations.

He said, "The earth is round".

He said that he would help me.

13. Exclamation (!)

In any exclamatory sentence, we must use sign of exclamation to show exclusive reaction.

Example:

Nonsense!

May you live long!

14. The colon (:)

Whenever the quotations are used, we may place colon (:)

He said: god is our father.

15. Semi colon (;)

It is used to increase the periodicity of comma (,), which indicate the notion of sentence and not the construction of sentence

Example: He is an honest person; even his enemies say too.

Types of Media Writing

News Story:

The general formal for a well written newspaper story is that it tells who did what, when, where & why, these 5w's essential features of any good story along one H which stands for flow.

In this context Rudyard Kipling rhyme outlines:

I keep six honest servicing men:

They taught me all I know:

Their names are,

What and why and when

And how and where and who

The first paragraph of a news story is called "lead". Typically the first paragraph, should offer a clear and brief overview of the main point(s)(Who, what, when, where, how and why), thus conveying to the reader what he/she will be learning about in the story.

In pyramid format the news reporters place the most significant facts at the opening of the story and additional information was mentioned in order of descending. Using the pyramid style of reporting ensued that the most important information would be read first.

The content of a news story should be impartial, and entirely fact-based. Sources of the information should be clearly mentioned and included into the story.

Sentences should be accurate, clear, and concise and placed in an appropriate manner for the audience.

Some important points:

- News stories give mostly factual information and not the writer's opinion.
- News stories are written in third person voice, never first or second.
- It begins with a short, first paragraph, usually just one sentence that gives the reader the most important, most interesting, or most unusual of the 5w's 1 H: who, what, when, where, why and how. This sentence is called a lead.
- Information in news articles is given in order of importance. The most important information comes first, the next most important goes next, and so on until the least important at the end.
- Paragraphs are short and they are not constructed like typical essay paragraphs.
- A news writer never finishes the news story with a personal comment. A reporter's opinion should not be included in the news story. Articles that allow for opinion should not be included in the news story. Articles that allow for opinion are editorials, columns, or even letters to the editor.
- Headline of the news story sums up the main idea of the story. A sub-headline could be given to more details.

Editorial

An editorial is an article that presents the newspaper's opinion on an issue.

- Editorial means involving the attitudes, opinions, and contents of something such as a newspaper, magazine, or television programme.

- An editorial is an article in a newspaper which gives the opinion of the editor or owner on a topic or item of news.

CHARACTERISTICS OF EDITORIAL WRITING

It reflects the majority vote of the editorial board, the governing body of the newspaper made up of editors and business managers. It is usually unsigned. Much in the same manner of a lawyer, editorial writers build on an argument and try to persuade readers to think the same way they do. Editorials are meant to influence public opinion, promote critical thinking, and sometimes cause people to take action on an issue. In essence, an editorial is an opinionated news story.

Editorials have:

1. Introduction, body and conclusion like other news stories
2. An objective explanation of the issue, especially complex issues
3. A timely news angle
4. Opinions from the opposing viewpoint that refute directly the same issues the writer address.
5. The opinions of the writer delivered in a professional manner. Good editorials engage issues, not personalities and refrain from name-calling or other petty tactics of persuasion.
6. Alternative solutions to the problem or issue being criticized. Anyone can gripe about a problem, but a good editorial should take a pro-active approach to making the situation better by using constructive criticism and giving solutions.
7. A solid and concise conclusion that powerfully summarizes the writer's opinion. Give it some punch.

Four Types of Editorials Will:

- 1. Explain or interpret:** Editors often use these editorials to explain the way the newspaper covered a sensitive or controversial subject. School newspapers may explain new school rules or a particular student-body effort like a food drive.

2. Criticize: These editorials constructively criticize actions, decisions or situations while providing solutions to the problem identified. Immediate purpose is to get readers to see the problem, not the solution.

3. Persuade: Editorials of persuasion aim to immediately see the solution, not the problem. From the first paragraph, readers will be encouraged to take a specific, positive action. Political endorsements are good examples of editorials of persuasion.

4. Praise: These editorials commend people and organizations for something done well. They are not as common as the other three.

Writing an Editorial:

1. Pick a significant topic that has a current news angle and would interest readers.
2. Collect information and facts; include objective reporting; do research
3. State your opinion briefly in the fashion of a thesis statement
4. Explain the issue objectively as a reporter would and tell why this situation is important
5. Give opposing viewpoint first with its quotations and facts
6. Refute (reject) the other side and develop your case using facts, details, figures, quotations. Pick apart the other side's logic.
7. Concede a point of the opposition — they must have some good points you can acknowledge that would make you look rational.
8. Repeat key phrases to reinforce an idea into the reader's minds.
9. Give a realistic solution(s) to the problem that goes beyond common knowledge. Encourage critical thinking and pro-active reaction.
10. Wrap it up in a concluding punch that restates your opening remark (thesis statement).
11. Keep it to 500 words; make every word count; never use "I"

A Sample Structure

I. Lead with an Objective Explanation of the Issue/Controversy.

Include the five W's and the H. (Members of Congress, in effort to reduce the budget, are looking to cut funding from public television. Hearings were held ...)

- **Pull in facts and quotations from the sources which are relevant.**
- **Additional research may be necessary.**

II. Present Your Opposition First.

As the writer you disagree with these viewpoints. Identify the people (specifically who oppose you. (Republicans feel that these cuts are necessary; other cable stations can pick them; only the rich watch public television.)

- **Use facts and quotations to state objectively their opinions.**
- **Give a strong position of the opposition. You gain nothing in refuting a weak position.**

III. Directly Refute The Opposition's Beliefs.

You can begin your article with transition. (Republicans believe public television is a "sandbox for the rich." However, statistics show most people who watch public television make less than \$40,000 per year.)

- **Pull in other facts and quotations from people who support your position.**
- **Concede a valid point of the opposition which will make you appear rational, one who has considered all the options (fiscal times are tough, and we can cut some of the funding for the arts; however ...).**

IV. Give Other, Original Reasons/Analogies

In defense of your position, give reasons from strong to strongest order. (Taking money away from public television is robbing children of their education ...)

- **Use a literary or cultural allusion that lends to your credibility and perceived intelligence (We should render unto Caesar that which belongs to him ...)**

V. Conclude With Some Punch.

Give solutions to the problem or challenge the reader to be informed. (Congress should look to where real wastes exist — perhaps in defense and entitlements — to find ways to save money. Digging into public television's pocket hurts us all.)

- **A quotation can be effective, especially if from a respected source**
- **A rhetorical question can be an effective concluder as well**

Hard News & Soft News

News stories are basically divided into two types: hard news and soft news.

Hard news generally refers to up-to-the-minute news and events that are reported immediately, while soft news is background information or human-interest stories.

Politics, war, economics and crime used to be considered hard news, while arts, entertainment and lifestyles were considered soft news.

But increasingly, the lines are beginning to blur. Is a story about the private life of a politician “politics” or “entertainment”? Is an article about the importance of investing early for retirement a “business” story or a “lifestyle” story? Judging solely on subject matter, it can be difficult to tell.

One difference between hard and soft news is the tone of presentation. A hard news story takes a factual approach: What happened? Who was involved? Where and when did it happen? Why?

A soft news story tries instead to entertain or advise the reader. You may have come across newspaper or TV stories that promise “news you can use.” Examples might be tips on how to stretch properly before exercising, or what to look for when buying a new computer.

Knowing the difference between hard and soft news helps you develop a sense of how news is covered, and what sorts of stories different news media tend to publish or broadcast. This can be important when you want to write articles or influence the media yourself.

ARTICLE

Nonfiction work on a single subject, usually written for a periodical such as newspaper or magazines can be short as few thousand words, but many sometimes be of book size, especially when run serially in the periodical.

Articles can be divided into two main categories:

- 1. News**
- 2. Features.**

An article is brief write up that reports on a current event, which as per the media standards is of contemporary importance. It could be about local news, business event, a current public concern, a road accident or some mishap and so on. It is usually filed in by a reporter or correspondent working with the media house.

The feature, on the other hand is a more elaborate reports that, besides having a core story, also calls for a fair amount of detailed reporting. By virtue of that features are longish in nature compared to an article. To illustrate, if there is lot of illegal sand mining in a region, it would call

for a lot of investigation, and details. Similarly, it can be a topic from any genre. Features are usually filed in by more experienced journalists.

Featured articles are windows into the human experience, giving more detail and description than a hard news story, which typically relies on the style of writing. Features focus on an event or individual, giving the reader a chance to more fully understand some interesting dimension of that subject.

Writing a feature article can be a highly creative and fun activity, but it does take hard work and planning to write an effective and engaging article.

