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## **Preface to the Seventh Impression**

This book, which is also a revised copy, is different from the previous revised one (second edition) because it includes a more thorough explanation on summarizing plot and poetry. In summarizing short story and poem, an analysis is included because it is through analysis that we are able to understand a story, a novel, a poem, an object, an event, an idea, a person, and know why it is as it is. Since writing an analysis is both taxing and thought-provoking, this writer tried her best to provide an easy account on how it is done, and a sample for a short story and a poem are given to make the explanations even clearer to the reader. This is deemed necessary, more particularly to the students of Literature who may be required to summarize short stories, poems, and novels. Just like any other form of analysis, analyzing short stories, poems, and novels involve breaking the whole into the component parts, investigating each component and understanding the role of each to make up the whole. If a work of fiction then is to be meaningful to the reader, if s/he is to sense and totally grasp it, s/he must try hard to analyze it without anybody's help or guide. Although summarizing short stories is different from summarizing a novel (because a novel involves more characters, more complicated plot, and employs more literary techniques) they are in many ways similar.

A revision was also done in the *reference* to update it to the recent material that were added in this edition.

An additional feature of this book is the addition of an *index*. This section was added to make it easy for the readers to find the subject matters they are interested in.

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## **Preface to the Sixth Impression**

*Advanced Writing* is designed to be used as a textbook for English Major students. It follows the syllabus prescribed by the Ministry of Education, Research, and Technology. It is specifically addressed to students who are beginning to learn how to write paragraphs and need to improve their writing skills in order to prepare them for other writing classes that they will have to take in future.

The book goes beyond the scope of many books intended for this audience. Since writing is an important goal, this text does not only discuss the different types of paragraphs but also the preliminary information needed to prepare the students to write paragraphs. Thus, the students are given the topics necessary for them to learn in order to attain the goal.

For the students to appreciate the importance of this book, it first explains how imperative writing is in their lives as students, and in their future lives as professionals. It explains some problems that may influence their writing. In this case, they will be able to know their own weaknesses and try to find ways to overcome them. Other than this, the chapters and exercises are directed at developing the students' writing skills. Hence, the following subject matters are included and explained in order to accomplish this end.

1. *Punctuation*. While there are gestures, expressions, and repetition that can supplement the spoken word, writing is limited in this regard. Hence, knowledge of punctuation is necessary to make the writer's message clearer.

2. *Outline*. An outline serves as a working guide in writing. But, just knowing how to organize an outline is not enough because the students' most important problem is how to change the outline into a paragraph. Consequently, the text does not only contain a discussion on how it must be prepared but also how an outline is converted into a paragraph. Ample examples are provided in this regard.

3. *Parts of the Written Paper*. Many students know that a written paper consist of the *introduction*, *the body*, and *the conclusion*; nevertheless, not many of them know how each part is written, what each of them contain, and the strategies that can be used in writing them.

4. *Revising, Editing, Proofreading*. The first draft is never a final copy. It must be revised, edited, and proofread.

5. *The Paragraph*. The primary aspects that must be known about the paragraph are included. More specifically, this section covers explanation about *selecting the topic*, *limiting the subject*, *the audience*, *the tone*, *the mood*, *the style*, *topic sentence*, *major and minor supporting sentences*, and *the characteristics of a good paragraph*. Another common problem among students is how to develop paragraphs. They often run out of point to discuss and fail to meet the required number of words. This book then attempts to help student in this regard by offering clarifications and examples on how paragraphs are developed.

6. *Different Kinds of Paragraphs*. The types of paragraphs explained are those which the students will normally make use of such as *definition*, *narration*, *description comparison and contrast*, *cause and effect*, and *argumentation*. Each of them is explained in detail and sufficient examples from professional writers are used so that the students will learn how they can express their ideas beautifully and in a variety of ways.

