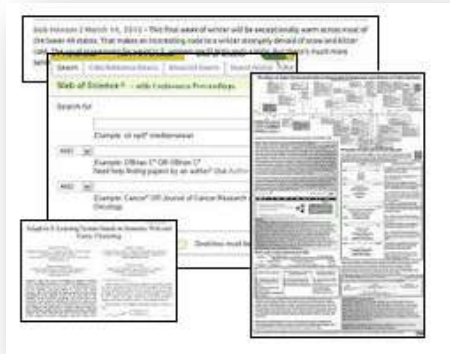


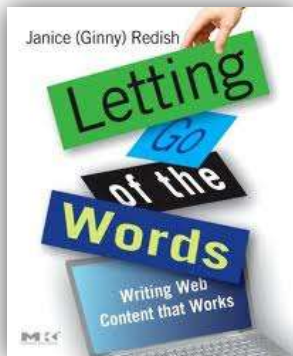
Write clearly

How to take your writing
for the web to the next level

This workshop has one inspiration and three sets of source materials



The writing challenges that we encounter, through work or in professional life



Ginny Redish's book <http://slideshare.net/cjforms>

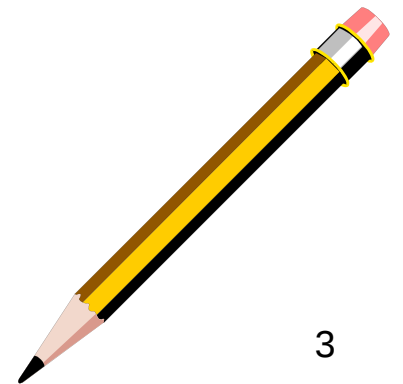
**Write
clearly**
How to take your writing
for the web to the next level



<http://editingthatworks.com>

Introductions

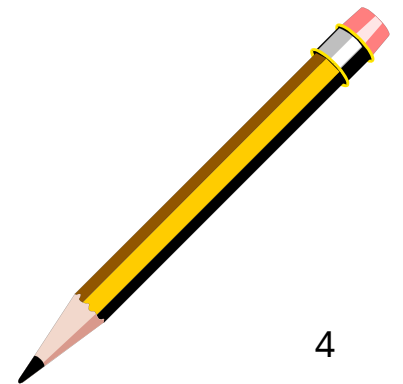
- Your name and role
- Your aims for today's workshop



Introductions – part 2.

Getting started on writing

- Write a 20-word explanation of the piece of writing you chose for today
 - Why you chose it
 - What you aim to achieve with it



Agenda

Part A: From writing to great writing

1. Understand context of use
9. Rest it then test it

Part B: Edit for the web

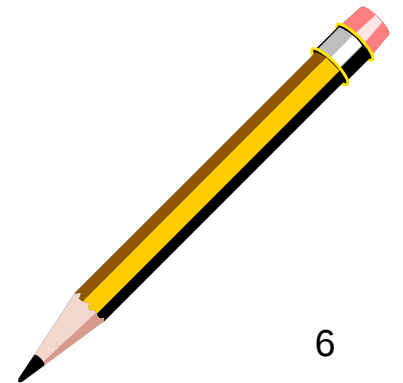
2. Choose what to say
3. Slash everything else
4. Edit sentences
5. Put into logical order
6. Demolish walls of words
7. Choose links
8. Check it's consistent
9. Rest it then test it

Let's share some stories

- You use web sites that others have developed.
 - When did you last go to the web?
 - Why did you go to the web?
 - What were you trying to do or what were you looking for?
- Share your story with your neighbour

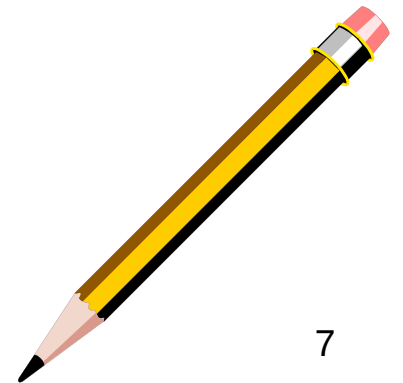


Ginny Redish. This comes from her presentation:
<http://www.slideshare.net/GinnyRedish/writing-web-content-that-works>



Think about different types of reading

- Think of 10 things you have read today
 - Web, electronic, paper, at home, at work, somewhere else
- Did you **read to learn** or **read to use**?
 - Read to learn = focus, read continuously, retain
 - Read to use = skim, scan, pick
- What type of reading did you do in your web story?



Great web writing lets us...



