

Welcome to:

**Seven Principles of Effective
Writing**

Presented by:

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Introduction

Pre-Presentation: Video of "Grammar Fails"

SLIDE: Welcome and Introductions:

- **Heather** – I earned a Master's degree in Technical and Professional communication, and have been working at the Utah Bankruptcy Court as the Technical Writer for CHAP since that time. I write instructions on how to use computer software and also software installation guides. I like Technical Writing because I like to take a complex task and make it easy accessible to my audience so they can use the software.
- **Jared** – CHAP Trainer, my education, high school teacher, non-profit management, & Brief explanation of CHAP (Nationally supported calendaring solution for Bankruptcy Courts used by judges, Chambers and Court Staffs) ...

SLIDE: Heather – Poem by Emily Dickinson

"A Word is Dead
When it is said some say
I say it just begins
To live that day"

How can we give life to our words? Using seven principles of effective writing, we will be able to effectively communicate our ideas and information.

Worksheet - Explain Worksheet (Practice Exercise). We will be using the Wedding magazine and Sports Illustrated magazine as examples we will take through with them. Each principle is a building block for effective writing.

SLIDE: Explain Document Type – for example anything professional or personal that you want to write; An Email, Blog Post, etc.

Jared – Activity – Post-It Note FlipChart - What do you write? – If they want to use the Worksheet, they can add the information there. Professionally, personally (blog posts, facebook, tweets, letters, emails, cards, invitations, thank you cards, recipes.

Go ahead and write yours on your worksheet.

Principle 1: Audience Analysis

| Audience Analysis | |
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| SLIDE: Considerations | Who is my (Audience)? What does my (Audience) expect? |
| Video Heather – provide the explanation of the videos. | We have an example of 3 movie clips that are 45 seconds each. Who is the audience and what are their expectations? Who is going to pay money to see these movies? Determine the intended. (Play Movie) |
| SLIDE: Picture of SI | Audience and Audience Expectations for Sports Illustrated Sports fans, those interested in staying up on the current issues of the sports world, looking forward to the next season and next big deal. |
| SLIDE: Picture of Weddings | Audience and Audience expectations for Wedding Magazine The Audience is for future brides or mothers of the bride looking for items to plan a wedding. |
| SLIDE: Audience Analysis | <ul style="list-style-type: none"> • <u>Who</u> do you write to? (The Bar, the Public, Lawyers, Judges, Family, Friends, etc.) • Are you writing to an individual or to a group? <i>Would it be better to use I or “We”?</i> • <i>If you are only writing to one person, “you” is not necessary. For example, “I am writing this email to you to inform you...”</i> • <i>If you are writing from a group.... “We are writing.....”</i> • <i>Authority – For example, emails that come from your .gov email address... There is an assumed level of authority when something comes from a .gov email address.</i> |
| SLIDE: Audience Expectations | <p style="background-color: #ffff00;">What are the expectations of my audience when they see something from my name? Let’s use our government email addresses as an example.</p> <ul style="list-style-type: none"> • Context - <i>Providing context prepares your audience for the information they will be accessing. The Context is a summary of the content. When there is no context, the audience can get confused and frustrated because they don’t know why the content is important to them. Include important information such as warnings and due dates in the appropriate places. Typically this can be in the beginning, but it doesn’t have to be.</i> • Professionalism • Accurate and timely information – Information will be sent in a timely manner. • Stories and other personal information – <i>Do we use government email addresses for personal information?</i> |
| Jared: Context for Audience | Context for Audience: For example, A Chief Deputy to Attorneys vs. a Case Administrator. A District Court vs. a Bankruptcy audience |
| Activity | Using a flipchart, ask the class: <ul style="list-style-type: none"> • Who do you write to? Who is your (Audience) |
| SLIDE: Practice Exercise | Who is My Audience? What does my Audience expect? |

