

# Unlimited Power Infinite Possibilities

Manipulation & Control in Writing

## 5 ¶ “You Know What”

### Formulaic

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

**FORM AS THE GOAL**

### Loose Idea

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

**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  
LIKE META comparisons - SCIENCE

- 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  
META cognitive WRITING

- 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.