Straight news stories deal with the timeliness and immediacy of breaking news, while feature articles are news stories that deal with human interest topics or which offer the opportunity for providing more breadth or depth, context of history or other explanatory background material.

A news articles is an article published in a print or internet news medium such as a newspaper, newsletter, news magazine, news oriented website, or article directory that discusses current or recent news of either general interest (i.e. daily newspaper) or on a specific topic (i.e. political or trade news magazines, club newsletters, or technology news website).

Feature articles are nonfiction articles that intend to inform, teach or amuse the reader on a topic. The topic centers around human interests. Feature stories may include conventions found in fiction such as dialogue, plot and character. A feature article is an umbrella term that includes many literary structures: personality, sketches, essays, how-to's, interviews and many others.

How to write an article

Headline: heading is the most important part of article. If the use is a bus then heading is a bus stop. Reader stops at the article only by seeing the heading. Article writer should pay special attention on heading.

- Heading should be small and meaningful. Make sure it should look like a heading not detail. But should convey what should be in the article.
- Heading should be in bold and big font. Size depends upon the space where you are publishing your article.
- Use font size at least one point more than the font size in article.
- Heading should be highlighted so it should look different than the article.
- Give space between the article and heading. Again the space depends upon the space where the article is going to be published.

First paragraph:

After heading first paragraph is life of the article. If the writer succeeds to write the first paragraph in the proper manner then the article should be success.

First paragraph should be written in such a way that it should force reader to read the complete article. Most of the readers quit while reading the first paragraph. Following are the points that should make first paragraph interesting to reader.

- It should be a brief summary of whole article.
- Don't go in detail while writing first paragraph.
- Keep start with elaborating the heading.
- Don't make the first article so big.

Conclusion

At the end the writer should give conclusion and it should be proper.

DIFFERENCE BETWEEN AN ARTICLE AND A FEATURE

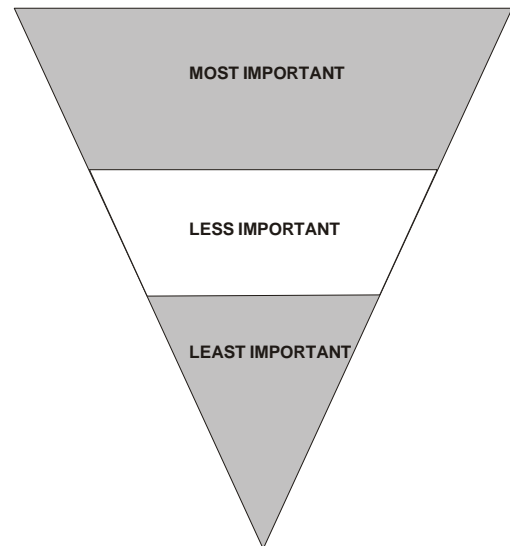
- A feature is a product of a heart. Its subject matter is specific, even narrow. It is based on feelings and personal reactions of the writer to places, people and happenings. Compared with an article, it adopts a more informal style and uses a language which embodies feeling and emotions. The basic purpose of a feature is to provide entertainment. If there is any 'instruction' it is incidental. Photographs are generally essential in a feature.
- An article is an extended piece of writing on a broad subject. It is formal serious and scholarly in tone and style. A typical newspaper article, which may not be heavily documented with facts and statistics, is still a product of research and serious reflection. The purpose of an article may be to present a social issue in a broad perspective and to express its author's viewpoint within the conversational framework of a beginning, middle and an end.
- The difference between an article and feature will become clearer if you study both on the same subject. For instance, in an article on the employment problem in India, one may attempt a general survey of the entire situation complete with facts, figure and even diagrams. The plans and projections of the government by way of generating and providing jobs to people would also find mention in the article. The articles will analyses

all subjects will have to be attempted quite differently. The feature will introduce you to the actual life of a jobless individual and his family. It will tell a tale of human suffering rather than present a factual account of the job situation in the country. If there is any documentation in the feature, it will be secondary to the human angle. The feature will also portray the many hardships being encountered by the family in its day to day living. Ideally, it should be accompanied with a photograph of the indigent family facing hardship due to unemployment of its principal bread winner.

3. WRITING FOR NEWS AND NON-NEWS MEDIUMS (PRINT AND ELECTRONIC MEDIA)

Writing for eyes (Print)

By far the simplest and most common story structure for news writing is the “**inverted pyramid**”. While writing a news story in inverted pyramid format, you should put the most newsworthy information at the beginning of the story and the least newsworthy information at the end, all questions of WHO, WHAT, WHEN, WHERE, WHY AND HOW should be answered in first paragraph.



Reason behind the success of the inverted pyramid format is quite practical. Editors often have to make the story a particular length so that it will fit into a predetermined space in the newspaper. Also, they often have to do so under strict deadline pressure. Here speed is highly important. If a story is written in inverted pyramid format, the editor can simply trim the story one paragraph at a time, going from the bottom up, until the story is the right length. The editor can do so boldly, knowing that even though information is being cut from the story, and it is being cut in ascending order of importance.

Inverted Pyramid

Also, it allows readers to get the most important information quickly, without having to read the entire article.

Fundamentals of good news writing:

- All good journalists and writers are avid readers
- A basic structural design is essential for writing
- Proper language
- Short words, short sentences, short paragraphs
- Prefer familiar words to unfamiliar ones, short words to long words

- Eliminate clichés and jargons
- Keep the writing direct and use concrete words
- Word economy
- Revise and rewrite

A checklist for avoiding poor news writing

- Long sentences
- Long paragraphs or paragraphs with more than two topics
- Confusing wording
- Excessive technical jargons
- Long and meaningless quotations
- Words that could be interpreted by reader in more than one way
- Misspell words, words incorrectly used and grammatical problems

Writing for Ear (Radio)

Good news writing is the hallmark of journalism. You can have the best story ever, but if you cannot put to over in a way your listener understands the first they hear it, then you might as well not bother.

Writing for radio is simple. It should reflect that you are telling the story to someone, not making ministerial-like statement. You are not broadcasting to the message; just explaining to an individual what is going on.

You should write in a clear, crisp, concise, compelling and non-stuffy way. Your words should not be the words of the sensational tabloid newspapers, but you should not be afraid of using informal language when appropriate. A good story will almost write itself.

The aim is to write news for radio as natural conversational speech tempered with order and precision. The result is a style that is crisp, economical, direct and colloquial. Radio prefer the short word to the long one, the simple sentence to the complex, the concrete to the abstract, the active voice to the passive, and the direct statement to the inverted sentence.

Remember, you are writing for the ear not the eye. You should write as you speak, in colloquial English, with short sentences and one thought per sentence. Always ask yourself, 'would I say it that way myself?' or 'Do my friends talk like this in the pub?' For example, only journalists write: 'Fire-fighters wearing breathing apparatus have been battling a massive blaze at a retail store.' Real people say: there's a big fire at a shop in the town centre.'

For the ear not the eyes:

- Should be clear, crisp, concise, compelling and non stuffy way
- Should not be afraid of using informal language when appropriate
- Should write as you speak, with short sentences and one thought per sentence
- Use every day language but don't use slang
- Write as natural conversation speech
- Prefer short word to the long one, active voice to the passive voice, the concrete to the abstract
- Keep it short
- Keep it simple
- Keep it happening now
- Keep adjective to a minimum

4. FIVE CORE PRINCIPLES OF WRITING ETHICS

1. Truth and Accuracy

Journalists cannot always guarantee 'truth', but getting the facts right is the cardinal principle of journalism. We should always strive for accuracy, give all the relevant facts we have and ensure that they have been checked. When we cannot corroborate information we should say so.

2. Independence

Journalists must be independent voices; we should not act, formally or informally, on behalf of special interests whether political, corporate or cultural. We should declare to our editors – or the audience – any of our political affiliations, financial arrangements or other personal information that might constitute a conflict of interest.

3. Fairness and Impartiality

Most stories have at least two sides. While there is no obligation to present every side in every piece, stories should be balanced and add context. Objectivity is not always possible, and may not always be desirable (in the face for example of brutality or inhumanity), but impartial reporting builds trust and confidence.

4. Humanity

Journalists should do no harm. What we publish or broadcast may be hurtful, but we should be aware of the impact of our words and images on the lives of others.

5. Accountability

A sure sign of professionalism and responsible journalism is the ability to hold ourselves accountable. When we commit errors we must correct them and our expressions of regret

must be sincere not cynical. We listen to the concerns of our audience. We may not change what readers write or say but we will always provide remedies when we are unfair.