Principle 2: Purpose

| Purpose | |
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| SLIDE: Considerations | <ul style="list-style-type: none"> • Why am I writing? (Purpose) • I am writing this (Document Type) so that who (My Audience) can do what (Purpose?) • Where will the Document Type be accessed? (<i>We will talk more about this in a minute...</i>) |
| SLIDE: Jared | <p style="background-color: #00ff00;">Purpose of Sports Illustrated</p> <p>Inform their audience, promote upcoming events, start conversations, make you think, make money, promoters, owners, advertisers,...</p> |
| SLIDE: Heather | <p style="background-color: #ffff00;">Purpose of Wedding Magazine</p> <p><i>This Weddings Magazine is an idea book to enhance every detail for a wedding from invitations, dresses, flowers, wedding registries, the cake, the ring, etc. It's one place where the audience can get information about their important day.</i></p> |
| SLIDE: What is the Purpose? | <ul style="list-style-type: none"> • We have a few additional examples of different document types and we want to talk about the purposes for each of them. • Where will the (Document Type) be accessed? (On-line – Website, Social Media, Mobile Device, Tablet, Desktop, Individual or Group Email, Printed Copy). <i>The Purpose will determine how the content is written (i.e., links, considerations for page numbers, color, etc.)</i> |
| SLIDES: Examples | <ul style="list-style-type: none"> • Cookbook <ul style="list-style-type: none"> ○ Purpose – To provide instructions for cooking something ○ Access Point - The Kitchen... so, it will be easier to use if it can be flat for easier page turning (when necessary), or a holder for an iPad Maybe use the example of an iPhone. You don't want to have to go back and forth for the instructions. • Literature <ul style="list-style-type: none"> ○ To expand the imagination, to escape, to learn ○ Access Point – E-Reader, or published print. An E-Reader will have links, but a printed copy will not • Math Book <ul style="list-style-type: none"> ○ Purpose - to learn, to keep the mind sharp, ○ Access Point – E- Reader, or published print • Crossword Puzzle <ul style="list-style-type: none"> ○ Purpose – to keep the mind sharp ○ Access Point – printed booklet • Websites <ul style="list-style-type: none"> ○ Purpose <ul style="list-style-type: none"> ▪ Delta – To provide information, Book a Trip, See the Flight Status, and Check in |

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| | <ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ BMW – To sell, to invite others to purchase a new car. To build your own design! ○ Access Point - iPad, iPhone, Desktop – are links included? • Twitter <ul style="list-style-type: none"> ○ Purpose – to write 140 character messages for personal and business use. ○ Access Point – iPad, iPhone, Apple Watch • Lotus Notes Sametime <ul style="list-style-type: none"> ○ Purpose – To Instant Message another person within the courts. ○ Access Point – Mobile Device (when logged in to Lotus Notes), and work desktop. • Email <ul style="list-style-type: none"> ○ Purpose – To send documents, and information to internal and external customers. ○ Access Point – • CM/ECF <ul style="list-style-type: none"> ○ Purpose – To access case information for internal users and external filers. ○ Access Point – A browser (requires login and password) • Court Website <ul style="list-style-type: none"> ○ Purpose – To provide information to the public ○ Access Point – A browser • Memo <ul style="list-style-type: none"> ○ Purpose – Bring attention to problems and they solve problems. They accomplish their goals by informing the audience about Policy changes, price increases, persuading the audience to take action, etc. These usually communicate company or job objectives. ○ Access Point – Email, Snail Mail, Company website |
| Discussion on Different Purposes | <ul style="list-style-type: none"> • Persuade, Teach, Provide important world information, Provide specific information – i.e., flight information, Communicate the news, Expand the mind and the imagination, Network, Market a product, Make Money, Entertain, Provide steps to accomplish a task, Request information, Steps to reproduce an error, Items on the Docket Invite people to a party, provide links to different information. |
| Activity (Jared) | <p>Using a flipchart, ask the class:</p> <ul style="list-style-type: none"> • What is the purpose of your writing? • For this, use the answers to section 1, but add the purpose |
| SLIDE: Practice Exercise | <p>Why I am writing this Document Type? Where will the Document Type be accessed?</p> |

