بسم الله الرحمن الرحيم

إخوتي . . المسجلين لماده المقال لدى الدكتور أحمد السقوي حددت لكم

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Lec.1

In academic writing, you often write a paragraph to answer a test question such as the following: "Define management by objective, and give one example of it from the reading you have done for this class." A paragraph may also be one part of a longer piece of writing such as an essay or a book.

We mark a paragraph by indenting the first word about a half inch (five spaces on a typewriter or computer) from the left margin.

The three parts of a paragraph

All paragraphs have a

1-topic sentence

2-supporting sentences

3-some paragraphs also have a concluding sentence.

The topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one specific area that can be discussed completely in the space of a single paragraph. The part of the topic sentence that announces the specific area to be discussed is called the *controlling idea.*

Supporting sentences develop the topic sentence. That is, they explain or prove the topic sentence by giving more information about it.

The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember:

In conclusion, gold is treasured not only for its beauty but also for its utility.

Concluding sentences are customary for stand-alone paragraphs. However, paragraphs that are parts of a longer piece of writing usually do not need concluding sentences

Lec.2

<u>A topic sentence contains both a topic and a controlling idea. It names the topic and then limits the topic to a specific area </u>to be discussed in the space of a single paragraph.

TOPIC   CONTROLLING IDEA

(Driving on freeways) requires <u>skill and alertness</u>.

TOPIC   CONTROLLING IDEA

(Registering for college classes) can be <u>a frustrating experience for new students</u>.

TOPIC   CONTROLLING IDEA

(The rise of indie films) is due to <u>several factors</u>.

Lec.4

Unity

An important element of a good paragraph is unity<u>. Unity means that a paragraph discusses one and only one main idea from beginning to end</u>. For example, if your paragraph is about the advantages of owning a compact car, discuss only that. Do not discuss the disadvantages. Furthermore, discuss only one advantage, such as gas economy, in each paragraph.

<u>If you begin to discuss anotheradvantage, start a new paragraph. Sometimes it is possible to discuss more than one aspect of the same idea in one paragraph if they are *closely* related to each other.</u> For example, you could discuss gas economy and <u>low maintenance costs </u>in the same paragraph because they are closely related, but you should not discuss both gas economy and easier parking in the same paragraph because they are not closely related.

The second part of unity is that every supporting sentence must directly explain or prove the main idea. For example, in a paragraph about the high cost of prescription drugs in the United States, you could mention buying drugs from pharmacies outside the United States as an alternative, but if you write several sentences about buying drugs outside the United States, you are gettingoff the topic, and your paragraph will not have unity.

Coherence

Another element of a good paragraph is coherence. The Latin verb cohere means "hold together." For coherence in writing, the sentences must hold together; that is, the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next one.

There are four ways to achieve coherence:

1. Repeat key nouns.

2. Use consistent pronouns.

3. Use transition signals to link ideas.

4. Arrange your ideas in logical order.

Repetition of key nouns

The easiest way to achieve coherence is to repeat key nouns frequently in your paragraph. Read the model paragraph about gold to see how it uses this technique to smooth the flow of sentences. The key noun in this paragraph is gold

لا حول ولا قوة إلا بالله

Lec.5

Meaning/ Function	Transition Phrases	Conjunctive Adverbs	Coordinating Conjunctions	Subordinating Conjunctions	Others
To introduce an additional idea	in addition	furthermore moreover besides also too	and		another (+ noun) an additional (+ noun)
To introduce an opposite idea or contrast	on the other hand in contrast	however nevertheless instead still nonetheless	but yet	although though even though whereas while	in spite of (+ noun) despite (+ noun)
To introduce a choice or alternative		otherwise	or	if unless	
To introduce a restatement or explanation	in fact indeed	that is			
To list in order	first, second, third next, last, finally				the first, second, third, etc. the next, last, final
To introduce an example	for example for instance				an example of (+ noun) such as (+ noun)
To introduce a conclusion or summary	clearly in brief in conclusion indeed in short in summary				
To introduce a result	accordingly as a result as a consequence	therefore consequently hence thus	so		