PRINT MEDIA

COMMUNICATION: AN INTRODUCTION

Communication is a two-way process of sending and receiving messages through a medium (channel). The sender encodes the message and sends it through a medium and the receiver decodes the message. The process of communication can be called effective when the message is received and clearly understood by the receiver. But communication cannot be successful always as the receiver might not clearly understand the message as intended by the sender. Sometimes the message might be wrongly interpreted. Same words can mean different things. So the receiver can interpret the same message in different ways. The receiver's education, cultural background and emotions can affect his capacity to interpret the message. Thus communication is a process where the sender gives a message through a medium to a receiver who decodes the message to understand it.

MASS COMMUNICATION

When the message is sent to a large number of people it is called mass communication. The sender should be careful when he has to send the message to numerous people. Thus mass communication is a process where the sender should be cautious about his receivers. There may be unknown receivers and the reactions of the receivers can vary. Misinterpretation of messages can cause political, economic conflicts and can affect the various social classes differently.

Since mass communication is a complicated process it requires proper planning and the medium chosen for mass communication also is important. During times of conflicts and chaos media can be sometimes used for propaganda or advertising. Facts can be misrepresented and people sometimes get wrong information through media.

When the sender uses media for commercial success (for making money and fame) then it is called advertising. Since we live in a multi-cultural world, communication becomes a process which requires enormous attention.

PRINT MEDIA

Romans recognized the importance of recording events of life and publishing it. The origins of print media can be traced back to Roman Civilization. They recorded marriages, deaths and other important public events. The invention of printing press in the late 15th century resulted in spreading religious and secular thoughts.

Pamphleteering was used to spread information. But this irregular method later led to regular publications as people recognized that printing was cheapest method of spreading information.

DEVELOPMENT OF PRINT MEDIA

Initially books were copied by monks who lived in monasteries. The original method of printing was Block Printing. Isaac Gutenberg refined this technique of printing by using movable type, where the characters are separate parts that are inserted to make the text. Gutenberg revolutionized printing as this movable type could produce more copies in a short span of time when compared to manual writing followed by monks.

During the industrial revolution period steam powered press was introduced by GottlobKoeing and Andreas Friedrich Bauer which made it possible to make over 10,000 copies per day. GottlobKoeing – is a German inventor known for his high speed printing press. Friedrich Bauer is a German engineer who used steam powered engine for printing.

Offset Printing is the most common form of commercial printing. This is due to the quality of the product and the efficiency in printing large numbers. Modern digital presses which use Inkjet Printers are able to produce copies at low cost but they are yet to improve to produce the sheer volume of the product that offset printers are capable of producing.

BOOK REVIEWS

Newspapers usually have a panel of specialists who write book reviews. The reviewer must have in depth knowledge of the subject and should be able to assess the book in terms of its impact on the reader. The main task of the reviewer is to report of the content, the approach and the scope of the work for the benefit of the readers.

The book review should contain a brief description of the book and a short account of the author. The book review should tell the reader whether a book is worth reading and the review should be unbiased. An ideal review should give an overview of the book to the readers and an evaluation based on the readers taste and experience.

The opening paragraph of the Book review should grab audience attention. The passage can be conversational in tone. Sometimes it can be slightly provocative to compel the reader to read. The body of the review is a series of short paragraphs on the book and author. The conclusion can be a personal comment which states why the book is readable or not.

The total review should be 500 to 1,000 words. Full bibliographic details of the work should be included like

- (a) Title and Sub Title.**
- (b) Place of publication**
- (c) Publisher**
- (d) Date of publication**
- (e) Number of pages**
- (f) The ISBN Number**

FILM REVIEW

Whenever a new movie is released people look to film reviews to decide whether to watch the movie or not. Reviews can make or break a film's box office collection. A movie review should be an honest opinion on the movie. The review should be specific and concise.

The film reviews should be sure about the audience who are likely to be targeted. The first step to write a film review is to watch the movie objectively. Do not be prejudiced towards a director or an actor in the movie. In the review mention the positives and negatives of the movie.

Make sure that the review mentions the director, actors and other important details of the movie. The first paragraph should include the name of the film, its actors, the setting and the genres to which it belongs.

A short summary of the film should be the second paragraph of the review. Do not mention the suspense or climax of the film. Include your opinions on the direction, script, photography, and music. Sometimes the scenes and dialogues of the movie are used to grab audience attention. A good review should compel the audience to watch the movie and it should state why the movie is worth watching.

INTERVIEW

Conducting a good interview requires detailed planning. The interviewer should have good communication skills. He should research in depth to know the details of the person interviewed. Plan ahead and fix a time for the interview. Make a rough sketch of the details needed and the questions to be asked.

Do not follow the script while conducting the interview because sometimes an answer by the interviewee can lead to another question. But have an idea of the key points to be addressed and the interviewer should have a rough order in mind of the questions.

Try to ask questions to get details instead of Yes/No questions. Try to ask questions in the friendliest manner even when it is provocative question. Begin the conversation with a pleasantry and on a light note and then switch onto the provocative ones. Make sure that the questions arise naturally from your conversation rather than a pre-planned one. Keep a comfortable level of eye-contact. The interviewee should remain calm, relaxed and attentive with genuine interest on the topic.

The interviewee should feel comfortable and relaxed to give answers. Do not rush with questions. Listening to what the other person says is only half of it. The body language of the interviewee as a response to the questions should be noted. If the question seems offend-able neutralize the effect in a pleasant manner. Observe the interviewee's gestures, mannerisms, his/her voice how she/he is dressed and so on and also notice the details of the surroundings.

The writing (interview published) should be unobtrusive as possible.

It should be conversational in tone and pleasant.

It's always best to record the interview.

Ask permission to record the interview. End the conversation on a positive note and make a positive relation with the interviewee.

So that the person interviewed will give a ready interview next time and ask permission to make a phone call or any other type of communication if clarification is needed on a point and send a copy of the print version to the interviewee when it's published.

PROOF READING

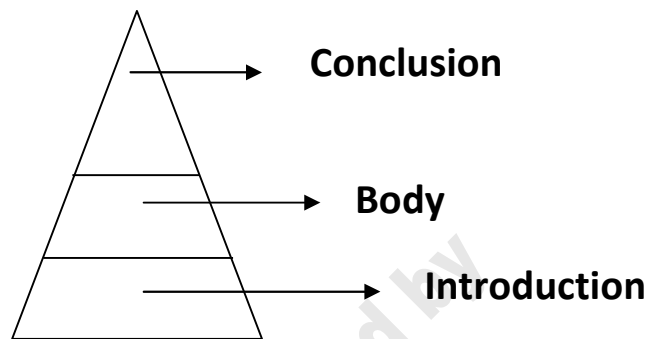
Proof reading is done to minimize the mistakes. Grammar, spelling and punctuations marks are checked in this process.

The Editor should look out for mistakes and deliberately slow down while reading proof. The editor should check spellings, grammar and punctuation and make sure that the reporter follows the accepted style.

The writers should follow the most recent edition of the associated press Style book. The editor should check the consistency, brevity, clarity and accuracy of news. AP style has common rules for Abbreviations and Acronyms.

Sometimes the widely known Abbreviations are used and usually an Abbreviation is expanded if it is an Abbreviation other than commonly used in a language. Ages are usually written in figures. Quotation marks are used for titles of books, songs, television shows etc. Days of the week, month, year, date etc are represented in figures. Titles and Proper Nouns are capitalized.

ELECTRONIC MEDIA



Messages were sent across the telegraph using Morse code. The invention of telephone in 1876 made communication easier. This was later replaced by Radio which used electromagnetic waves for communication. Electromagnetic waves were discussed by James Clerk Maxwell. Heinrich Hertz was the first person to send waves to a short distance. Gaglielmo Marconi was the first person to send radio signals over long distances in 1901 when he sent Morse code from England to Canada.

RADIO AS A MEDIUM OF MASS COMMUNICATION The 1930's up to the World War I is called the Golden age of Radio. Radio became popular with the public. Radio stations broadcasted informative and entertainment programmes.

CHARACTERISTICS AND STRENGTHS OF RADIO

Since radio is sound production source even illiterate or blind people can hear and get information. Frequencies are limited resource and limited by strict government rules. The radios bring live telecasts. It has the flexibility to interrupt regular programmes to telecast 'breaking news' that has great impact. Radio waves travel distances and can bridge geographical and cultural barriers. It does not require the resources or man power to the extent that television needs. It is a powerful tool of communication that can inform, instruct and entertain audience. By airing issues and discussing political and economic conditions it can reach the low economic group and the illiterates of the community. It allows people to move around while listening to news. It is possible to do other activities while listening to radio news.