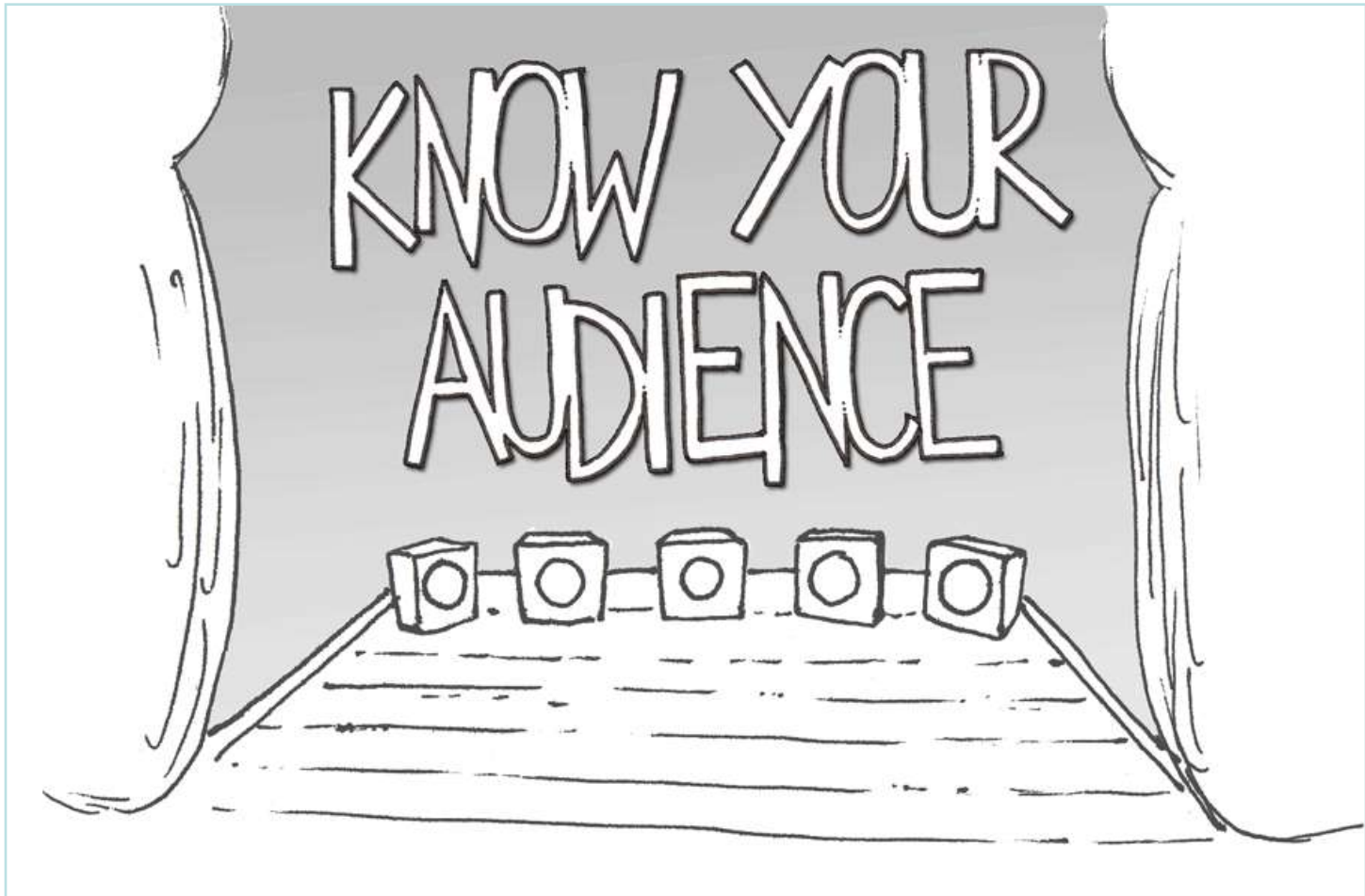
Agenda

Part A: From writing to great writing

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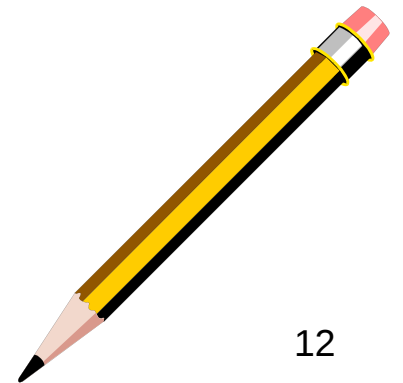
1. Understand context of use

- Who are you writing for?
- Why will they use what you create?
- When and where?
- How will they use it?
- What are you trying to achieve?



1. Understand context of use

- Who are you writing for?
 - Choose a photograph of someone you are writing for
 - Write the story of who that person is
- Why, when and where will the users use what you create?
 - Add that to your story

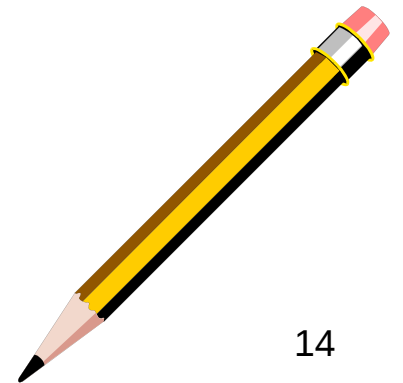


“Usability testing” =
get someone to use it,
while you watch



Try some testing

- Decide on
 - Who is the user and
 - Who will watch
- If you are the user
 - Please use this document
 - As you work with it, please identify any problems
 - At the end, explain the key messages of the document
- If you will watch
 - Write notes
 - You will report back on the key messages to the group

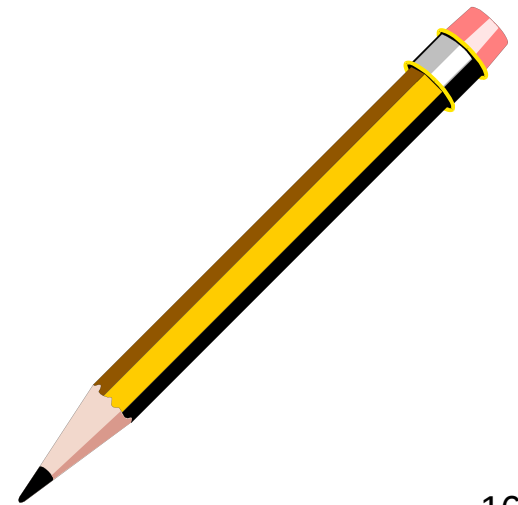


2. Choose what to say



2. Choose what to say

- Decide on the key message of this text
- Apply a (temporary) heading to each paragraph
- Remove any paragraphs that don't help
- Put the best bit first
 - Think 'bite, snack, meal'





Science doesn't have to be verbose

Can apparent superluminal neutrino speeds be explained as a quantum weak measurement?

M V Berry¹, N Brunner¹, S Popescu¹ & P Shukla²

¹H H Wills Physics Laboratory, Tyndall Avenue, Bristol BS8 1TL, UK

²Department of Physics, Indian Institute of Technology, Kharagpur, India

Abstract

Science doesn't have to be verbose

Can apparent superluminal neutrino speeds be explained as a quantum weak measurement?

M V Berry¹, N Brunner¹, S Popescu¹ & P Shukla²

¹H H Wills Physics Laboratory, Tyndall Avenue, Bristol BS8 1TL, UK

² Department of Physics, Indian Institute of Technology, Kharagpur, India

Abstract

Probably not.

