

# What Was the First Writing System?

## Earliest Known Writing System

Ancient Mesopotamia was the first ancient civilization that developed the very first writing system. Also, the Ancient Egyptians, Chinese, and Mesoamericans also developed full writing systems as well.

- People of Sumer invented the first writing system back in 3,500 to 3,000 BC.
- Egyptians developed their writing system in 3,250 BC, which was similar to the ones that Sumerians developed.
- Chinese developed a fully operational writing system in 1,300 BC in the late Shang-dynasty.



## Mesopotamian Writing System

Cuneiform was the first writing system developed in the Sumer region of Mesopotamia.

- In the next 600 years, the process of cuneiform writing stabilized, and many changes were made to this writing system.
- Mesopotamians used to have professional writers, called scribes or tablet writers.
- The decipherment of cuneiform script started in the 18th century.



## Egyptian Writing System

After 3200 BC, Egyptians started engraving hieroglyphs on small ivory tablets. These tablets were used in graves at Abydos in the tomb of the ruler of Upper Egypt, the predynastic King Scorpion.

*It's important to note that the very first form of ink writing is also found in Egypt. They used reed pens to write on papyrus, according to the History of Pencils.*



## Chinese Writing System

The earliest forms of Chinese writing were found about 310 miles away from modern-day Beijing, on a Yellow River's tributary. This area is now known as Anyang and it's the place where the late Shang dynasty kings founded their capital.

*In 1899, Wang Yirong, a scholar and politician, examined some characters engraved on divination ritual Bone just to realize their significance. They show a fully developed and complex writing system, which the Chinese not only used for communication but also to record their daily life events.*



## Mesoamerican Writing System

Recent discoveries show that pre-colonial Mesoamericans used a writing system around 900 BC.

- The Open System was tied to the grammatical and sound structures of a particular language. Examples of the closed system can be found in the Maya civilization.
- Open system, on the other hand, wasn't tied to the grammatical and sound structures of any specific language as it was used as a means of recording text.



# First Writing

**Gerald Rau**



## First Writing:

**The First Writing** Stephen D. Houston, 2004-12-09 In this book leading scholars in the field discuss and analyse the origins of ancient writing *A First Latin Book, Or Progressive Lessons in Reading and Writing Latin* Ethan Allen Andrews, 1849

**Writing and Motivation** Suzanne Hidi, Pietro Boscolo, 2006-11-01 The aim of this volume is to bring together contributions from international research on writing and motivation It not only addresses the basic question of how motivation to write can be fostered but also provides analyses of conceptual and theoretical issues at the intersection of the topics of motivation and writing What emerges from the various chapters is that the motivational aspects of writing represent a rich productive and partially still unexplored research field This volume is a step in the direction of a more systematic analysis of the problems as well as an effort to present and compare various models perspectives and methods of motivation and writing It addresses the implications of writing instruction based on the 2 main approaches to writing research cognitive and socio cultural It provides systematic analysis of the various models perspectives and methods of motivation and writing It brings together the international research available in this burgeoning field *Writing as Learning* Andrew Rothstein, Evelyn Rothstein, Gerald Lauber, 2006-12-13 Using 12 step by step strategies teachers can help students build a rich vocabulary gain a deep understanding of concepts and develop organized thinking processes

**Through the Models of Writing** Denis Alamargot, L. Chanquoy, 2001-08-31 This book provides both young and senior scientists with a comparative view of current theoretical models of text production Models are clearly situated in their historical context scrutinized in their further evolution with a fine grained observation of differences between models Very complete and informative to read this book will be useful to people working in teaching of writing or studying this specific human activity *Supporting Research Writing* Valerie Matarese, 2012-11-06 Supporting Research Writing explores the range of services designed to facilitate academic writing and publication in English by non native English speaking NNES authors It analyses the realities of offering services such as education translation editing and writing and then considers the challenges and benefits that result when these boundaries are consciously blurred It thus provides an opportunity for readers to reflect on their professional roles and the services that will best serve their clients needs A recurring theme is therefore the interaction between language professional and client author The book offers insights into the opportunities and challenges presented by considering ourselves first and foremost as writing support professionals differing in our primary approach through teaching translating editing writing or a combination of those but with a common goal This view has major consequences for the training of professionals who support English language publication by NNES academics and scientists Supporting Research Writing will therefore be a stimulus to professional development for those who support English language publication in real life contexts and an important resource for those entering the profession Takes a holistic approach to writing support and reveals how it is best conceived as a spectrum of overlapping and interrelated professional activities Stresses the importance