المعنى / الوظيفة (right side labels):
- لتقديم فكرةإضافية
- لتقديم فكرة معاكسة أو
- لإدخال خيار أو بديل
- لإدخال إعادة صياغة أو تفسير
- لسَرد بالترتيب
- لإدخال مثال
- لتقديم استنتاج أو موجز
- لإدخال نتيجة

بالتالي = hence & thus - **نتيجه** =as a sequence- **وفقاً لذلك** =Accordingly

EXCEPTIONS

1. The words and phrases in the last four groups in the chart (for listing ideas and time sequences, for emphasizing, for giving reasons, and for conclusions)usually appear only at the <u>beginning</u> of a sentence, not in the middle or at the end.

2. Too usually appears only at the end of a sentence, sometimes preceded by a comma.

3. The short time words then, now, and soon usually do not need commas.

The words and phrases in the first two columns of the chart can also connect two independent clauses. In thiscase, we use them with a semicolon (**;**) and a comm (**,**).

إذا أتت مع جملتينمستقله نضيف كلاً من الفاصله المنقوطه والفاصله ، مثال /

Some English words have no exact equivalents in other language**;**<u>for example</u>**,** there is no German word for the adjective fair , as in fair play.

Coordinators

This group includes the seven coordinating conjunctions *and, but, so, or, nor, for*, and *yet* and the five correlative ("paired") conjunctions *both ... and, not only ... but also, neither . .. nor, either . .. or, and whether . . . or.* Coordinators may or may not have commas. When they connect two independent clauses, use a comma

إذا أتت مع جملتين مستقله نضيف فاصله فقط .

مثل :

Children <u>not only</u> need love**,**<u>but also</u> need discipline.

لا حول ولا قوة إلا بالله

Lec.6

2- Choose the transition signal that best shows the relationship between the sentences in each group

1. A recent article in *Era* magazine suggested ways to reduce inflation. The article suggested that the president reduce the federal budget ___<u>; furthermore</u>___, it suggested that the government reduce federal, state, and local taxes. (**however, in contrast, furthermore**)

2- The same article said that the causes of inflation were easy to find…………………. the cure for inflation was not so easy to prescribe. (<u>however</u>, for example, therefore).

was not so easy هنا أمرين متناقضه ، وبتسألوني كيف عرفنا ؟ ببساطه بالجملتين تجدون(were easy to

to) وسبق ووضحت لكم بالجدول أعلاه بأنه إذا كانت الفكره معاكسه نستخدم however كظرف للعطف ، إذن

الجواب(however)

3. Era also suggested that rising wages were one of the primary causes of inflation…………………. the government should take action to control wages. (however; <u>therefore</u>, for example)

هذه الجمله أفادتنا عن سبب لذا استخدمنا <u>therefore</u>

لا حول ولا قوة إلا بالله

<u>Lec.8:</u>

Practice: Specific Supporting Details

Decide which of the following statements is an opinion, a fact that needs proof, or a specific supporting detail.

Write

• <u>O</u> for opinion

• <u>F-NP</u> for fact that needs proof

• <u>SSD</u> for specific supporting detail

__F-NP__ 1. People who steal identities do a lot of damage before their victims become aware of it. (*The writer could give an example of a person who was victimized before noticing it.*)

__O__ 2. Punishment for identity thieves is not severe enough. (*The writer could give an example of a typical punishment.*)

__SSD__ 3. Last year, the losses of victims totaled more than $7 billion.

4. Identity theft is more serious than any other type of theft. <u>O</u>

5. Identity theft is increasing at a rapid pace. <u>F-NP</u>

6. In 2000, 31,000 cases of identity theft were reported to the Federal Trade Commission (FTC); in 2003, the number was 210,000. <u>SSD</u>

Using Outside Sources

Where can you find specific supporting details to support your ideas? For some assignments, you may be able to use examples from your own personal experience, or you may be able to gather quotations and statistics by performing an experiment, taking a survey, or interviewing people.