Principle 3: Content

| Content | |
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| SLIDE: Considerations | <ul style="list-style-type: none"> • The (Audience) and the (Purpose) determine the expected (Content) • Is the (Content) accurate and easy to understand? |
| SLIDE: Picture of SI | <p>Content of Sports Illustrated</p> <p>The cover of the magazine sets up the expectation of the content</p> <p>I don't want to see wedding stuff.</p> |
| SLIDE: | The main article |
| SLIDE: | Content of Weddings Magazine – I expect to see pictures of wedding information. I do not want to see a picture of Lebron James, unless there are pictures of his wedding. |
| SLIDE: Wedding Dress | I expect to see information about wedding dresses. |
| SLIDE: Wedding Invitations | I expect to see information about wedding invitations and other information I would need for a wedding. |
| SLIDE: Reese's Package | When someone sees this package, what is the expected content? |
| SLIDE: Jelly Beans | What would you think if you got a package of Jelly Beans instead? |
| SLIDE: Peanut Butter Cups | Ah! The expected Content. |
| SLIDE: Analyzing the Content | <ul style="list-style-type: none"> • Is there too much (Content)? For example, Twitter only allows 140 characters per tweet. Or, is there so much Content, that the Audience gets lost? • Is there enough (Content)? Is there enough Content so that the Audience can accomplish the intended Purpose? • Does the Content include time-sensitive information? If so, is that information clear to the (Audience)? • Is there Visual Interest (if necessary)? For example, charts, images, reports, etc. |
| SLIDE: Accessing the Content | <p>Where will the (Audience) access the (Content)?</p> <ul style="list-style-type: none"> • External or Internal Website (the Content should include links) • Individual Email • Group Email • Printed Copy/Snail Mail – What considerations are there? Links should not be included on a printed copy of paper, unless it is used for a reference only. Otherwise, they will not be able to access it. • Binder (3 hole punch) • Other |
| SLIDE: What is the Expected Content? | “Subject: Halloween Party on October 31”. This Subject line sets up the expectation of the Content that will be included in the email. |

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| SLIDE: Email with Christmas Tree | <p>“Subject: Halloween Party on October 31. Email Content – Christmas Tree This generates confusion. The expected content should be something to do with a Halloween Party.</p> |
| SLIDE: Email with Halloween Subject, and Halloween Content. | <p>Halloween Party Subject Halloween Party Image</p> |
| Changing Subjects! | <p>Providing Clarity</p> <p>Now that we understand what the content should be, let’s look at providing clarity within the content.</p> |
| SLIDE: Simplicity and Clarity | <p>Simplify to Clarify – Quote from Albert Einstein “If you can’t explain it simply, you don’t understand it well enough”.</p> <p>Heather- <i>Share experience of why you like Technical Writing – To take a difficult task or idea and make it easily accessible. I am not always successful at it and I need help. I need to do research, and I rely on my supervisor and team members to correct me.</i></p> <p><i>If I do not understand a concept or process, it comes out in my writing, and my supervisor corrects me, which is welcomed. The greater concern is my audience. I want them to be able to accomplish their task. I have to make sure I clearly describe what the audience needs.</i></p> <p>“The secret of good writing is to strip every sentence to its cleanest components. What am I trying to say? Have I said it? Clear thinking becomes clear writing.” http://readingfilm.qwriting.qc.cuny.edu/2010/11/29/simplicity-2/</p> |
| SLIDE: Quotes | <p>“You will discover that you can write more clearly once you more clearly understand what you are writing about.” Joseph M. Williams, “Style – 10 Lessons in Clarity and Grace”</p> <p>“Simplicity is the ultimate sophistication.” – Leonardo DaVinci</p> |
| SLIDE: Quote | <p>From the book, “Ten Lessons in Clarity and Grace”, the author references the following idea about hiding behind language:</p> <p>“Michael Crichton mentions the following: Some writers choose complicated language not only to plump up their ideas, but to mask their absence, hoping that complexity will impress those who confuse difficulty with substance.”</p> |
| Video | Relationship between Clarity and Simplicity |
| Discussion | Reference Michael Crichton’s quote – about masking the absence of an idea... complicated language vs. clarity. |
| SLIDE: How can we Simplify? | We have some examples...go through the slides, and consider possible solutions to simplify and clarify the content. |
| SLIDE: This sentence | This sentence <u>needs</u> an active verb |