CHALLENGES

Transmission may be interrupted due to technical reasons. It is an oral medium. It can communicate through words alone. Unlike a print media, the news is read by another person according to a schedule and the listener should depend on the programme schedule. Radio broadcasting is limited and the programmes are interpreted by a reader or anchor who conveys through his words the context and surroundings of the news.

HOW TO BROADCAST NEWS ON RADIO

Radio primarily uses voice. The voice of the anchor, his pitch, tone, articulation and pronunciation should attract audience. When writing for Radio the reporter should use a simple and standard slang of the language. The topics are to be presented enthusiastically. Music and sound effects should be used. Unlike other media the audience cannot interpret messages through body language and other non-verbal methods. Radio can communicate through sound alone and the voice should communicate the message to the listener.

RADIO NEWS

Radio News Bulleting has a particular time for its Broad cast. The Bulletin should cover the major news in that time period. While preparing for radio news the reporter should be aware of this time constraint. He should do research before he presents the news. The news stories can follow the inverted pyramid style. The news stories are to be arranged for the bulletin. The stories have a particular pattern based on the news value. An average news story is given 60 seconds and an important news story is given 60 seconds to one and a half minute for its broadcast. The news stories are placed according to their news value.

The factors that determine news value are:

- 1. Immediacy:** Current events of national and international importance that can affect the social and economic conditions.
- 2. Proximity:** Current events are hot topics.
- 3. Conflict:** War, Accidents, disasters etc.
- 4. Drama:** Unexpected and strange stories.
- 5. Frame of reference:** cultural and political commentary.

RADIO FEATURES

A feature in a Radio need not be news based. It should produce a dramatic effect on the audience. It should speak directly to the audience. The dialogue, music and sound effects should provide a highly personal and intense experience for the listener.

FEATURES CAN BE OF DIFFERENT TYPES

- 1. It can depend on interviews, narrations and background sounds.**
- 2. It can rely on historical facts or on literary events.**
- 3. It can be dramatic or fictional.**

INTERVIEWS

Radio interviews are of 3 types.

- 1. Studio Interview:** Those recorded in the studio, often of highest technical quality. It is planned and deliberate. Well researched.
- 2. Spot Interviews:** Interviews done as part of a news bulletin; opinion piece etc are not preplanned, done to expand a point or share information.
- 3. Field Interviews:** Field interviews are conducted outside the studio. The length of it can vary. It is a two-way communication process where the interviewers and interviewee interact. This is used to inform, to interpret, analyze facts and to create an emotional reaction.

It is like the interview for a print media but there are certain key points to be noted as this is a broadcast media interview.

- 1. Choose a quiet location to record.**
- 2. The voice levels and equipment are to be checked.**
- 3. Wear headphones while recording to get a clear idea of what the recorded voice will sound like**
- 4. Microphones should be carefully placed to pick up sounds.**
- 5. Always record more than needed. Ask more questions so that while editing there are more options. The interviewer should be a good listener.**

DOCUMENTARIES

Documentaries can be of 4 types.

1. Direct Address in which the narrator introduces the topic. The narration explains the situation and the narrator presents a story.

2. Interactive Approach in which there is no narrator and the story unfolds with the characters speech.

3. Verity approach where events and situations speak for themselves.

4. Self-reflexive approach where the creator's interpretation of the reality is represented.

5. Drama: Radio drama has developed as a genre. It uses voices, silence, background sounds, music and sounds of action to tell a story. Radio dramas are usually soap operas (like serials in T.V.) highly dramatic, unrealistic and meant to entertain. They use short scenes to capture audience attention. Sometimes public service themes are conveyed through radio dramas. Comedy dramas are more popular on radio. Radio cartoons are relatively new dramas which are action oriented, and they use clichés and stereo types to convey the message.

6. Music Programmes : Radios have pure music programmes where classical music is broadcasted. Some time there are phone in programmes and sometimes music is played according to audience request. Music related quiz programmes are conducted and there are shows to air the latest cinema songs. Broadcasters are conscious of the target audience and they often conduct surveys to obtain audience taste. A play list is made from it and according to the demands of the audience select songs are played on rotation through the station.

7. Radio discussions: Radio discussions usually follow the format of a general discussion. There can be an anchor or a moderator and participants discussing on a topic. Radio discussions are sometimes packaged like the signature programmes – with signature music, host and themes. Like a normal discussion participants make their points. The moderator controls the discussion and the discussion ends when the moderator sum up the key points.

8. Television: John Logie Baird invented television in 1926. Soon it became the most popular media of communication. It is not a mobile medium like television.

9. Television News: - The editor will assign a news story to a reporter. The reporter with a cameraman, recordist and technical assistant shoot the story and send it for editing. On occasion the news team travels in an OB (Outside Broadcast Van) which is sometimes a scanner. TV news provides only headlines or introduction to the news and minor supporting facts.

10. Format of TC script: Radio and TV uses a basic 2 column script. The left side of TV script is titled video and right side titled Audio. The audio column contains spoken words, sound effects and music and video column describes the nature of the visuals and other general production information.

11. Television Feature: Features on a broadcast media are audience centered. Features are entertaining and thought provoking. Features are sometimes having a narration. Wildlife features are special kind. Interviews are features. Reality shows also come under this category.

Interview: There can be studio interviews, spot interviews and field interviews meant to entertain and to give information.

13. Music Programmes: Most people love music and it is the most entertaining programme.

14. Sports: Major sports events are live broadcasted. It is an instant brand maker and a current and popular topic on TV.

15. Live programmes and shows: They are studio based; stage programmes or events live telecasted for the audience. They include music programmes, chat shows, quizzes and other variety programmes.

16. Film: A script is a visual blue print of a film. It gives a visual representation of the narration. A script has a format.

The screen play is the scene by scene narration of the script.

Film making has 3 stages.

Pre-production: A script is decided. Director confirms actors to play roles. Shooting is planned. Location is fixed and the team is fixed, marketing is done.

Production: The live recording of shots.

Post Production: The recorded visuals are sent to editor's desk. The movie in its full form is made. Marketing and publicity works along with distribution is finalized and the movie is released.

Documentaries: A documentary is a film that records and portrays relating without fictional elements. While feature film focuses on the development of the plot, the documentary focuses on description of the plot. Editing is of utmost importance in a documentary. It is a narration on a topic from a particular view point. A documentary is not dialogue centered. The visuals speak for themselves.

News Reel: It is the predecessor of TV News. It is a short film on news and current events. These are screened before a feature film in Cinema Halls. The first news reel was made by Charles Pathe in France in 1907 and features on themes of human interest. Now News Reels are out of fashion and TV broadcasts news of all fields.

Compiled by
:

Unit II- [Understanding Writing Process]

Every writer follows his or her own writing process. Often the process is a routine that comes naturally and is not a step-by-step guide to which writers refer. Being conscious of your own writing process is especially helpful when you find yourself struggling with a particularly tricky piece.

If you consciously take advantage of your natural thinking processes by gathering your brain's energies into a "storm," you can transform these energies into written words or diagrams that will lead to lively, vibrant writing. Below you will find a brief discussion of what brainstorming is, why you might brainstorm, and suggestions for how you might brainstorm.

Whether you are starting with too much information or not enough, brainstorming can help you to put a new writing task in motion or revive a project that hasn't reached completion. Let's take a look at each case:

When you've got nothing: You might need a storm to approach when you feel "blank" about the topic, devoid of inspiration, full of anxiety about the topic, or just too tired to craft an orderly outline. In this case, brainstorming stirs up the dust, whips some air into our stilled pools of thought, and gets the breeze of inspiration moving again.

When you've got too much: There are times when you have too much chaos in your brain and need to bring in some conscious order. In this case, brainstorming forces the mental chaos and random thoughts to rain out onto the page, giving you some concrete words or schemas that you can then arrange according to their logical relations.

1. PROCESS WRITING: BRAINSTORMING FOR IDEAS, IDEA ORGANIZATION AND AUDIENCE ANALYSIS

The 5-Step Writing Process:

1. Prewriting

You're ready to start writing. So why has that blank page been staring back at you for the past hour? Prewriting identifies everything you need to do before you sit down to start your rough draft.

a) Find Your Idea

Ideas are all around you. You might draw inspiration from a routine, an everyday situation or a childhood memory. Alternatively, keep a notebook specifically devoted to catching your ideas as they come to you. Your own imagination is the only limit to finding your source of inspiration.

b) Build on Your Idea

Two of the most popular methods of fleshing out your idea are free writing and brainstorming. Free writing means writing every idea that comes into your head. Do not stop to edit your mistakes, just let the ideas flow. Or, try brainstorming. If you're on a computer, try a manual process first to help you visualize your narrative: write your idea in the center of the page and work outwards in all of the different directions you can take your story.

c) Plan and Structure

Piecing the puzzle together comes next. It's time to sort through your ideas and choose which ones you will use to form your story. Make sure you keep your notes even after your book is published – there may be the seeds for your next story as well.