Lec.9

Reporting Verbs and Phrases

To introduce borrowed information-direct quotations, indirect quotations, or statistics—use the phrase <u>according to</u> or a reporting verb such as the following:

(<u>assert, insist, report, suggest, claim, maintain, say, write, declare, mention, state</u>).

Here are some rules for their use.

1. Reporting verbs can appear before, in the middle of, or after borrowed information. The reporting phrase according to usually appears before or after but not in the middle**.**

Lec.10

Indirect Quotations

In indirect quotations, the speaker's or writer's words are reported indirectly, without quotation marks. For this reason, indirect quotations are sometimes called reported speech.

Indirect quotations are introduced by the same reporting verbs used for direct quotations, and the word that is often added for clarity. The tense

of verbs in indirect quotations is affected by the tense of the reporting verb.

Lec.11

Writing an Essay

An essay is a piece of writing several paragraphs long. It is about one topic, just as a paragraph is. However, because the topic of an essay is too complex to discuss in one paragraph, you need to divide it into several paragraphs, one for each major point. Then you need to <u>tie</u> the paragraphs together by adding an <u>introduction</u> and a <u>conclusion</u>.

The Three Parts of an Essay

An essay has three main parts: an <u>introduction</u> (introductory paragraph), a <u>body</u> (at least one, but usually two or more paragraphs), and a <u>conclusion</u> (concluding paragraph).

An essay introduction consists of two parts: a few general statements to attract your reader's attention and a thesis statement to state the main idea of the essay. A *thesis* statement for an essay is like a *topic* sentence for a paragraph: It names the specific topic and gives the reader a general idea of the contents of the essay.

The body consists of one or more paragraphs. Each paragraph develops a subdivision of the topic, so the number of paragraphs in the body will vary with the number of subdivisions or subtopics. <u>The conclusion, like the concluding sentence in a paragraph, is a summary or review of the main points discussed in the body.</u>

Lec.12

Thesis Statements for Logical Division of Ideas

The thesis statement of a logical division essay often indicates the number of subtopics:

Native Americans have made valuable contributions to modern U.S. culture in four main areas.

Inflation has three causes.

The thesis statement may even name the specific subtopics:

a. Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.

b. Inflation has three causes: excessive government spending, unrestrained consumer borrowing, and an increase in the supply of paper money.

Paired conjunctions (both . .. and, not only . .. but also) are an especially effective way to list two subtopics:

c. Young people in my culture have less freedom than young people in the United States not only in their choice of lifestyle but also in their choice of careers.

d. Puppies, like children, need both love and discipline to become responsible members of society.

Essay Outlining

Because an essay is long, it is important to organize and plan before you begin to write. The best way to do this is to make an outline. An outline not only organizes your thoughts, but it also keeps you on track once you begin to write.

A formal outline has a system of numbers and letters such as the following. In other fields of study, different systems are used.

Roman numerals I, II, and III number the major sections of an essay (introduction, body, conclusion)

Capital letters A, B, C, D, and so on label the body paragraphs. Arabic numerals 1,2,3,4, and so on number the subpoints in each paragraph.