Keywords: quantum measurement, interference, neutrino oscillations

PACS numbers: 03.65.Ta, 03.65.Xp, 14.60.Pq

Published: November 11 2011, *J.Phys.A* **44** 492001

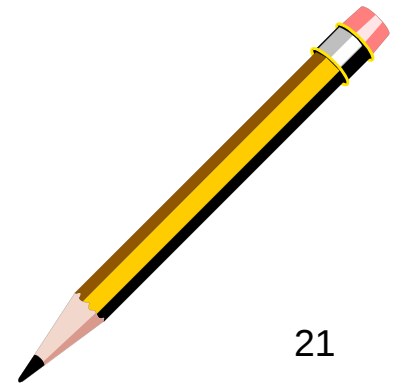
3. Slash everything else

- Slash by half, slash by half again
- Use short paragraphs and short sentences
- Try deleting the first paragraph or sentence



3. Slash everything else

- Don't rewrite the text just yet
- Decide whether to cut any paragraph
- Decide which order the paragraphs should go in
- Decide whether to cut any sentence, or part of a sentence
 - Think 'bite, snack, meal' (again)





ACTIVE



PASSIVE

4. Edit sentences

- Be active
- Use action verbs, not nouns that hide verbs
- Be positive
- Use personal pronouns or name the actors



Picture credit: Flickr Canadian Film Centre

4. Edit sentences

- Identify which of these sentences are in passive voice
- Edit these sentences to:
 - Turn passive sentence to active ones
 - Name the actors
 - Make the text seem more approachable
- (Bonus task: decide if the text is in the right order)



Agenda

Part A: From writing to great writing

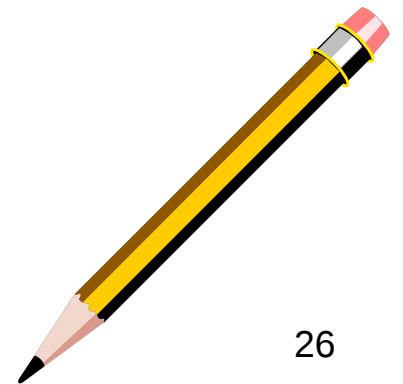
1. Understand context of use
9. Rest it then test it

Part B: Edit for the web

2. Choose what to say
3. Slash everything else
4. Edit sentences
5. Put into logical order
6. Demolish walls of words
7. Choose links
8. Check it's consistent
9. Rest it then test it

A short exercise based on Dixon, 1987

- Dixon, P. 1987. "The Processing of Organizational and Component Step Information in Written Directions" *Journal of Memory and Language*, 26, pp24-35, Academic Press, Inc.



V BEFORE THEN

5. Put into logical order

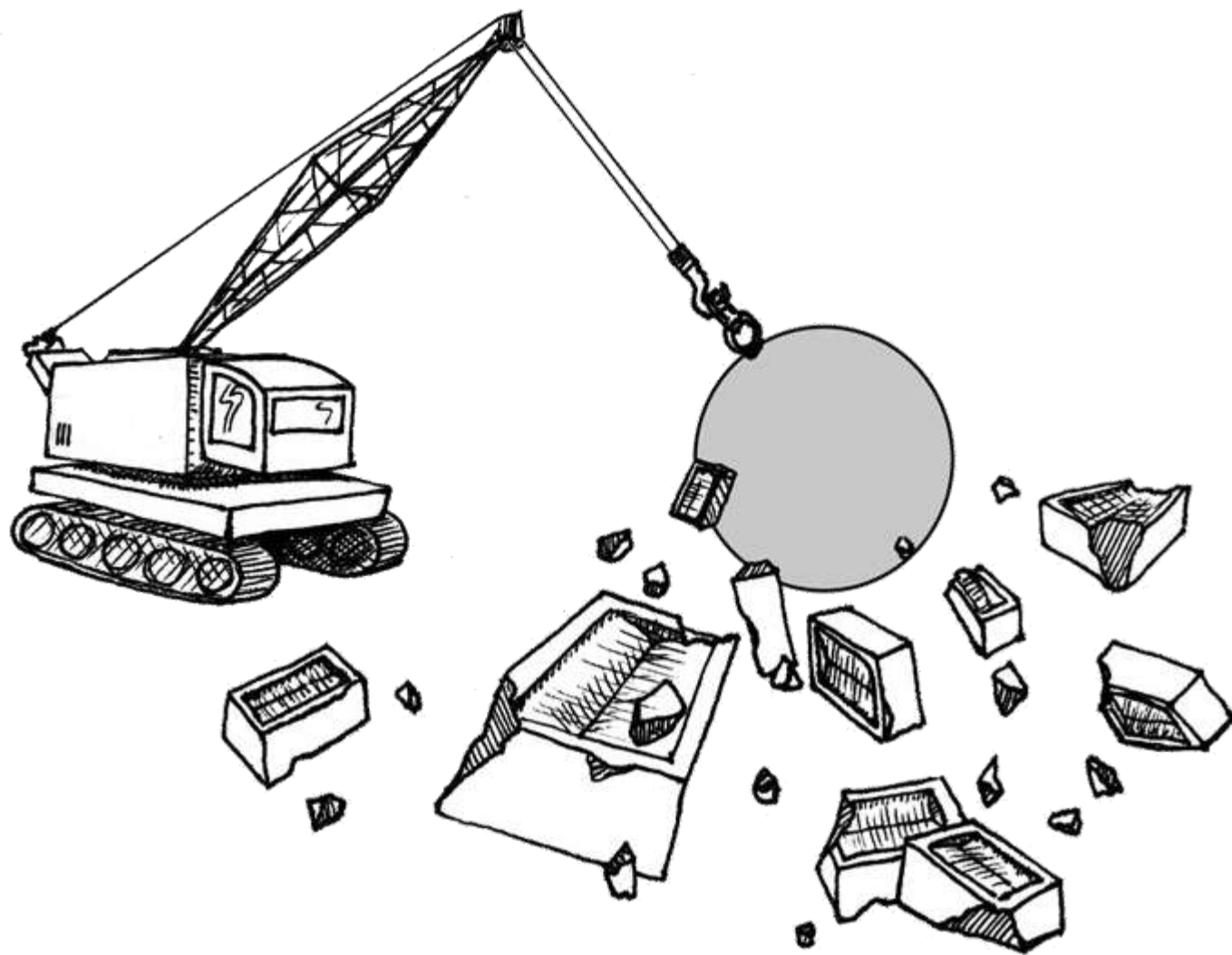
- IF before THEN
- List conditions separately
- First things first, second things second
- Try writing like a recipe