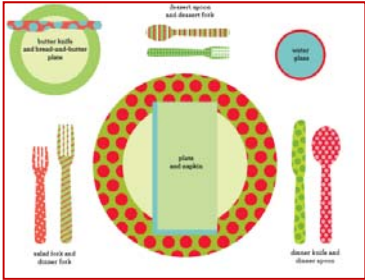
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| is in need of an active verb. | |
| SLIDE: The next step is to get rid of as many of them as you can. | Next, omit them |
| SLIDE: The car of my father. | My father's car. |
| SLIDE: The job that I had this summer. | My summer job. |
| SLIDE: What I would like to say is that you have a beautiful smile. | You have a beautiful smile. |
| SLIDE: My opinion is that on this point we have only two options. | We have only two options. |
| SLIDE: The fact of the matter is that the material of this course is drawn from the findings of Dr. Smith. | The material of this course is drawn from the findings of Dr. Smith. |
| SLIDE: Content Activity | <p>Invitation to Flag Day Party –</p> <ul style="list-style-type: none"> • <i>Emphasize: What, where, who, how, why and when (Do I have the correct content?)</i> • Email: Invitation to the Flag Day Party • Subject: You're invited to a Flag Day Celebration • Who is the (<u>Audience</u>)? • What is the (<u>Purpose</u>)? • What should the (<u>Content</u>) be? |
| SLIDE: Original Email | Original Long Email |
| SLIDE: Revision | The revision includes red and blue text along with a flag image. |
| SLIDE: Practice Exercise | <ul style="list-style-type: none"> • What Content am I writing? • How can I provide clarity? |

Principle 4: Organization

| Organization | |
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| SLIDE: Considerations | <ul style="list-style-type: none"> • Does the (Organization) of (Content) fulfill the intended (Purpose) for my (Audience)? • Does the (Organization) make the (Content) easy to access? |
| SLIDE: Video | <ul style="list-style-type: none"> • Video for the Muffins • Stop at the ingredients – Okay, let's eat up. We have all the ingredients we need. I'll take the flour, Heather, you want the milk? Continue video. |
| SLIDE: Picture of SI | Organization of Sports Illustrated Articles, spotlights, op-eds, latest technologies... <i>Sort of a matter of trust</i> |
| SLIDE: Picture of LINEUP | The Table of Contents is usually in the first couple of pages – easy to find what you are looking for. |
| SLIDE: Faces in the Crowd | Usually around page 20 or so. I get frustrated when I can't find it quickly. |
| SLIDE: Point After | Usually the last page or so is an opinion piece. |
| SLIDE: Picture of Weddings Magazine | Weddings Magazine The way the magazine is organized |
| SLIDE: The Guide | The Guide is at the end of the magazine to help readers find what they are looking for. It is like an Appendix or Index. |
| SLIDE: After "I Do" | The last page of the magazine has couple information after the big wedding. |
| SLIDE: Going to a Restaurant | <ul style="list-style-type: none"> • Describe how the menu is organized. The way it is organized makes it easy to know what to order. • There are headings and sub headings • The prices are all in the same area – the top, right |
| SLIDE: Organizational Tools | <ul style="list-style-type: none"> • Context • 3x5 Cards/Post-it Notes (When there are a lot of ideas that need to be considered, Post –It Notes can be used. Examples: Trip to Hawaii, Dissertation, Master's Thesis, Project Management, etc. Or, if there are a lot of moving pieces that need to be considered.) • Headers • Outline (The style depends on the purpose and standard) • Bulleted Lists • Numbered Lists • Tables |
| SLIDE: | <ul style="list-style-type: none"> • Hawaii Images |
| SLIDE: Content | <ul style="list-style-type: none"> • Hotel, Rental Car, Flight, Beach Gear, Whales, Surfing, Food 1, Food 2, Food 3, Food 4, Food 5, Food 6, Pearl Harbor, Tortilla Republic, Sunset Dinner, Botanical Garden, Pictures, |