7. *Summary Writing*. Writing a summary is an indispensable skill that every student should develop. They have to summarize a great deal of materials for their classes such as reports, lectures, articles, different

materials from different sources which will be needed when they write researches, etc.

Aside from the explanation given, each of the topic given above was provided with guidelines and strategies to make paragraph writing easy for the students. For example, strategies for writing an introduction in a paragraph are included. Thus, students can select one or a combination of those strategies. Since most teachers do not give specific topics to write, there are times when students do not know how they can have a topic for writing. For this reason, the students are given some guides on the different ways by which they can have an idea about what topic to write.

The book is divided into three main parts: Part A, Preliminaries; Part B, The Paragraph; and Part C, Summary Writing. Part A consists of an introduction and two chapters: Chapter I, Punctuation; and Chapter II, Making an Outline. The *introduction* gives reasons for the importance of attaining a good writing skill; some neurodevelopmental problems that can affect writing; and the steps that writing undergoes. The chapter on *punctuation* is provided with adequate examples and several exercises. At the end of the chapter are *summary of exercises* in order to test how much the students have learned in this section. In Chapter II, Making an Outline, the students are taught its *format, characteristics, and how the outline is organized into a paragraph*. Also included in this chapter is a detailed explanation about *paraphrasing* and *plagiarism*.

Part B, The Paragraph, consists of the parts of the written paper, namely: *the introduction, the body, and the conclusion*. This section outlines the *organization of the introduction*; i.e., how it begins, what comes next, and the last part of it. It also includes the *do's and don'ts* in writing it and the *different strategies* that may be employed to produce an introduction that will draw the readers' attention. The section about the *body* contains explanation of what *information* it should incorporate, how it should be *developed and organized*. Finally, it also explains the various *ways of*

*writing the conclusion, what it should embody and the techniques in writing it.*

*Revising* includes explanations about how major and minor revisions are done. Examples of original materials and their major and minor revisions are supplied. After revising, *editing* is required. Thus, the text explains how the paper can be edited for *economy and style, grammar*, and for *identifying suspected errors and unknown errors*. Finally, the paper cannot be offered as a final copy without proofreading. This is the stage of cleaning up to produce a well-polished and accurate material.

Part B also comprises Chapters III and IV. Chapter III deals with *the paragraph*. It explains what a paragraph is, *selecting a topic, limiting the subject* into a manageable topic, *the audience, the tone, the mood, and the style*. Not also forgotten are the explanations about the *topic sentence*; major and minor *supporting sentences*; paragraph characteristics specifically *unity, cohesion, and emphasis* and the different ways of attaining them are cited as well. One of the most common problems students encounter in paragraph writing is how to reach the required number of word. Accordingly, the diverse ways of *paragraph development (example, repetition, details, facts and statistics, anecdote)* are illustrated for the students' guidance.

Chapter IV focuses on the different types of paragraphs i.e., *definition* and its types (*standard and personal*); *narration*, its *structure and point of view*; *description* and its *structure*; *comparison and contrast, analogy; cause and effect* and its emphasis; *argumentation*, including its *structure, guidelines for development, fallacies*, and the different *approaches*. These approaches include argumentation *by classifying, defining, cause and effect, analogy, citing authority, statistics, deduction, induction, citing facts and examples*. All the foregoing paragraphs are provided with examples from professional writers and ample exercises are also presented.

The book ends in Part C which is a combination of Chapters V and VI. Chapter V gives information about the stages in *summary writing*; the crucial *points to remember* when writing summaries; *characteristics* of a summary;

*note-taking*, its *guidelines* and the *points to remember* when taking down notes. Finally, Chapter VI involves the materials that may need a summary such as *ideas, data, events, plot, and poetry*. These materials are provided with some examples and exercises.

Lastly, all the sections in this book are presented with abundant examples and exercises for the instructor to choose from. If desired, some exercises may be done in class and the others given as homework. The book, then, is flexible enough to suit the requirements of the course, the instructors, and the specific needs of the students.

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