of understanding the real world needs of authors in their quest to publish Provides insights into the approaches used by experienced practitioners across Europe The Life Writing Workbook Aih, 2015-08-20 I stumbled upon life writing at age twenty nine I was at that moment in a divorce when you know its over and its time to move on I realized how little I understood my life and that I had no real sense of how to make a life I wanted a life I wanted a certain kind of satisfaction from life that I knew existed yet here I was very clear that this marriage wasnt going to work out and faced with raising a lovely child alone as I made my way toward this certain something I couldnt even name I moved in with my best friends parents who were very kind to me To try to get a handle on things I secluded myself in their basement for many evenings to dissect my life story It was just instinct Starting with my earliest memory I started the walk forward sifting carefully through each experience I could recall I would approach certain memories in the writing and my body would tighten At first I just kept going but those particular memories called me back So I went back slowed down and sifted more carefully looking at the scene the circumstances the people involved and at myself my emotions my perceptions and my fears At the end of this rather intense process there was no doubt that something in me had shifted I felt a new sense of self possession I felt aware of myself in a way I wasnt before I can see this same new presence and power arise in the faces of others as they complete the life writing process The Life Writing Workbook guides you step by step through eight sessions of deeply engaging private and transformative writing through your life story **Philosophical Writing** A. P. Martinich, 2024-09-18 Philosophical Writing helps students to think clearly and analytically improve their essay writing skills and present their knowledge and thoughts in a precise and coherent manner Acclaimed for its accessible highly practical approach this bestselling textbook emphasizes what students should do in crafting a philosophical essay as well as other types of essays that analyze concepts across a variety of disciplines Tracing the evolution of a good philosophical essay from the draft stage to completion the book s eleven chapters are purpose built to serve the needs of a wide range of students with levels ranging from elementary to moderately advanced Philosophical Writing includes numerous essay examples techniques for outlining and composing guidance on evaluating philosophical essays useful appendices a glossary a full featured companion website and more Now in its fifth edition Philosophical Writing is fully updated with enhanced language and improved explanations throughout Two entirely new chapters delve into the intricacies of belief networks and explore the properties of sound interpretations supported by a wealth of new exercises and discussion questions Written with clarity and humor by a leading analytic philosopher Philosophical Writing Helps students organize their beliefs assess their interpretations and critically evaluate the ideas of others Explains the basic concepts of logic and rhetoric the structure of a philosophical essay and the criterion of good philosophical writing Describes key tactics for analytic writing such as definitions analysis counterexamples and dialectical reasoning Discusses the concepts of author and audience as they apply to a student s philosophical writing Offers advice on common problems that students encounter when writing a philosophical essay Philosophical Writing An