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| | <p>Apple Banana Bread, Flight Home, Drive Home, Pictures, Laie, Kauai, Turtles...</p> <ul style="list-style-type: none"> • How could this Content be Organized? |
| SLIDE: Post-It Notes | <ul style="list-style-type: none"> • Image of Post-It Notes |
| SLIDE: Headers | <ul style="list-style-type: none"> • Different Types of Headers. I also use these in emails all the time. Example Headers • Headers can be bold, color, underline, etc. |
| SLIDE: Tables | <ul style="list-style-type: none"> • Example |
| SLIDE: Practice Exercise | <ul style="list-style-type: none"> • What strategies will I use to organize the content? (Tables, Post-it Notes, Lists, and Headers) • Is the Content easy to access? |

Principle 5: Style/Grammar

| Style/Grammar | |
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| SLIDE: Considerations | <ul style="list-style-type: none"> After Analyzing the (<u>Audience</u>), determining the (<u>Purpose</u>), Adding (<u>Content</u>), and (<u>Organizing</u>) the Content, it is time to consider the details (<u>Grammar and Style</u>). The details are determined by standards. |
| SLIDE: Chocolate Chips: An Important Detail | <ul style="list-style-type: none"> <i>Talk about your younger brother when he was 4 years old, he wanted a blank cookie. We were all perplexed, because if you ask for a Chocolate Chip Cookie, it will have chocolate chips.</i> <i>Standard – If you ask for a chocolate chip cookie, it will come with chocolate chips.</i> <p>Chocolate Chip Cookie:</p> <div style="display: flex; align-items: center; justify-content: center;">  Or  </div> |
| SLIDE: Small Detail that makes a big difference | <ul style="list-style-type: none"> A chocolate chip is a small detail that makes a big difference. |
| SLIDE: Style/Standard | <ul style="list-style-type: none"> What if you were seated down in a restaurant and the place setting looked like this? You would not know quite what to do with it.  |
| SLIDE: | <ul style="list-style-type: none"> What if you were seated down in a restaurant and the place setting looked this this? You know what to do with it, because there is a standard.  |

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| SLIDE: Picture of Si Jared | Style/Standard of Sports Illustrated Local heroes in the first few pages. Us Weekly – main article within a couple of pages of the magazine center. |
| SLIDE: Picture of Lineup | Fonts, location |
| SLIDE: Faces in the Crowd | Fonts, location |
| SLIDE: Picture of Weddings Magazine | Style/Standard of Weddings Magazine The front cover always has weddings in the same location. The font sizes on the cover. The font sizes on the inside. |
| SLIDE: Couple Story | The story of each couple shows in two pages. Always. The story on the left and details on the right. |
| SLIDE: Details/Standards | <ul style="list-style-type: none"> • The chocolate chips in a cookie are the little detail that makes a big difference. • A place setting is a standard for everyone to know what to expect when they go to a restaurant. • Following standards and grammar rules help the writer effectively communicate the message to their Audience. |
| SLIDE: National Standards | <ul style="list-style-type: none"> • https://www.utb.uscourts.gov/forms/local • http://www.uscourts.gov/forms/bankruptcy-forms • https://www.utb.uscourts.gov/national-forms |
| SLIDE: Local Standards | <ul style="list-style-type: none"> • Each court will have their own local standards and procedures. For example, letterhead, signatures, required documents, etc. • What are some local standards? |
| SLIDE: Utah Local Rule | https://www.utb.uscourts.gov/local-rules/2014/5005/3 |
| SLIDE: Image of Order | The Local Rule states that an order has to have 2.5 inches at the top of the order. If the order does not have 2.5 inches, it is rejected. This can cost time and money. |
| SLIDE: Style/Standard for Grammar Images | Images for Grammar reference and English reference books. |
| SLIDE: Grammar | <ul style="list-style-type: none"> • Punctuation • Spelling • Commas • Articles • Prepositions • Tense Consistency • Sentence Structure • Correct use of Nouns, Verbs, Adjectives, Adverbs, Subjects and Objects <p>Available resources from Purdue University: https://owl.english.purdue.edu/exercises</p> |
| SLIDE: Details | <ul style="list-style-type: none"> • How can the details enhance communication? |