2. Writing

Now you have your plan and you're ready to start writing. Remember, this is your first rough draft. Forget about word count and grammar. Don't worry if you stray off topic in places; even the greatest writers produce multiple drafts before they produce their finished manuscript. Think of this stage as a free writing exercise, just with more direction. Identify the best time and location to write and eliminate potential distractions. Make writing a regular part of your day.

3. Revision

Your story can change a great deal during this stage. When revising their work, many writers naturally adopt the A.R.R.R. approach:

- a) Add:** The average novel has between 60,000 and 100,000 words. Does your book have enough words to be considered a novel? Have you given your readers all the information they need to make sense of your story? If not, go back to your notebook that you kept for additional scenes and any additional details.

- b) Rearrange:** Consider the flow, pacing and sequencing of your story. Would the plot be better served if some of the events occur in a different order?
- c) Remove:** After making additions to your story, how is your word count now? Are your readers experiencing information overload? You may need to eliminate passages that don't quite fit.
- d) Replace:** The most effective way to revise your work is to ask for a second opinion. Do you need more vivid details to help clarify your work? Is one scene contradicting another? Ask friends or fellow writers to take a look and give you feedback, and if something isn't working rewrite it and replace it.

4. Editing

You have overhauled your story. It's time to fine tune your manuscript line by line. Check for repetition, clarity, grammar, spelling and punctuation. Editing is an extremely detailed process and its best when performed by a professional. You can hire your own editor or utilized the editing services available through Life Rich Publishing. Nobody wants to read a book that is full of mistakes, and they certainly won't buy a book that is riddled with them.

5. Publishing

You now have a completed manuscript ready to publish. Life Rich Publishing's extensive portfolio of publishing services can help you become a published author. Explore Life Rich Publishing's range of available publishing packages. To learn more about the benefits of publishing with Life Rich, read this article.

Once your book is published, celebrate your accomplishment knowing you've achieved a remarkable goal. But if you plan to reach readers and sell books, then it's time to educate yourself in the process for marketing your book.

Example:

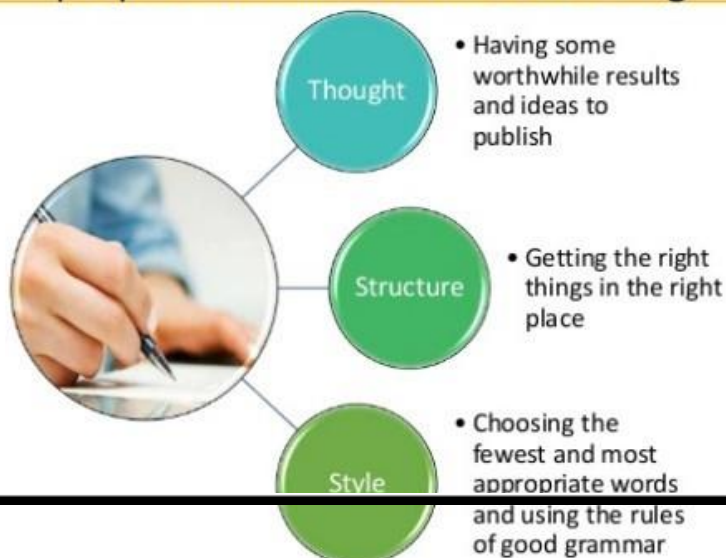
Bad writing

Writing that fails to get the desired message across to the target audience



Essential for writing process

The skill of writing is to create a context in which other people can think – **Edwin Schlossberg**



Components of Writing process



Pre-writing



Brain storming



Listing



Clustering



Free writing

Pre-writing: Brainstorming

Generate ideas without judging them



Pre-writing: Listing

- Listing is a quick way to gather ideas on paper
- Make a list of as many ideas you can think of in a paper

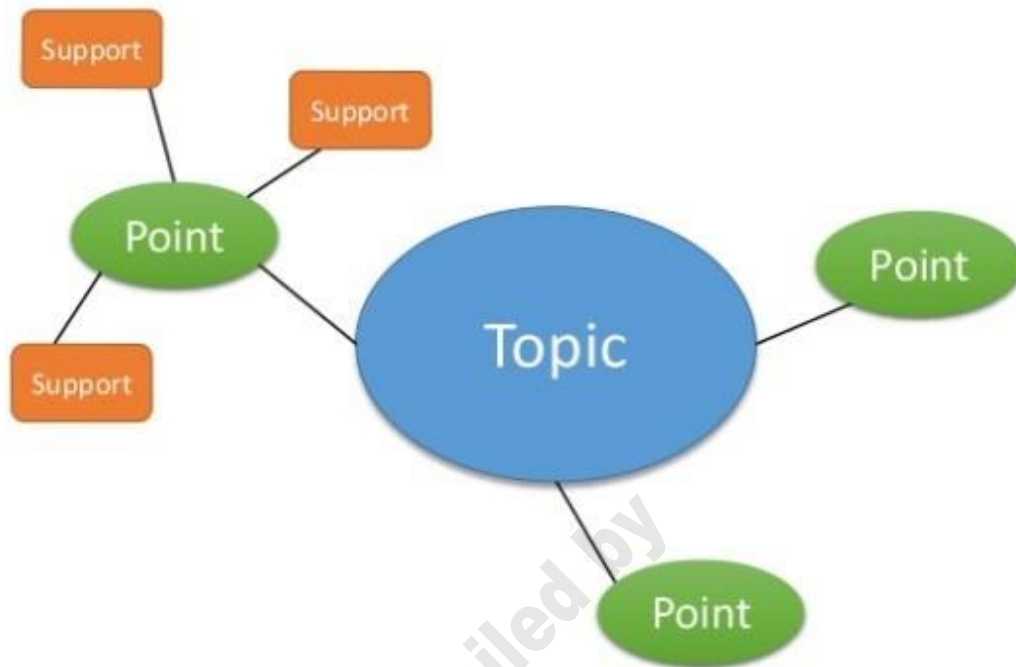


Pre-writing: Clustering

- It is a free association that creates a visual image of ideas and their connections.
- Clustering helps in conversion of ideas to paragraphs while writing.



Pre-writing: Clustering



Pre-writing: Free writing

Write, write, write and Don't Stop !

Free writing means taking an idea and running with it wherever it leads.



Revision

Reworking on the first draft so that ideas are explained in the best way possible

Revising is NOT editing

Transition from writer-centered to reader-centered

- Think about the needs and expectation of readers
- Is organisation effective?
- Which term needs to be defined for these particular readers?
- Do readers need to know X before they can understand Y ?

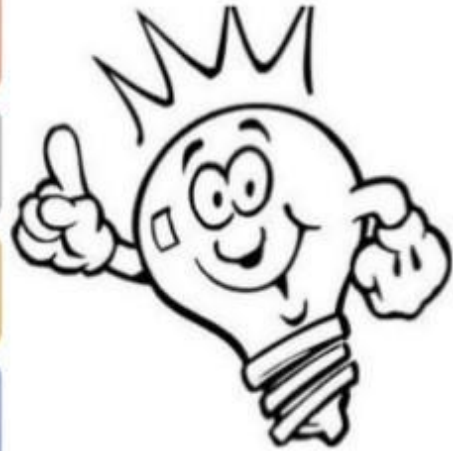
Pre-writing: Tips

Don't get hung up on grammar and punctuations or spelling at this stage.

Try to get and connect all ideas on paper first.

Its normal to get off-topic from time to time.

Prewrite till you have clear idea of what details you want to use and how might organize it.



Comp. :

Editing

Eliminating
punctuation
grammar and
spelling mistakes

Should be saved
for the end of
writing process

Spellcheck can be a
false friend

Proofreading is a
MUST

Publishing

Also known as final draft

Free from spelling or grammatical errors

Should be perfect

Should be shared with an audience

Publish in a journal



2. Writing Mechanism: Opening, Developing and Winding up the Argument/ Narrative

Oxford university press “Writing Mechanism” defined as representation of language in a textual medium through the use of set of signs or symbols.

Types of opening:-

- 1. Selective opening**
- 2. Marketing scales opening**
- 3. Motivating and provoking opening**
- 4. Demonstrating opening**
- 5. Entertaining opening**

Selecting opening: Always remember these things i.e.

- **Prominence**
- **News value**
- **Rareness**

Marketing scale opening: it is especially for the breaking news & measure on the ‘scale of 10pts’.

Motivating and provoking opening: attacking mentally emotions but result of that should be taken into concern.