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*Coursebook on Scientific and Professional Writing for Speech-Language Pathology, Sixth Edition* M.N. Hegde, 2022-12 A Coursebook on Scientific and Professional Writing for Speech Language Pathology Sixth Edition is a unique interactive resource to help students develop the strong writing skills necessary for a successful clinical or academic career in speech language pathology The book not only describes the principles of good writing but also contains numerous opportunities to practice writing skills replete with exemplars The Coursebook is ideal for dedicated courses on scientific and or professional writing and can also be used in courses on assessment research methods and clinical methods and practicum The first section of the book is a refresher on the basic rules of grammar punctuation and composition The second section is focused on scientific writing and explains the different types of academic publications offers tips on how to write without bias and describes the typical manuscript formatting required for scientific publications It also includes examples of the elements of scientific style such as capitalization and abbreviations how to reference sources cited within the text and how to prepare the reference list Also covered are how to submit a manuscript to scholarly journals and best practices for proofreading and making revisions The last section is focused on professional clinical writing and the various written communications speech language pathologists SLPs prepare as part of their jobs These include diagnostic reports brief and comprehensive treatment plans and progress reports The book ends with a section on report writing for SLPs working in public schools including assessment reports IEPs and SOAP notes A unique and student friendly feature of the book is its practical design The first two sections provide incorrect exemplars the user can rewrite or write correctly In the last section left hand pages show specific examples of general scientific or professional writing and the corresponding right hand pages allow students to practice writing Updates to the Scientific Writing section include The text incorporates APA 7th edition changes to reference citations and preparation of the reference list along with updates on how to cite electronic sources The bias free writing section is updated and expanded to include appropriate terms and writing style to describe LGBTQ community members A glossary is provided for easy reference Information on how to submit content to academic journals and conferences preparing electronic manuscripts and making revisions in light of the copyeditor's comments have been updated to current publishing industry standards Updates to the Professional Writing section include The text includes current clinical

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*Landscapes, Sources and Intellectual Projects of the West African Past*, 2018-08-13 *Landscapes Sources and Intellectual Projects of the West African Past* offers a comprehensive assessment of new directions in the historiography of West Africa With twenty four chapters by leading researchers in the study of West African history and cultures the volume examines the main trends in multiple fields including the critical interpretation of Arabic sources new archaeological surveys of trans Saharan trade the discovery of sources in Latin America relating to pan Atlantic histories and the continuing analysis of oral histories The volume is dedicated to Paulo Fernando de Moraes Farias whose work inspired the intellectual reorientations discussed in its chapters and stands as the clearest formulation of the book s central focus on the relationship between political conjunctures and the production of sources Contributors are Benjamin Acloque Karin Barber Seydou Camara Mamadou Diawara Paulo Fernando de Moraes Farias Fran ois Xavier Fauvelle Nikolas Gestrinch Toby Green Bruce Hall Jan Jansen Shamil Jeppie Daouda Keita Murray Last Robin Law Camille Lefebvre Paul Lovejoy Ghislaine Lydon Carlos Magnavita Sonja Magnavita Kevin MacDonald Thomas McCaskie Ann McDougall Daniela Moreau Mauro Nobili Insa Nolte Abel Wedoud Ould Cheikh Benedetta Rossi Charles Stewart Writing and Literacy in the World of Ancient Israel Christopher A.

Rollston, 2010 **Teaching/Writing in Thirdspaces** Rhonda C. Grego, Nancy S. Thompson, 2007-12-25 *Teaching Writing in Thirdspaces The Studio Approach* examines a dynamic approach to teaching composition that reimagines not only the physical space in which writing and learning occurs but also the place occupied by composition in the power structure of universities and colleges In response to financial and programmatic cutbacks at the University of South Carolina in the 1990s authors Rhonda C Grego and Nancy S Thompson used their academic backgrounds in composition and English education along with their personal histories in working class families to look at compositional spaces and places with an eye to challenging the embedded issues of race class and gender within the university hierarchies The result was a supplemental writing program that they called the writing studio The studio model emphasizes individual participation in a small group that allows students to present work they are preparing for outside classes discuss their challenges and refine their ideas with other students and staff facilitators This interactional inquiry is replicated and reinforced by the facilitators who meet in their own small groups to analyze larger patterns possibilities and needs as they arise in their studios Grego and Thompson argue that because the studio is physically and institutionally outside but alongside both students other coursework and the hierarchy of the institution it represents a thirdspace a unique position in which to effect institutional change The focus on interactional inquiry challenges traditional power hierarchies within classrooms and shifts the nature of discourse As a

bottom up approach to the development of educational programs within institutions that have different needs demographics and histories the studio model can address a multitude of different institutional needs with little disruption to the curriculum The studio model allows university administrators teachers student aides and students to continually adapt to changing institutional environments with new teaching and learning strategies Teaching Writing in Thirdspaces provides an alternative approach to traditional basic writing courses that can be adopted in educational institutions of all types and at all levels