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| | <ul style="list-style-type: none"> • How does the lack of detail detract from communication? • If words are misspelled, credibility is compromised. |
| SLIDE: Horserace Paragraph | <p>What is the impact of the missing articles?</p> <p>Horse knows when he is going to race. How does he know? His breakfast was scanty. (He is angry about that.) He does not have saddle on his back. He is being led, not ridden, to grandstand. He is led under grandstand into unusual, special stall. Horse is nervous. Sometimes he does not know what to do when starting gate flies open and track is before him. If he does not begin to run instantly, other horses are already ahead of him.</p> |
| SLIDE: Horserace Paragraph | <p>A horse knows when he is going to race. How does he know? His breakfast was scanty. (He is angry about that.) He does not have a saddle on his back. He is being led, not ridden, to the grandstand. He is led under the grandstand into an unusual, special stall. The horse is nervous. Sometimes he does not know what to do when the starting gate flies open and the track is before him. If he does not begin to run instantly, other horses are already ahead of him. During the race, when he sees another horse just ahead of him, he will try to pass him.</p> |
| Heather - | We chose 5 common areas where questions come up... |
| SLIDE: A, An, The | <ul style="list-style-type: none"> • The definite article is used before singular and plural nouns when the noun is specific or particular. The signals that the noun is definite, that it refers to a particular member of a group. For example: "Let's read the book," indicates a specific book. "Let's read a book," indicates any book, rather than a specific book. • "a" and "an" signal that the noun is indefinite, referring to any member of a group. For example: "My daughter really wants a dog for Christmas." This refers to any dog. We don't know which dog because we haven't found the dog yet. • "Somebody call a policeman!" This refers to any policeman. We don't need a specific policeman; we need any policeman who is available. |
| SLIDE: There, Their, and They're | <ul style="list-style-type: none"> • Their – The possessive form of they, showing ownership or belonging. If something belongs to them, it's their item. Michal and Lola left their car at home as it was a fine night. • There – The word "there" is used when identifying a place or location. Michael dropped his coat on the floor. Lola said, "Don't put it there, Michael. Hang it on a hook." • They're – The contraction for "they are". "Where are my parents meeting us?" asked Lola. "They're meeting us at the restaurant" said Michael. |
| SLIDE: Affect/Effect | <ul style="list-style-type: none"> • Affect = verb meaning to influence: Will lack of sleep affect your game? • Effect = noun meaning result or consequence: Will lack of sleep have an effect on your game? • Effect = verb meaning to bring about, to accomplish: Our efforts have effected a major change in university policy. |