5. Put into logical order

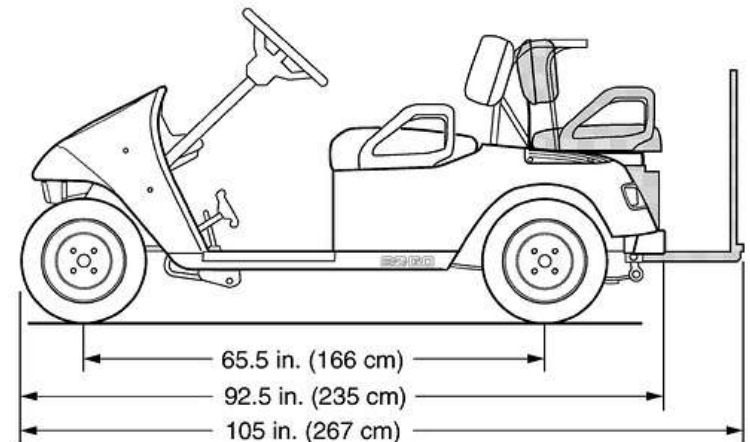
- This document has several chunks
- Organise them into logical order:
 - First things first
 - Second things second
 - Think 'bite, snack, meal' (again)





6. Demolish walls of words

- Use bulleted lists for items or choices
- Use numbered lists and imperatives for instructions
- Use tables for "if, then" or "to do that, do this" sentences
- Use highlighting techniques, but don't overuse them
- Use visuals when they help



6. Demolish walls of words

- Here is a chunk of a document
- Split it up



waves can still cause substantial increases in mortality if electricity or heating systems fail. Cold-waves also affect health in warmer climates, such as in South-East Asia (EM-DAT, 2006).

8.2.1.3 Estimates of heat and cold effects

Methods for the quantification of heat and cold effects have seen rapid development (Braga et al., 2002; Currier et al., 2002; Armstrong et al., 2004), including the identification of medical, social, environmental and other factors that modify the temperature-mortality relationship (Basu and Samet, 2002; Koppe et al., 2004). Local factors, such as climate, topography, heat-island magnitude, income, and the proportion of elderly people, are important in determining the underlying temperature-mortality relationship in a population (Currier et al., 2002; Hajat, 2006). High temperatures contribute to about 0.5–2% of annual mortality in older age groups in Europe (Pattenden et al., 2003; Hajat et al., 2006), although large uncertainty remains in quantifying this burden in terms of years of life lost.

The sensitivity of a population to temperature extremes changes over decadal time-scales (Honda et al., 1998). There is some indication that populations in the USA became less sensitive to high temperatures over the period 1964 to 1988 (as measured imprecisely by population- and period-specific thresholds in the mortality response) (Davis et al., 2002, 2003, 2004). Heat-related mortality has declined since the 1970s in South Carolina, USA, and south Finland, but this trend was less clear for the south of England (Donaldson et al., 2003). Cold-related mortality in European populations has also declined since the 1950s (Kunat et al., 1991; Lerchl, 1998; Carson et al., 2006). Cold days, cold nights and frost days have become rarer, but explain only a small part of this reduction in winter mortality; as improved home heating, better general health and improved prevention and treatment of winter infections have played a more significant role (Carson et al., 2006). In general, population sensitivity to cold weather is greater in temperate countries with mild winters, as populations are less well-adapted to cold (Eurowinter Group, 1997; Healy, 2003).

8.2.2 Wind, storms and floods

Floods are low-probability, high-impact events that can overwhelm physical infrastructure, human resilience and social organisation. Floods are the most frequent natural weather disaster (EM-DAT, 2006). Floods result from the interaction of rainfall, surface runoff, evaporation, wind, sea level and local topography. In inland areas, flood regimes vary substantially depending on catchment size, topography and climate. Water management practices, urbanisation, intensified land use and forestry can substantially alter the risks of floods (EEA, 2005). Windstorms are often associated with floods.

Major storm and flood disasters have occurred in the last two decades. In 2003, 130 million people were affected by floods in China (EM-DAT, 2006). In 1999, 30,000 died from storms followed by floods and landslides in Venezuela. In 2000/2001, 1,813 died in floods in Mozambique (IFRC, 2002; Guha-Sapir et al., 2004). Improved structural and non-structural measures,

particularly improved warnings, have decreased mortality from floods and storm surges in the last 30 years (EEA, 2005); however, the impact of weather disasters in terms of social and health effects is still considerable and is unequally distributed (see Box 8.2). Flood health impacts range from deaths, injuries, infectious diseases and toxic contamination, to mental health problems (Greenough et al., 2001; Ahern et al., 2005).

In terms of deaths and populations affected, floods and tropical cyclones have the greatest impact in South Asia and Latin America (Guha-Sapir et al., 2004; Schultz et al., 2005). Deaths recorded in disaster databases are from drowning and severe injuries. Deaths from unsafe or unhealthy conditions following the extreme event are also a health consequence, but such information is rarely included in disaster statistics (Combs et al., 1998; Jonkman and Kelman, 2005). Drowning by storm surge is the major killer in coastal storms where there are large numbers of deaths. An assessment of surges in the past 100 years found that major events were confined to a limited number of regions, with many events occurring in the Bay of Bengal, particularly Bangladesh (Nicholls, 2003).

