

Unlimited Power
Infinite Possibilities

Manipulation & Control in Writing

5 ¶ “You Know What”

Formulaic

- Introduction
- 3 subtopics w/ backup
 - “Mechanical” transitions
 - ¶ Before or 1st word
- Conclusion

Loose Idea

- Opener/Lead – Engage
- #? Subtopics
 - Moving forward
 - Like “story” plot
- Make it matter(further thought)

FORM AS THE GOAL

MESSAGE AS THE GOAL

“HOW IS WRITING LIKE “META” comparisons - ~~MATH~~ ?

LIKE Geometry/Algebra

- Sometimes multiple ways to solve
- Manipulations

NOT LIKE

- Always a definite answer
- Right or Wrong

HOW IS WRITING LIKE _____?

LIKE Scientific Experimentation

- Start w/ possibilities
- Don't always know how it will turn out
- Manipulations

NOT LIKE

- Not in control of the results

‘POWER’ in hands of writer

- Manipulations of language

POSSIBILITIES

- Entirely in your control

SCARY?? or LIBERATING??

REVISION as MANIPULATION

[\(Video – Genie transforms Aladdin\)](#)

BIG changes

1. Structure & Order
2. Beginnings & Endings
3. Content & Ideas

SMALL changes

1. Word Choice
2. Sentence Structure
3. Mechanics

TIP: COMPLETE BIG changes BEFORE SMALL changes. Otherwise, you spend time “fixing” stuff you might not even keep.

STRUCTURE MOVES FOR “EVENT” (but really all) PIECES

1. ZOOM IN

- What is most important to your message?
- Find it and zoom in

2. DIG

- Dig deeper for details – sensory images, fig. language
- Take the reader THERE

3. RELEASE

- Condense, cut, lessen the stuff that now doesn’t matter
- THIS can be difficult

4. ZOOM OUT

- Towards the end – don’t forget to bring it back to the big picture
- WHY DOES IT MATTER?

OPENING LINE

~~Big, broad, & general~~

Specific – unique to YOU and THIS particular paper.
If it's so BIG that anyone could've written it, it *isn't* your first line.

POWER PLACEMENT

“What you put at the start of a sentence matters.”

“Th” & Pronoun Beginnings

“Notice how many times you begin sentences with “th” words and pronouns. While this isn’t “wrong” it does tend to set up subject-verb sentence structure and “slow” your writing down. Work on changing a few to improve your sentence beginnings and add specificity to your writing.”

(BE PREPARED TO SEE SOMETHING LIKE THIS IN YOUR FEEDBACK)

COMMON STUDENT WRITING TENDENCIES

- THIS, THAT, THESE, THOSE, THE, THERE (HERE)
- I, MY, SHE, HE, WE, IT
- SOME, MANY

USUALLY THESE BEGINNINGS FALL INTO THE FOLLOWING CATEGORIES

- VAGUE (NON-SPECIFIC)
- REPETITIVE (USED TOO OFTEN – SOUNDS SIMPLE)
- COULD CONNECT (BUILT OFF PREVIOUS THOUGHT)

EXPERIMENT & PRACTICE

- Work on adding variety to sentence beginnings.
- Start with phrases or clauses that indicate TIME, PLACE, RELATIONSHIPS, etc. These bring the writing together.
- Work on building stronger sentence complexity – But still keep it sounding natural.
- READ WHAT YOU HAVE WRITTEN **OUTLOUD.**
- It is about the CONTROL *you*, as the writer, have over language – don't be afraid to exert your POWER.