**Writing New Identities** Gisela Brinker-Gabler, Sidonie Smith, Rita Malenczyk, 2013-07-15 Influenced by Erika Lindemann's *A Rhetoric for Writing Teachers* *A Rhetoric for Writing Program Administrators* delineates the major issues and questions in the field of writing program administration and provides readers new to that field with theoretical lenses through which to view those issues and questions In brief and direct though not oversimplified chapters *A Rhetoric for Writing Program Administrators* explains the historical and theoretical background of such concepts as academic freedom first year composition basic writing writing across the curriculum placement ESL general education and transfer Its thirty nine contributors are seasoned writing program and center administrators who in a range of voices map the discipline of writing program administration and guide readers toward finding their own answers to solving problems at their own institutions

**Writing Groups Inside and Outside the Classroom** Beverly J. Moss, Nels P. Highberg, Melissa Nicolas, 2014-04-04 This edited volume explores the nature of writing groups inside and outside the academic environment For writing instructors writing center directors scholars researching writing groups

*Plain Language in Government Writing* Judith Gillespie Myers, 2008-04-01 A Plain English Guide to Government Writing Whether you're in the public or private sector good writing skills are critical to your success in the workplace *Plain Language in Government Writing* A Step by Step Guide shows you how to apply federal plain language guidelines to every type of writing from emails memos and letters to agency communications technical procedures and budget justification statements Through numerous exercises as well as examples from a variety of federal and state agencies this practical guide walks you step by step through every phase of the writing process providing tips for improved clarity conciseness and completeness This valuable reference will help you Write for diverse audiences in reader friendly plain language Overcome writer's block Gain confidence in your ability to write and get results Make your writing visually appealing Prepare for briefings and presentations Recognize successful writing and identify what makes it effective A Plain English Guide to Government Writing will enable you to express yourself more clearly and concisely produce documents more efficiently and work more effectively with others throughout the writing process

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Writing for Engineering and Science Students Gerald Rau,2019-08-01 Writing for Engineering and Science Students is a clear and practical guide for anyone undertaking either academic or technical writing Drawing on the author s extensive experience of teaching students from different fields and cultures and designed to be accessible to both international students and native speakers of English this book Employs analyses of hundreds of articles from engineering and science journals to explore all the distinctive characteristics of a research paper including organization length and naming of sections and location and purpose of citations and graphics Guides the student through university level writing and beyond covering lab reports research proposals dissertations poster presentations industry reports emails and job applications Explains what to consider before and after undertaking academic or technical writing including focusing on differences between genres in goal audience and criteria for acceptance and rewriting Features tasks hints and tips for teachers and students at the end of each chapter as well as accompanying eResources offering additional exercises and answer keys With metaphors and anecdotes from the author s personal experience as well as quotes from famous writers to make the text engaging and accessible this book is essential reading for all students of science and engineering who are taking a course in writing or seeking a resource to aid their writing assignments

**Think-Aloud Protocols in Second Language Writing** Chengsong Yang, Lawrence Jun Zhang,2023-09-26 This book addresses the validity of think aloud protocols TAPs in L2 writing research through a mixed methods study and proposes effective approaches for their valid implementation The book uncovers the reactive effects that TAPs have on L2 writing performance and processes and examines how individual factors moderate this reactivity It further presents and categorizes participants perceptions regarding reactivity and veridicality To enhance veridicality the book identifies incomplete TAPs using retrospective verbal reports as a reference point Recommendations for utilizing TAPs include considering participants individual differences recent experiences and emotions This book will be valuable to educators teaching methodology in second or foreign language education applied linguistics or writing research and to L2 researchers or graduate students with a broad interest in research methods process based research or writing studies or planning to incorporate TAPs into their research



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