Populations with poor sanitation infrastructure and high burdens of infectious disease often experience increased rates of diarrhoeal diseases after flood events. Increases in cholera (Sar et al., 2000; Gabastou et al., 2002), cryptosporidiosis (Katsumata et al., 1998) and typhoid fever (Villard et al., 2004)

Box 8.2. Gender and natural disasters

Men and women are affected differently in all phases of a disaster, from exposure to risk and risk perception; to preparedness behaviour, warning communication and response; physical, psychological, social and economic impacts; emergency response; and ultimately to recovery and reconstruction (Fothergill, 1998). Natural disasters have been shown to result in increased domestic violence against, and post-traumatic stress disorders in, women (Anderson and Manuel, 1994; Garlson et al., 1995; Wilson et al., 1999; Ariyabandu and Wickramasinghe, 2003; Gaisa et al., 2005). Women make an important contribution to disaster reduction, often informally through participating in disaster management and acting as agents of social change. Their resilience and their networks are critical in household and community recovery (Enarson and Morrow, 1999; Ariyabandu and Wickramasinghe, 2003). After the 1999 Orissa cyclone, most of the relief efforts were targeted at or through women, giving them control over resources. Women received the relief kits, including house-building grants and loans, resulting in improved self-esteem and social status (Briceno, 2002). Similarly, following a disastrous 1992 flood in Pakistan in the Sarghoda district, women were involved in the reconstruction design and were given joint ownership of the homes, promoting their empowerment.

have been reported in low- and middle-income countries. Flood-related increases in diarrhoeal disease have also been reported in India (Mondal et al., 2001), Brazil (Heller et al., 2003) and Bangladesh (Kunji et al., 2002; Schwartz et al., 2006). The floods in Mozambique in 2001 were estimated to have caused over 8,000 additional cases and 447 deaths from diarrhoeal disease in the following months (Cairncross and Alvarado, 2006).

The risk of infectious disease following flooding in high-income countries is generally low, although increases in respiratory and diarrhoeal diseases have been reported after floods (Miettinen et al., 2001; Reacher et al., 2004; Wade et al., 2004). An important exception was the impact of Hurricanes Katrina and Rita in the USA in 2005, where contamination of water supplies with faecal bacteria led to many cases of diarrhoeal illness and some deaths (CDC, 2005; Manuel, 2006).

Flooding may lead to contamination of waters with dangerous chemicals, heavy metals or other hazardous substances, from storage or from chemicals already in the environment (e.g., pesticides). Chemical contamination following Hurricane Katrina in the USA included oil spills from refineries and storage tanks, pesticides, metals and hazardous waste (Manuel, 2006). Concentrations of most contaminants were within acceptable short-term levels, except for lead and volatile organic compounds (VOCs) in some areas (Pardee et al., 2005). There are also health risks associated with long-term contamination of soil and sediment (Manuel, 2006); however, there is little published evidence demonstrating a causal effect of chemical contamination on the pattern of morbidity and mortality following flooding events (Euripidou and Murray, 2004; Ahern et al., 2005). Increases in population density and accelerating industrial development in areas subject to natural disasters increase the probability of future disasters and the potential for mass human exposure to hazardous materials released during disasters (Young et al., 2004).

There is increasing evidence of the importance of mental disorders as an impact of disasters (Mollics et al., 2004; Ahern et al., 2005). Prolonged impairment resulting from common mental disorders (anxiety and depression) may be considerable. Studies in both low- and high-income countries indicate that the mental-health aspect of flood-related impacts has been insufficiently investigated (Ko et al., 1999; Ohi and Tappell, 2000; Bokaczezanin, 2002; Tappell et al., 2002; Aasan-argikomchai et al., 2004; Norris et al., 2004; North et al., 2004; Ahern et al., 2005; Kohs et al., 2005; Maltis et al., 2005). A systematic review of post-traumatic stress disorder in high-income countries found a small but significant effect following disasters (Galos et al., 2005). There is also evidence of medium- to long-term impacts on behavioural disorders in young children (Darkin et al., 1993; Breche et al., 1998; Bokaczezanin, 2000, 2002).

Vulnerability to weather disasters depends on the attributes of the person at risk (including where they live, age, income, education and disability) and on broader social and environmental factors (level of disaster preparedness, health sector responses and environmental degradation) (Blakie et al., 1994; Menne, 2000; Olmos, 2001; Adger et al., 2005; Few and Mathies, 2006). Poorer communities, particularly slum

dwellers, are more likely to live in flood-prone areas. In the USA, lower-income groups were most affected by Hurricane Katrina, and low-income schools had twice the risk of being flooded compared with the reference group (Guidry and Margolis, 2005).

High-density populations in low-lying coastal regions experience a high health burden from weather disasters, such as settlements along the North Sea coast in north-west Europe, the Seychelles, parts of Micronesia, the Gulf Coast of the USA and Mexico, the Nile Delta, the Gulf of Guinea, and the Bay of Bengal (see Chapter 6). Environmentally degraded areas are particularly vulnerable to tropical cyclones and coastal flooding under current climate conditions.

8.2.3 Drought, nutrition and food security

The causal chains through which climate variability and extreme weather influence human nutrition are complex and involve different pathways (regional water scarcity, salinisation of agricultural lands, destruction of crops through flood events, disruption of food logistics through disasters, and increased burden of plant infectious diseases or pests) (see Chapter 5). Both acute and chronic nutritional problems are associated with climate variability and change. The effects of drought on health include deaths, malnutrition (undernutrition, protein-energy malnutrition and/or micronutrient deficiencies), infectious diseases and respiratory diseases (Menne and Bernolli, 2000).

Drought diminishes dietary diversity and reduces overall food consumption, and may therefore lead to micronutrient deficiencies. In Gujarat, India, during a drought in the year 2000, diets were found to be deficient in energy and several vitamins. In this population, serious effects of drought on anthropometric indices may have been prevented by public-health measures (Hari Kumar et al., 2005). A study in southern Africa suggests that HIV/AIDS amplifies the effect of drought on nutrition (Mason et al., 2005). Malnutrition increases the risk both of acquiring and of dying from an infectious disease. A study in Bangladesh found that drought and lack of food were associated with an increased risk of mortality from a diarrhoeal illness (Aziz et al., 1990).

Drought and the consequent loss of livelihoods is also a major trigger for population movements, particularly rural to urban migration. Population displacement can lead to increases in communicable diseases and poor nutritional status resulting from overcrowding, and a lack of safe water, food and shelter (Choudhury and Bhuiya, 1993; Menne and Bernolli, 2000; de Nino and Lundberg, 2005). Recently, rural to urban migration has been implicated as a driver of HIV transmission (White, 2003; Coffee et al., 2005). Farmers in Australia also appear to be at increased risk of suicide during periods of drought (Nicholls et al., 2005). The range of health impacts associated with a drought event in Brazil are described in Box 8.3.