Demonstrating opening: description about ads picture

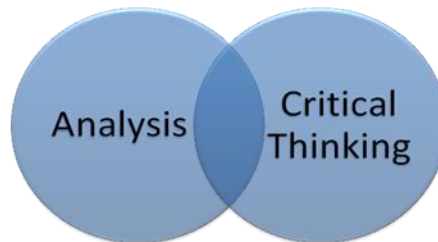
Entertainment opening: it includes humor, glamour, & emotional consequences about the concerned news.

DEVELOPING AND WINDING UP THE ARGUMENT/ NARRATIVE

Planning:

1. Types of arguments to construct
2. Using evidence to support your argument
3. Using theory in your writing

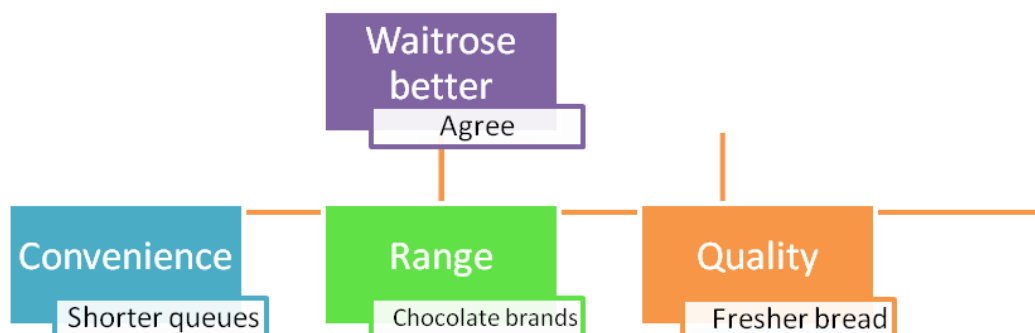
1. Types of argument to construct



- Evidencing is more than one source
- Check your reading list
- Keep a record

Think, read, write

- **Agreeing** and presenting reliable evidence to support the position taken.
- **Rejecting** but again using reliable evidence to do this. (A **counter-argument** with each individual claim in the argument in question is 'countered' by another claim).
- **Conceding** that an existing argument/point of view has merits, but needs to be qualified in certain respects, and stating what these are.
- **Proposing** a new argument/point of view, or reformulating an existing one, so that the new version makes a better explanation for the situation under discussion.
- **Reconciling** by bringing a new perspective to bear on the topic.
- **Connecting or synthesizing** different ideas, so new approaches and arguments/points of view can be brought to bear on the subject.



GRAPHIC REPRESENTATION OF ARGUMENT

*Argument is to find out
Who is right.
Discussion is to find out
What is right!!!*

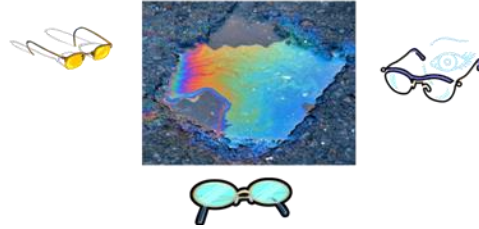
2. Using evidence to support your argument

Use examples...

- Which highlight the most significant or far-reaching implications
- To illustrate different aspects of your argument
- From a range of sources, e.g. journal articles, books, and reports
- To support general arguments.
- Use empirical evidence, i.e. evidence collected via systematic and rigorous observation
- Use maps, diagrams and numerical data (in appropriate assessments, i.e. not essays but reports and dissertations)

3. Using theory in your writing

DO NOT PANIC



- Competing theories are not equal – different theories appeal to different kinds of evidence, so different theories are ‘useful’ in different contexts.
- Do not lump together good bits of different theories into one ‘super theory’ as they will contradict each other.

Writing Mechanism also includes:

- Spelling
- Punctuation
- Italics
- Names of Person
- Numbers
- Title of works in research paper
- Quotation
- Capitalization

Note: These all are elaborated in different – different Units.

3. EDITING AND FORMATTING: APA STYLE SHEET BASICS

The Publication Manual of the **American Psychological Association** (APA) is a style guide that is widely accepted for use in social science papers. It helps organize your paper and explains APA references. APA style is more than just following procedures for organizing citations or page layout; the APA style guide is a set of rules for both linguistic expression and the mechanics of writing, including the following:

- **Spelling, punctuation, abbreviations, and quotations**
- **Construction of tables**
- **Selection of headings**
- **Citation of sources**
- **Presentation of statistics**

Correct APA usage helps to make a paper consistent and easy to follow. In this article, our editors will help define and explain the **basics of APA style**.

The following rules are from the **6th edition** of the *APA Manual*:

1. Use 8.5- x 11-inch paper, with one-inch margins on all sides.
2. Number all pages consecutively on the right-hand side in the header, starting with the APA title page.
3. Use a 12-pt serif typeface such as Times New Roman or Courier (a sans serif typeface may be used in figures for a simple, clean line).
4. Justify the text to the left, leaving the right margin ragged.
5. Use double spacing.
6. Indent the first line of every paragraph and the first line of every footnote (set the tab key at five to seven spaces, or ½ inch).
7. Put one space after all punctuation marks.
8. Write short, precise sentences.
9. Use the active rather than the passive voice.
10. Avoid flowery language or wordiness.
11. Avoid biased language.

An APA formatted paper consists of **four basic sections: an APA title page, abstract, body (which includes methods, results, and discussion), and references**. The sections that are used will depend on the particular type of research paper you are writing.

Example:

1. Contributor Information and Titles:

One author:

Smith, J. K. (Date). *Title*.

Two authors:

Smith, J. K., & Sampson, T. (Date). *Title*.

Three authors:

Smith, J. K., Sampson, T., & Hubbard, A. J. (Date). *Title*.

Eight or more:

Smith, J. K., Sampson, T., Hubbard, A. J., Anderson, J., Thompson, T., Silva, P.,...Bhatia, N. (Date). *Title*.

2. Other contributor types:

One editor:

Smith, J. K. (Ed.). (Date). *Title*.

Two editors:

Smith, J. K., & Sampson, T. (Eds.). (Date). *Title*.

One conductor:

Smith, J. K. (Cond). (Date). *Title*.

3. Corporate or group authors

Corporate author:

American Psychological Association. (Date). *Title*.

Government author:

Illinois Department of Industrial Relations. (Date). *Title*.

4. No contributor information

Webster's dictionary. (1995). Springfield, MA: Merriam-Webster.

5. Chapter author and translator, and book editor and translator:

Smith, J. (Date). Chapter title (B. McCoy, Trans.). In R. Engels (Ed.) & S. Simpson (Trans.), *Title*.

Title Rules – Capitalization and Italics

6. Publication Information

Book:

Last, F. M. (Date Published). *Book Title*. City, State: Publisher.

Journal:

Last, F. M. (Date Published). Article title. *Journal Title*, *Volume*(Issue), Page(s).

Magazine:

Last, F. M. (Date Published). Article title. *Magazine Title*, *Volume*, Page(s).

Webpage:

Last, F. M. (Date Published). Webpage Title. Retrieved from URL.

Newspaper:

Last, F. M. (Date Published). Article title. *Newspaper Title*, Page(s).

4. ABSTRACT, SUMMARY, PARAGRAPH, ESSAY AND COLUMN WRITING

1. ABSTRACT

If you need to write an abstract for an academic or scientific paper, don't panic! Your abstract is simply a short, stand-alone summary of the work or paper that others can use as an overview.

An **abstract** describes what you do in your essay, whether it's a scientific experiment or a literary analysis paper. It should help your reader understand the paper and help people searching for this paper decide whether it suits their purposes prior to reading.

To write an abstract, finish your paper first, then type a summary that identifies the purpose, problem, methods, results, and conclusion of your work. After you get the details down, all that's left is to format it correctly. Since an abstract is only a summary of the work you've already done, it's easy to accomplish!

HOW TO WRITE AN ABSTRACT

1. Write your paper first. Even though an abstract goes at the beginning of the work, it acts as a summary of your entire paper. Rather than introducing your topic, it will be an overview of everything you write about in your paper. Save writing your abstract for last, after you have already finished your paper.

- A thesis and an abstract are entirely different things. The thesis of a paper introduces the main idea or question, while the abstract works to review the entirety of the paper, including the methods and results.
- Even if you think that you know what your paper is going to be about, always save the abstract for last. You will be able to give a much more accurate summary if you do just that - summarize what you've already written.