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| SLIDE: Its/It's | <ul style="list-style-type: none"> It's = contraction for "it is" or "it has": It's still raining; it's been raining for three days. Its = possessive adjective (possessive form of the pronoun it): The crab had an unusual growth on its shell. |
| SLIDE: Accept/Except | <ul style="list-style-type: none"> Accept = verb meaning to receive or to agree: He accepted their praise graciously. Except = preposition meaning "all but", or "other than": Everyone went to the game except Alyson. |
| SLIDE: Grammar Quiz | Jared - Dress up as a Gameshow Host for the Grammar Quiz. Heather - Ask for volunteer to hand out pens. |
| A, An, The | <ol style="list-style-type: none"> I want an apple from that basket. The church on the corner is progressive. I borrowed a pencil from your pile of pencils and pens. |
| There, Their, They're | <ol style="list-style-type: none"> You can put your shoes over there. Their shoes were dirty, so they left them outside. They're just walking around barefoot now. |
| Affect/Effect | <ol style="list-style-type: none"> Television has a strong effect on public opinion. My mood can affect my thinking too. The effect of the speech was visible on the faces of the sleeping audience. |
| Its/It's | <ol style="list-style-type: none"> The cat had eaten all its food. "It's been a great day." "Give me a shout when it's ready" she said. |
| Accept/Except | <ol style="list-style-type: none"> The whole army is out of step except Fred. I'll accept no money from that cheapskate. |
| Practice Exercise | <ul style="list-style-type: none"> Where can I verify local and national standards? What resources can I use to verify spelling and grammar? |

Principle 6: Presentation

| Presentation | |
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| Activity: Heather | <ul style="list-style-type: none"> Ask for a volunteer (who likes dessert) to come up to the front. Smash the dessert. |
| SLIDE: Considerations | <ul style="list-style-type: none"> Does the <u>Presentation</u> match the <u>Content</u>? |
| SLIDE: Plain cheesecake | <ul style="list-style-type: none"> Plain Cheesecake. Plain. It's ok. Could there be more to enhance it? |
| SLIDE: Different cheesecake | <ul style="list-style-type: none"> Caramel, strawberry, strawberry and chocolate. They are all the plain cheesecake with just a little extra. |
| SLIDE: SI Poor Presentation | <ul style="list-style-type: none"> Lack of Presentation for Sports Illustrated Magazine. |
| SLIDE: SI Poor Presentation | <ul style="list-style-type: none"> Pixelated. Cannot see the cover. |
| SLIDE: SI Poor Presentation | <ul style="list-style-type: none"> Black and White |
| SLIDE: SI Poor Presentation | <ul style="list-style-type: none"> Problem with the lower right-hand corner. |
| SLIDE: SI Poor Presentation | <ul style="list-style-type: none"> Watercolor |
| SLIDE: FINAL Presentation | <ul style="list-style-type: none"> This is the actual finished product... |
| SLIDE: Wedding Magazine – Poor Presentation | <ul style="list-style-type: none"> Lack of presentation for the Weddings Magazine – It's in the wrong colors. |
| SLIDE: Wedding Magazine – Poor Presentation | <ul style="list-style-type: none"> Blurry cover |
| SLIDE: Wedding Magazine – Poor Presentation | <ul style="list-style-type: none"> Black and white? Brides want to have color. |
| SLIDE: Wedding Magazine – Poor Presentation | <ul style="list-style-type: none"> Water color |
| SLIDE: Wedding Magazine – FINAL Presentation | <ul style="list-style-type: none"> Final presentation. Has all of the presentation elements. |
| SLIDE: Quote | <ul style="list-style-type: none"> This is just a quote. |
| SLIDE: | <ul style="list-style-type: none"> Picture. Picture with a little person on their first step. |
| SLIDE: | <ul style="list-style-type: none"> Picture with Quote – How is this a different presentation? |
| SLIDE: | <ul style="list-style-type: none"> Ice Cream Social – Plain. |
| SLIDE: | <ul style="list-style-type: none"> Ice Cream Social – Colors, and fonts, and an image |
| SLIDE: | <ul style="list-style-type: none"> Email announcing a wedding. How do you think the couple feels about their wedding? How would you feel to receive an |