8.2.3.1 Drought and infectious disease

Countries within the 'Meningitis Belt' in semi-arid sub-Saharan Africa experience the highest endemicity and epidemic frequency of meningococcal meningitis in Africa, although other areas in the Rift Valley, the Great Lakes, and southern Africa are

Example from Will Stahl-Timmins

Stahl-Timmins, W., Pahl, S., Depledge, M., and Lilley, A. (2012)

Seeing is believing: the comparative effects of textual vs visual presentation of the health impacts of climate change on attitudes and behavioural intentions of the UK general public

Information Design Conference, Greenwich

[illegible]

Floods are low-probability, high-impact events. As such, even when physical infrastructure, human resources and social organizations, floods are a threat. However, when a disaster strikes, floods result from the interaction of natural, surface water, inundation, with the built and social. Flooding is almost a sure flood event with culturally bounding infrastructure, such as agriculture and urban, disaster management practices, infrastructure, which has led to the threat for contemporary cities. The risks of floods, flooding and the associated loss of life.

[illegible]

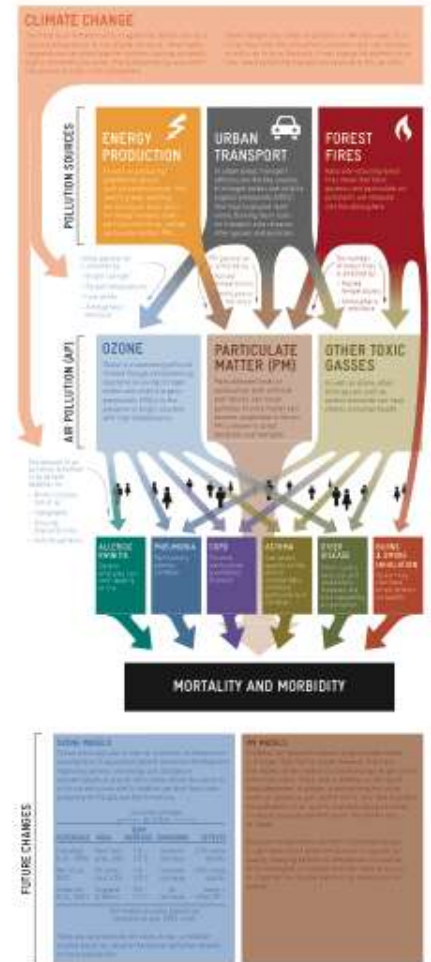
Populations with poor sanitation infrastructure and high densities of infections. Diseases often spread more increased rates of transmission. Diseases often spread more in crowded, unsanitary conditions and high densities of infections. Diseases often spread more in crowded, unsanitary conditions and high densities of infections.

[illegible]

Floods are low-probability, high-impact events that can overwhelm physical infrastructure, human resilience and social organisation. Floods are the most frequent natural weather disaster. This information gateway shows some of the causes and health impacts of floods, and shows how the number and severity of floods may increase in the future.



And that is all that is necessary to determine the development, transport, degradation and deposition of air pollutants, with the passage of time, by means of air-circulation systems and their associated air masses being of particular importance. This information is also the most pertinent of the history and health impact of air pollution, and shows how both the amount of air pollution and the damage it does, may increase in the future.



Agenda

Part A: From writing to great writing

1. Understand context of use
9. Rest it then test it

Part B: Edit for the web

2. Choose what to say
3. Slash everything else
4. Edit sentences
5. Put into logical order
6. Demolish walls of words
7. Choose links
8. Check it's consistent
9. Rest it then test it

meaningful links



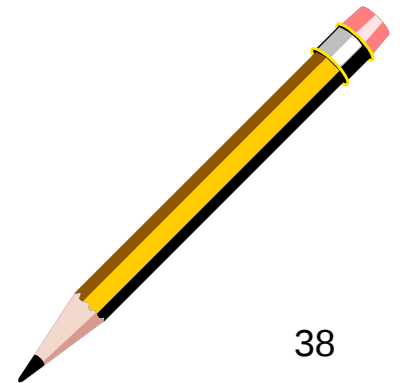
7. Meaningful links

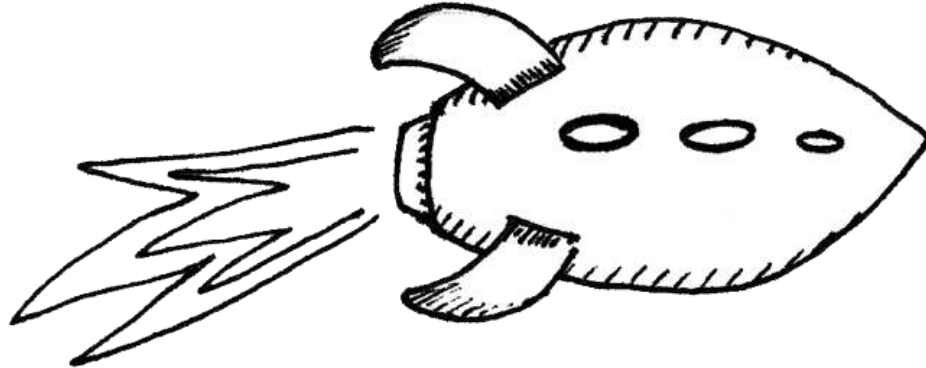
- Give a reward for each click
- Write meaningful links
- Position important links higher



7. Choose links

- Review the list of links on this page
- Rewrite them so that:
 - You would know whether you want to click it
 - You give a reward for each click





LAUNCH & LAND

on the same name

8. Check it's consistent

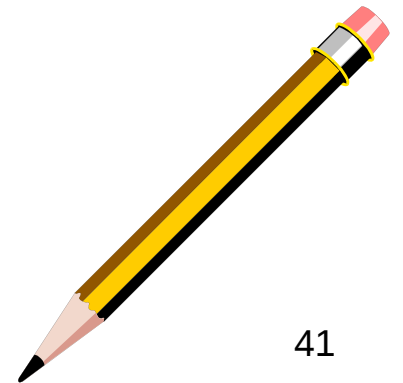
- Launch and land on the same name
- Call each concept by one name
- Use different names for different concepts