Small letters a, b, c, d, and so on label the specific supporting details.
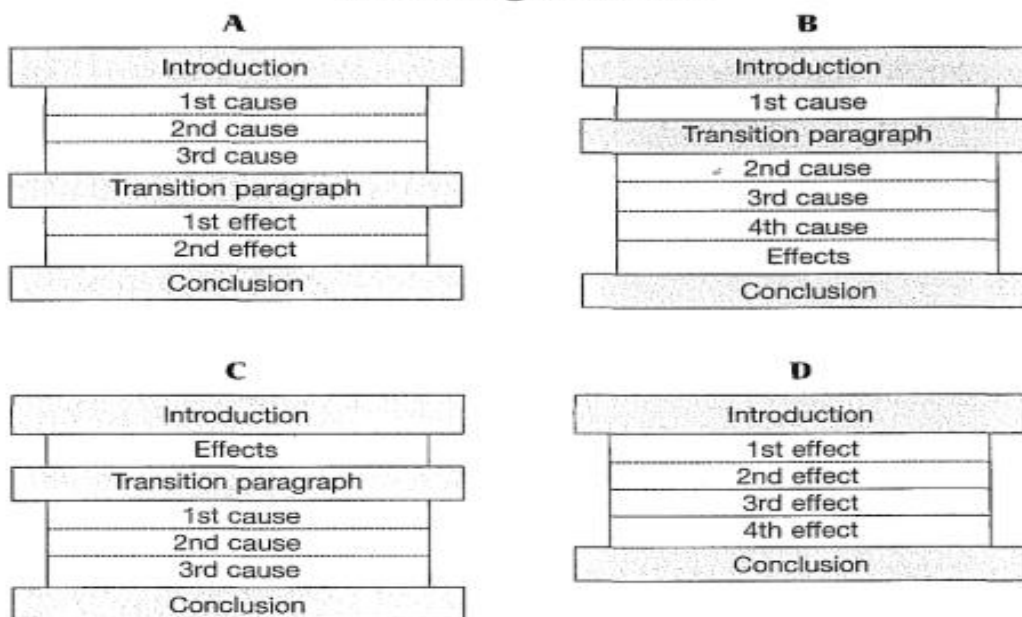
لا حول ولا قوة إلا بالله

Lec.14

Organization for Cause/Effect Order

You can organize a cause/effect essay in two main ways: "block" organization and "chain" organization. In block organization, you first discuss all the causes as a block (in one, two, three, or more paragraphs, depending on the number of causes). Then you discuss all the effects together as a block. You can discuss either causes or effects first. Of course, you can also discuss only causes or only effects.

Block Organization

In block organization, a short paragraph often separates one major section from another major section. This paragraph is called a transition paragraph. Its purpose is to conclude one section and introduce another section. You do not always have to write a transition paragraph, but it is helpful when your topic is long and complex.

Block Organization

A

| Introduction |
| 1st cause |
| 2nd cause |
| 3rd cause |
| Transition paragraph |
| 1st effect |
| 2nd effect |
| Conclusion |

B

| Introduction |
| 1st cause |
| Transition paragraph |
| 2nd cause |
| 3rd cause |
| 4th cause |
| Effects |
| Conclusion |

C

| Introduction |
| Effects |
| Transition paragraph |
| 1st cause |
| 2nd cause |
| 3rd cause |
| Conclusion |

D

| Introduction |
| 1st effect |
| 2nd effect |
| 3rd effect |
| 4th effect |
| Conclusion |

Chain Organization

In this pattern, causes and effects are linked to each other in a chain. One event causes a second event, which in turn causes a third event, which in turn causes a fourth event, and so on. Each new cause and its effect are links in a chain. Depending on the complexity of the ideas in each link, you can devote an entire paragraph to one link, or you may include several links in one paragraph, or you may describe the entire chain in one paragraph.

The type of cause/effect organization you choose depends on your topic.

• A chain pattern is usually easier if the causes and effects are very closely interrelated. You might use a chain pattern to write about the causes of a particular disease or phenomenon in nature such as a thunderstorm or a rainbow.

• The block pattern is usually easier with larger, complex topics such as global warming or homelessness.

• Sometimes you will want to use a combination of block and chain organization.

These are the important points you should have learned from this lecture.

1. Cause/effect organization is a common pattern in academic writing to write about causes (or reasons) and effects (or results).

2. There are two common cause/effect patterns of organization.

• In block organization, the causes (or reasons) are grouped together in one block, and the effects (or results) are grouped together in another block. There may be a transition paragraph between blocks.

• In chain organization, the causes and effects are too closely linked to be separated. One cause leads to an effect, which is the cause of the next effect.

3. Use a variety of cause/effect signal words to help your reader follow your ideas.

- الجمل المخطوط تحتها هاي مهمه وتقريباً كانت متضمنه بالإختبار .

- أي إستفسار أستقبله على حسابي بتويتر @**dr_fajr**

تمت بعون الله . . لجميع : المالكي . . سهل الله له طريقاً للجنان ، إعداد : **Ðя•Fájr**

وصلي اللهم وسلم على أشرف خلقك سيدنا محمد .