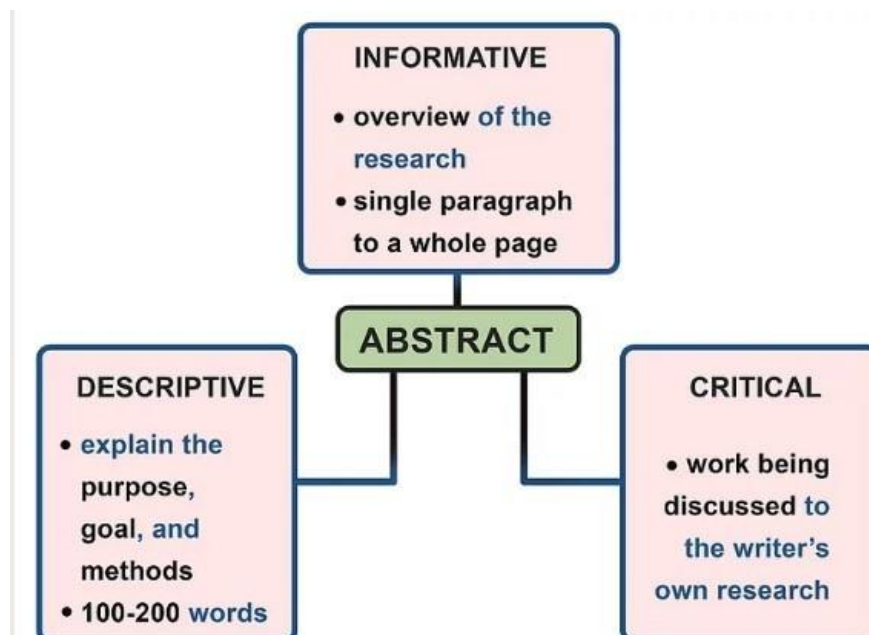
2. Review and understand any requirements for writing your abstract.

The paper you're writing probably has specific guidelines and requirements, whether it's for publication in a journal, submission in a class, or part of a work project. Before you start writing, refer to the rubric or guidelines you were presented with to identify important issues to keep in mind.

- Is there a maximum or minimum length?
- Are there style requirements?
- Are you writing for an instructor or a publication?

3. Consider your audience. Abstracts are written to help readers find your work. For example, in scientific journals, abstracts allow readers to quickly decide whether the research discussed is relevant to their own interests. Abstracts also help your readers get at your main argument quickly. Keep the needs of your readers in mind as you write the abstract.

- Will other academics in your field read this abstract?
- Should it be accessible to a lay reader or somebody from another field?



4. Determine the type of abstract you must write. Although all abstracts accomplish essentially the same goal, there are two primary styles of abstract: descriptive and informative. You may have been assigned a specific style, but if you weren't, you will have to determine which is right for you. Typically, informative abstracts are used for much longer and technical research while descriptive abstracts are best for shorter papers.

- Descriptive abstracts explain the purpose, goal, and methods of your research but leave out the results section. These are typically only 100-200 words.
- Informative abstracts are like a condensed version of your paper, giving an overview of everything in your research including the results. These are much longer than descriptive abstracts, and can be anywhere from a single paragraph to a whole page long.
- The basic information included in both styles of abstract is the same, with the main difference being that the results are only included in an informative abstract, and an informative abstract is much longer than a descriptive one.
- A critical abstract is not often used, but it may be required in some courses. A critical abstract accomplishes the same goals as the other types of abstract, but will also relate the study or work being discussed to the writer's own research. It may critique the research design or methods.

5. Identify your purpose. You're writing about a correlation between lack of lunches in schools and poor grades. So what? Why does this matter? The reader wants to know why your research is important, and what the purpose of it is. Start off your descriptive abstract by considering the following questions:

- **Why did you decide to do this study or project?**
- **How did you conduct your research?**
- **What did you find?**
- **Why is this research and your findings important?**
- **Why should someone read your entire essay?**

6. Explain the problem at hand. Abstracts state the "problem" behind your work. Think of this as the specific issue that your research or project addresses. You can sometimes combine the problem with your motivation, but it is best to be clear and separate the two.

- **What problem is your research trying to better understand or solve?**
- **What is the scope of your study - a general problem, or something specific?**
- **What is your main claim or argument?**

7. Explain your methods. Motivation - check. Problem - check Methods? Now is the part where you give an overview of how you accomplished your study. If you did your own work, include a description of it here. If you reviewed the work of others, it can be briefly explained.

- **Discuss your own research including the variables and your approach.**
- **Describe the evidence you have to support your claim**
- **Give an overview of your most important sources.**

8. Describe your results (informative abstract only). This is where you begin to differentiate your abstract between a descriptive and an informative abstract. In an informative abstract, you will be asked to provide the results of your study. What is it that you found?

- What answer did you reach from your research or study?
- Was your hypothesis or argument supported?
- What are the general findings?

9. Give your conclusion. This should finish up your summary and give closure to your abstract. In it, address the meaning of your findings as well as the importance of your overall paper. This format of having a conclusion can be used in both descriptive and informative abstracts, but you will only address the following questions in an informative abstract.

- What are the implications of your work?
- Are your results general or very specific?

SUMMARY

Writing a summary is a great way to process the information you read, whether it's an article or a book. If you're assigned a summary in school, the best way to approach it is by reviewing the piece you're summarizing.

Read it thoroughly and take notes on the major points you want to include in your summary. When you get to writing your summary, rely on your memory first to make sure the summary is

in your own words. Then, revise it to ensure that your writing is clear and the grammar, punctuation, and spelling are all perfect.

HOW TO WRITE SUMMARY

1. Read the piece thoroughly. You should read it without making any kind of marks. Instead, focus on really understanding what the author is saying. This might mean that you need to read one sentence or paragraph more than once. You might also want to reread the whole piece.

2. Write down what you think the main point of the piece is. This will help you start to put the piece's arguments in your own words. You can also ask yourself what point or points or themes come up throughout the entire piece. The title can also give you a tip as to the main point of the piece.

- The author might also state their thesis more plainly by saying something like "my argument is. "
- In a fiction piece, the author will more likely emphasize themes. So if you notice that love - discussions or descriptions of it, for example - come up a lot, one of the main points of the piece is probably love.

3. Reread the piece, taking notes on the major points of it. Once you know for sure what the author's main point is, reread the piece, looking for the ways they support that point. You can find supporting material by looking for details that refer to the title, surprises in the argument or plot, repetition, or a lot of attention to detail. Write down each time something like this occurs.

- To put something in your own words, write it down as if you were explaining or describing it to a friend. In that case, you wouldn't just read what the author wrote. Do the same when you're writing down the major points in your own words.

4. Don't focus on the evidence that the author uses to support those points.

You only need to know what they're arguing. So, for example, say the author's main argument is: "The U.S. Civil Rights Movement actually began in the 1950s." They might say that black women's boycott of mass transit is an example of this. You only need to note the blackwomen's boycott, not the examples of that boycott that the author uses.

- For fiction pieces, this means avoiding rewriting every single thing that happens in the piece. Focus instead on the major plot points and the main motivator for those points. Don't include everything that happens to the character along the way.

5. Start with the source's information. You should start every summary with the author and the article's title. This lets your reader know that you're summarizing what someone else has written.

- For example, you can start with something like "George Shaw's "Pygmalion" is a play that addresses issues of class and culture in early twentieth-century England."

6. Work from memory to write the main point of each section. Without looking at your notes, write a first draft that includes the main point of each section in your own words. A summary shouldn't just repeat what the original author said, so using your own words is very important.

- If you absolutely must use the original author's words, put them in quotation marks. This tells your reader those words aren't yours. Not doing this is academic plagiarism, and it can get you in a lot of trouble.
- Make sure you format the quote correctly!

7. Present the material using the author's point of view. As you write, make sure you're only summarizing the original piece of writing. You shouldn't be inserting your own opinions of the piece or of the events the piece covers. Instead, summarize what the original author said and retain their tone and point of view.

- For example, you might think that Hamlet spends a lot of time thinking and not a lot of time acting. You can say something like, "Hamlet is a man of thought, rather than action," instead of saying, "Why doesn't Hamlet do something once in a while?"

8. Use language appropriate to a summary. You want your reader to know that you're summarizing another person's arguments. So you should occasionally use phrases like "the author argues," or "the article claims" when you're presenting those arguments. This reminds the reader that it's not your piece, but someone else's.

- In fiction pieces, you can say something like "Shakespeare's Hamlet then spends a lot of time brooding on the castle ramparts." This tells your reader you're talking about Shakespeare's play, not inventing your own story.

3. SENTENCES & PARAGRAPH

SENTENCES

Sentences: Sentences are generally characteristic in most language by the presence of a finite verb, e.g. "the quick brown fox jumps over the lazy dog"

Components of Sentence:

Clauses: clause is just a part of sentence or collection of words that consists subject and predicate.