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| | announcement like this? |
| SLIDE: | Wedding Announcement Example |
| SLIDE: | Save the Date Note that the location is in Cancun, Mexico. Their invitation matches their wedding theme. |
| Provide Context for TRIBUTES | Summarize weddings/Save the Date In Contrast, a Tribute for a Celebration of Life... Respectful. It's not going to have a beach scene, flowers and balloons. I have a friend.... Who writes who writes obituaries for a funeral home. |
| SLIDE: Tributes | This is an example of a Funeral Home's website. How do you think the presentation will differ from a regular news article, or website content? To respect and honor those who have passed on. |
| SLIDE: | Example Tribute – This has a picture, and honors the life of this man. |
| SLIDE: | Example Tribute – This is a tribute to a baby that was stillborn. The author wrote a poem. My friend shares her experiences in writing obituaries.... She writes, "I have never met a single client of mine, and yet I have come to know many of them as intimately as if we had been old and dear friends. I have learned that each person's impact and influence on the world around them leaves an undeniable impression. I am honored to be a part of such an effort." |
| SLIDE: Presentation in an Email | <ul style="list-style-type: none"> • All caps (SCREAMING)... or Bold – may be inappropriate depending on the message. • Copy and Paste Errors – Different font sizes. • Tip! Use the Paste as Plain Text option in Lotus Notes. • Add Headers, Correct Links, and Correct Attachments • Appropriate Font Type • Appropriate Font Size |
| SLIDE: | Although the Subject line shows that the content will be NCBC information, the content of the email includes several ALL CAPS. ALL CAPS is YELLING AT THE AUDIENCE! |
| SLIDE: | Email with bullets, bold, and the appropriate attachment. The headers and bullets make it easier for the audience to access the information they need. |
| SLIDE: Practice Exercise | <ul style="list-style-type: none"> • Does the presentation match the Content? • Are font sizes, line sizes, images, and signatures presented accurately? |
| Heather – Show the gift boxes | <ul style="list-style-type: none"> • The way you present your content is a gift to your audience. We have one of these for each of you. |

Principle 7: Revision

| Notes | |
|--|---|
| SLIDE: Considerations | <ul style="list-style-type: none"> • When the Content has no mistakes in it, the Audience will not notice. They will notice when there is a mistake. • Mistakes cost time, money, and your reputation. • How many times do I review and revise? • Sometimes I even sleep on it... |
| SLIDES of Mistakes | <ul style="list-style-type: none"> • 8 Slides. Starts with FARGIL and ends with Spelling Bee |
| SLIDE: What do I revise? | <p>After determining the Document Type, revise the following:</p> <ul style="list-style-type: none"> • Audience - Is the Content appropriate for the Audience? • Purpose - Is the Purpose of the document accomplished? • Content - Is the Content complete and appropriate? • Organization - Is the Content organized and easy to find? • Style and Grammar – Have the styles/standards been followed? Are there any grammar mistakes? • Presentation – Does the Presentation match the Content? • Revision - Have all mistakes been corrected? |
| SLIDE: Practice Exercise Heather - Pass out Handout and Gifts to Attendees while they are doing their Practice Exercise | <ul style="list-style-type: none"> • Have I revised for the Audience, Purpose, Content, Organization, Style/Grammar, and Presentation? • Is this ready for my Audience? <p>Tips for Revising:</p> <ul style="list-style-type: none"> • Use “Save as Draft” in Lotus Notes. Leave it alone for a while, and then come back to it. • Write an email in a Word Document first and then copy/paste it into Lotus Notes • Review the content at least once. Ask someone else to review it. Mistakes cost time. You could have a Subject Matter Expert review it for content, and then someone else who has never read it to determine if anything else is missing. |
| Practice Exercise | <ul style="list-style-type: none"> • Does anyone want to share what they learned? |
| SLIDE: Congratulations you are now an effective writer | <ul style="list-style-type: none"> • Congratulations, you are now an effective writer! Using these principles, the words you write can live and be effective in communicating your ideas... and thoughts. |
| SLIDE: | <ul style="list-style-type: none"> • These are some of the writers who have given life to their words. |
| SLIDE: | <p>It simply isn't an adventure worth telling if there aren't any dragons.” — J.R.R. Tolkien, <i>The Hobbit</i></p> |
| VIDEO – GOODBYE | <p>The Hobbit. Thank you for joining us today.</p> |