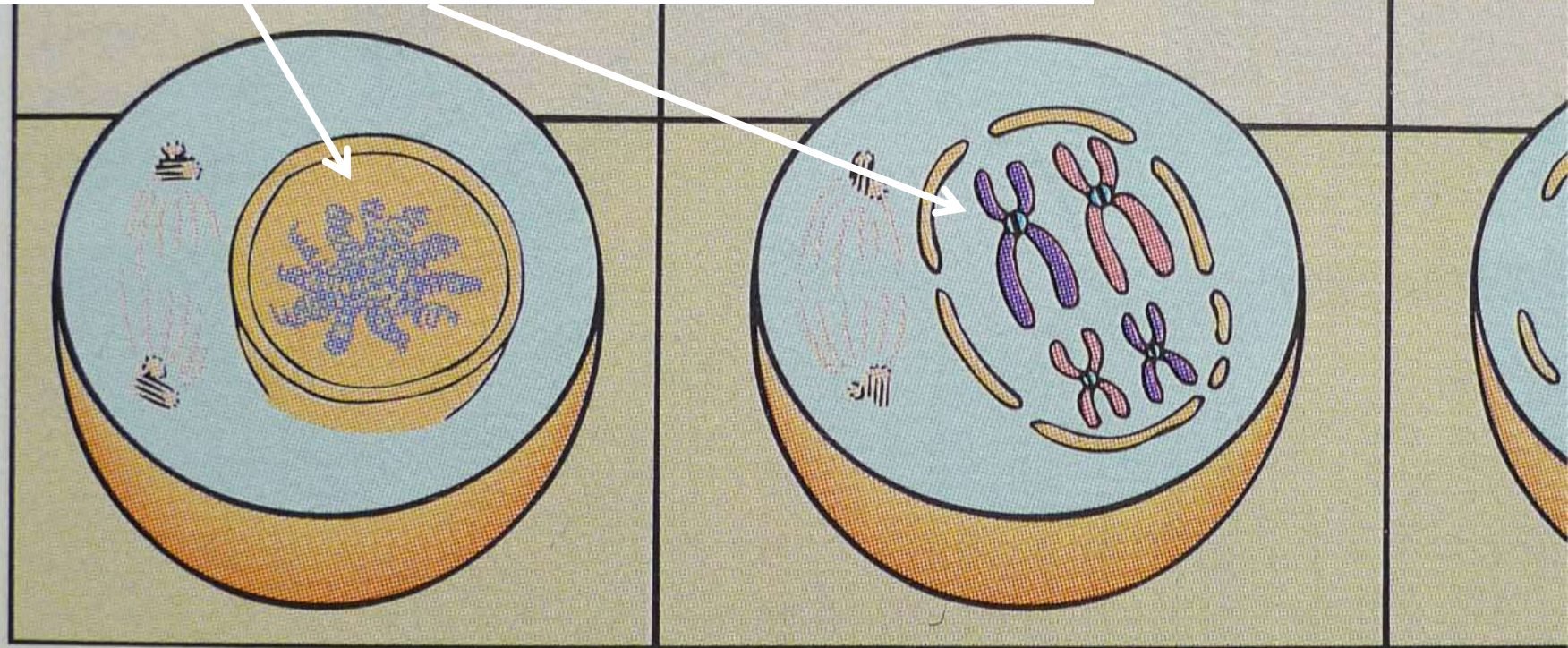
Francis Rowland told me about this picture.
We haven't been able to find its origin.
If you know it, please let me know.

8. Check it's consistent

- Review the links on this page to see whether they have the correct titles.
 - Do any of them need better titles?
 - If so, write the new title
- (Harder challenge: rewrite the page)



Biologists know that these different types of strand both represent DNA. Non-biologists are confused



source:

Berg, L.R. Martin, D.W. Solomon, E.P. & Villee, C.A., 2000. *Biologia*. 2nd ed. Warsaw: MULTICO Oficyna Wydawnicza.

Example from Marek Kultys

Kultys, M. (2012)

Two heads are better than one: a first-hand report on a collaborative approach to information design and sciences
Information Design Conference, Greenwich