Subject + predicate=clause

There are **two types** of clauses **Independent and subordinate (dependent)**. An independent clause demonstrates a complete thought; it is a complete sentence: for example. "I am sad." A subordinate clause is not a complete sentence: for example "because I had to move."

Predicate: once subject identification or the sentence has been identified by subject and rest of the words (remainder of the sentence tells what the subject does/did) indicate the predicate part of the sentence.

Classification of sentence:

1. **Simple**
2. **Compound**
3. **Complex**

Simple: A simple sentence also called an independent clause. In simple sentence, single subject & predicate are involved; it describes only one idea, question or things.

Subject + verb + object

Example: Some students like to study in the morning
Sonu goes to the library and studied every day.

Compound: Compound sentences are made up of two or more simple sentence which combine by using conjunction such as an, or, but.

Example: The moon was bright and we could see our way.

The moon is bright but we can't see our way

And: conjunction in compound

Complex: complex sentence are the combination of main clause / sentence and / or more subordinate clauses.

Example: As the boxer advanced into the ring, the people said "they would not allow them to fight".

PARAGRAPH

The paragraph: A paragraph is a self contained unit of discourse in writing dealing with a particular point or idea. Paragraphs consist of one or more sentences. The start of a paragraph is indicated by beginning of a new line.

There are three main sorts of sentences that can be used in every paragraph

- **Introductory**
- **Body**
- **Concluding paragraphs**

All contains topic sentence followed by detail sentence and terminated by concluding or transition sentences.

Paragraph sentences can never be constructed with the help of abbreviated forms. They, just like every other type of academic writing, should be written in formal and objective language. Paragraph sentences must be well constructed in order to render the validity of all arguments in a credible manner. Writers should, naturally, avoid first and second voice perspective.

Paragraphs contain:

1. **Topic sentences**
2. **Detail sentences**
3. **Transition sentences.**

Topic Sentence: - A topic sentence usually comes at the beginning of a paragraph; that is; it is usually the first sentence in a “formal academic paragraph” that explains the meaning of the event and introduces & overall idea that you want to discuss later in the paragraph.

The second and Third sentences are called supporting sentences. They are called “supporting” because they “support” or explain the idea expressed in the topic sentence.

In formal paragraphs you will sometimes see a sentence at the end of the paragraph which summarizes the information that has been presented. This is concluding sentences. You can think of a concluding sentence as sort of topic sentence in reverse.

Example: Suppose that you want to write a paragraph an out the natural landmarks of your hometown. The first part of your paragraph might look like this:

My hometown is famous for several amazing natural features.

First, it is noted for the Wheaton River, which is very wide and beautiful.

Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep.

(Notice how the first sentence begins with “My hometown...” a few spaces to the right of the paragraph edge. This is an indentation. All paragraphs in English must begin with an indentation)

Note that how the first sentence, My hometown, Wheaten, is famous for several amazing geographical features, is the most general sentences. This sentence is different from the two sentences that follow it, since the second and third sentences mention specific details about the town’s geography, and are not general statements.

Paragraph:

- Intro (over all brief)
- Support

- Evidential
- Conclusion

It should be Sequential

Details paragraph: The short paragraph in this lesson is a fairly complete paragraph, but it lacks details. Whenever possible, you should include enough details in your paragraphs to help your reader understand exactly what you are writing about. In the paragraph about Wheaten, three natural landmarks are mentioned, but we do not know every much about them. For example, we could add a sentence or two about Wheaten river concerning HOW wide it is or WHY it is beautiful.

In that particular type of paragraph writing, we must consider:

- Natural landmark & the concerned 1H (HOW)

It includes the actual detail which exactly provides understandable writing space to maintain equilibrium between writer and reader.

Over all summarize

Dense paragraphs: - wordy and specification

- **Intro paragraph – To introduce the event**
- **Detailed Paragraph – support and evidential**
- **Conclusion Paragraph**

Logical Sequence: In a piece of writing there are different paragraphs with specific intentions related to the topic sentence from the beginning to the end of piece of writing but the individual paragraph may be linked together without any unrelated ideas to give perfection in the presentation. Such presentation is a result of logical sequencing which related different paragraphs and provide specific directions.

There are some rules about how to write paragraph. Most are just too general or complicated to be practically useful. There are four principles as you assemble a paragraph:

1. **Orient your reader to the subject**
2. **Tie your ideas together**
3. **Take it easy through technically dense passages**
4. **Arrange your ideas in a logical sequence**

4. ESSAY

Essay: It is a short piece of writing which often written from an author's personal point of view.

Essay can consist following elements:

1. **Literary criticism**
2. **Political manifestos**
3. **Learned arguments**
4. **Observation of daily life**
5. **Reflections of the author**

The definition of an essay is vague, overlapping with those of an article and a short story.

Following are the steps of essay writing:

1. Decide the content on your topic.
2. Prepare an outline or diagram of your ideas.
3. Write statement based literature / thesis.
4. Body of the essay
 - a. Write the main points
 - b. Connect main points with sub points. (write the sub points)
 - c. Elaborate sub points with example
5. Write the introduction
6. Write the conclusion with finishing statement.

Some important points always keep in mind:

- **Information based** **news, articles**
- **Decision based** **editorials**
- **Research based** **reports, journals (findings & conclude on the basis of findings facts.)**

5. COLUMN WRITING

Columns are articles or features written for newspapers, magazines, newsletters, and other publications. They are usually published regularly and on a schedule. Columns are a form of journalism that is less formal and more biased than other types of journalism. Choose the content you want your column to be about and then write your column following simple guidelines.

Determine why you are writing a column. Figure out what you (or your editor) want the column to be about. Do you want to entertain or inform? Asking yourself why you are writing a column will help you figure out what you want to write about. If you want to entertain, you might want to write about humorous topics or make a serious topic comical. Wanting to inform your audience might mean your column is more factual, educational, and serious.

Write about your opinion. Unlike more traditional forms of journalism (such as news reports or articles), a column is by nature biased and opinionated. Think of a topic that you are passionate about and that you have a strong opinion on when figuring out your content. It will be a lot easier to write a column if you care about the subject.

Choose relevant topics. News stories come and go very quickly. When writing a column on recent events, move fast. You will want to write a column about a recent event within 24-48 hours after the event happened. Choose relevant topics that you have good perspective or advice about.

Write about people. Choose topics for your column where you can write about people. Using real people in your column gives it a stronger impact and helps you prove your point.

Writing about concepts and policies without using names does not have as much of an effect as using real names.

Localize and personalize your column. If you are writing a column for a local publication, then make sure to give issues a local point of view as much as you can. You can also use your own experiences to show you understand something from a first-hand experience.

Stick to a theme. Keep your column about the same general topic (politics, beauty, local issues, etc.). However, you should have variation within your theme. Your readers might get bored of your column if they feel like they are reading the same thing repeatedly.

Write about personal topics. Don't be afraid to write articles on personal topics. Your views are out in the open in columns. Write about topics that allow you to reveal and expose yourself. This personalization and vulnerability is what will make readers keep reading your column.

Gear your column towards your audience. Writing a column for teenage girls is going to be lot different than writing a column for business owners. Think about your audience when writing a column and how they pertain to your topic.

Create a structure. There are different structures for columns. You can have a personal column about a specific subject or about a variety of subjects. You might want a column that is in the form of “question and answer,” to give advice or to educate. Informative columns can also be written in a “how to” format.

HOW TO WRITE COLUMN

Write clearly. Don’t complicate your column with confusing and technical language. Keep your writing simple. Use short sentences and paragraphs

Write in AP Style. Journalistic writing is usually written in Associated Press (AP) Style. This style includes specific requirements for abbreviations, grammar, titles, and names. Refer to an AP Style guidebook or search online to learn the rules of AP Style when writing your column.

Use first person. In a column, don’t be afraid to talk about yourself as yourself. When writing your opinions, say it is your opinion. Don’t refer to yourself or quote yourself in third person (either by your name or as “the author” or “the reporter”).

Write the way you talk. A column is more personal than other types of journalism. Your language in a column does not have to be as formal. While maintaining good grammar, keep your tone casual and personal.

Write an attention grabbing lead. The “lead” (or lede) is the opening section of your column. Unlike traditional new reporting, your column should have a descriptive and attention grabbing lead.

Use facts. Your column should not be a huge list of facts, but you should back up your statements with facts to make your opinions more concrete. Even though a column is not a news report, you still might want to conduct interviews and do online research to back up your points.

Be passionate, but have a solution. A column is the perfect time to be passionate about your point of view. Share your opinions and viewpoints loud and clear.