Marek's simplified diagram shows similar strands



 — *loose chromatin strands*

condensed chromosomes — 

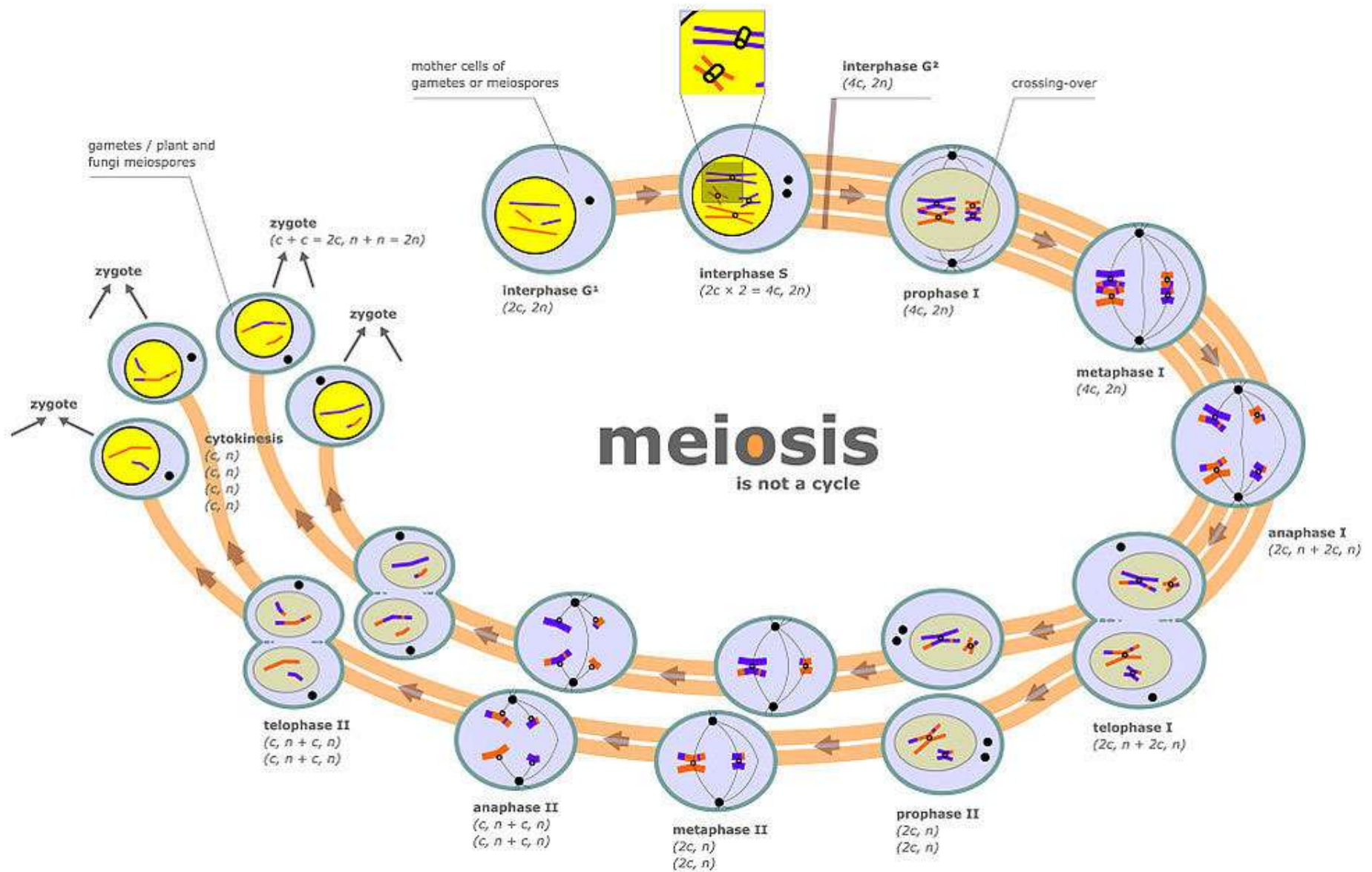


Example from Marek Kultys

Kultys, M. (2012)

Two heads are better than one: a first-hand report on a collaborative approach to information design and sciences

Information Design Conference, Greenwich





meiosis

Search

About 1,320,000 results (0.19 seconds)

Everything

Images

Maps

Videos

News

Shopping

More

Potten End, UK

Change location

The web

Pages from the UK

Any time

Past hour

Past 24 hours

Past 2 days

Past week

Past month

[Meiosis - Wikipedia, the free encyclopedia](#)

en.wikipedia.org/wiki/Meiosis

Block all en.wikipedia.org results

Meiosis is a special type of cell division necessary for sexual reproduction in eukaryotes. The cells produced by **meiosis** are gametes or spores. In many ...

↳ [History - Occurrence in eukaryotic life ...](#) - [Process - Phases](#)

[Meiosis Tutorial](#)

www.biology.arizona.edu/cell_bio/tutorials/meiosis/main.html

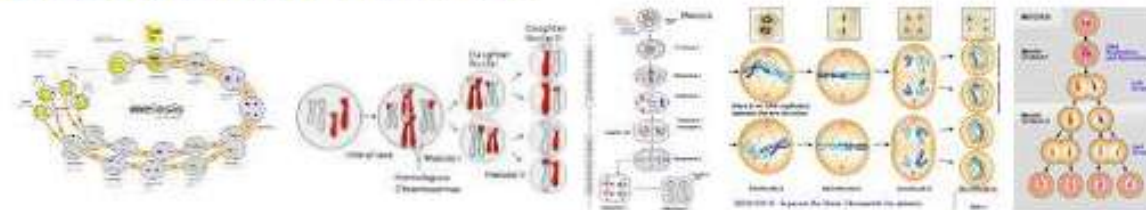
(10 problems). This exercise is designed to help you understand the events that occur in process of **meiosis**, which takes place to produce our gametes.

[Meiosis: An Interactive Animation](#)

www.cellsalive.com/meiosis.htm

Interactive animation showing the stages of animal cell **meiosis**.

[Images for meiosis](#) - Report images



[Meiosis](#)

biology.clc.uc.edu/courses/bio104/meiosis.htm

Meiosis. In sexual reproduction, two parents give rise to an offspring with an unique gene

Marek's simplified diagram is very successful.



Rest it

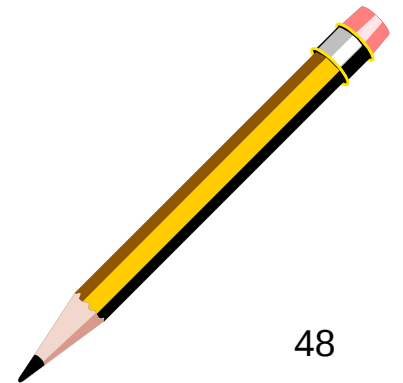
9. Rest it and test it

- Rest: leave it alone for a few hours, then review.
- Test: try it out on someone, preferably a real user.



Try some testing

- Decide on
 - Who is the user and
 - Who will watch
- If you are the user
 - Please use this document
 - As you work with it, please identify any problems
 - At the end, explain the key messages of the document
- If you will watch
 - Write notes
 - You will report back on the key messages to the group



<http://www.editingthatworks.com>

Editing that works

[Home](#) [Principles](#) [Resources](#) [About us](#)

Editing that works: principles and resources for editing for the web

You've got your content, you've got your graphic design. Something still isn't quite right. The content isn't really working for your users. Sounds familiar?

If so, this collection of principles and resources is for you. It's all about editing content for the web.

Principles

If you have an editing project to tackle, then start with the [principles section](#). It contains principles and tips organised into a nine-step process for editing for the web.

Resources

If you want to read more about the subject of editing, then start with the [resources section](#). It lists books and links to articles and other resources for editing for the web.



Inspiration

This web site has been inspired by the work of [Ginny Redish](#).

Her [book on writing for the web](#) came out in June 2007.



Caroline Jarrett, author of *Editing That Works*

Caroline Jarrett

Twitter @cjforms

<http://www.slideshare.net/cjforms>

carolinej@effortmark.co.uk

