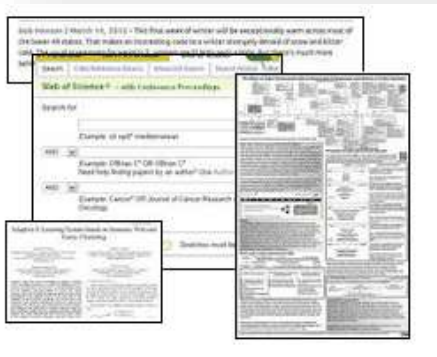


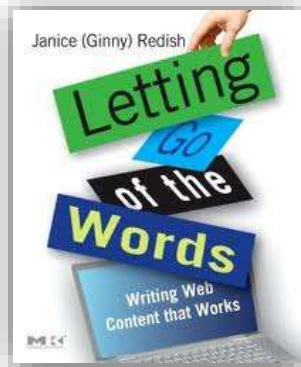
Write clearly

Take your web writing
to the next level 2016

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

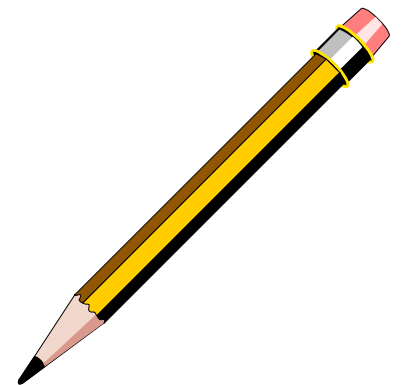
How to take your writing for the web to the next level



<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 who and why
9. Rest it then test it

Part B: Edit for the web

2. Best bit first
3. Choose what to say
4. Slash everything else
5. Edit sentences
6. Put into logical order
7. Demolish walls of words
8. Use links in the right way
9. Rest it then test it

Let's share some stories

- You use websites 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

- What type of reading did you do in your web story?
- Did you **read to learn** or **read to use**?
 - Read to learn = focus, read continuously, retain
 - Read to use = skim, scan, pick



Great web writing lets us...



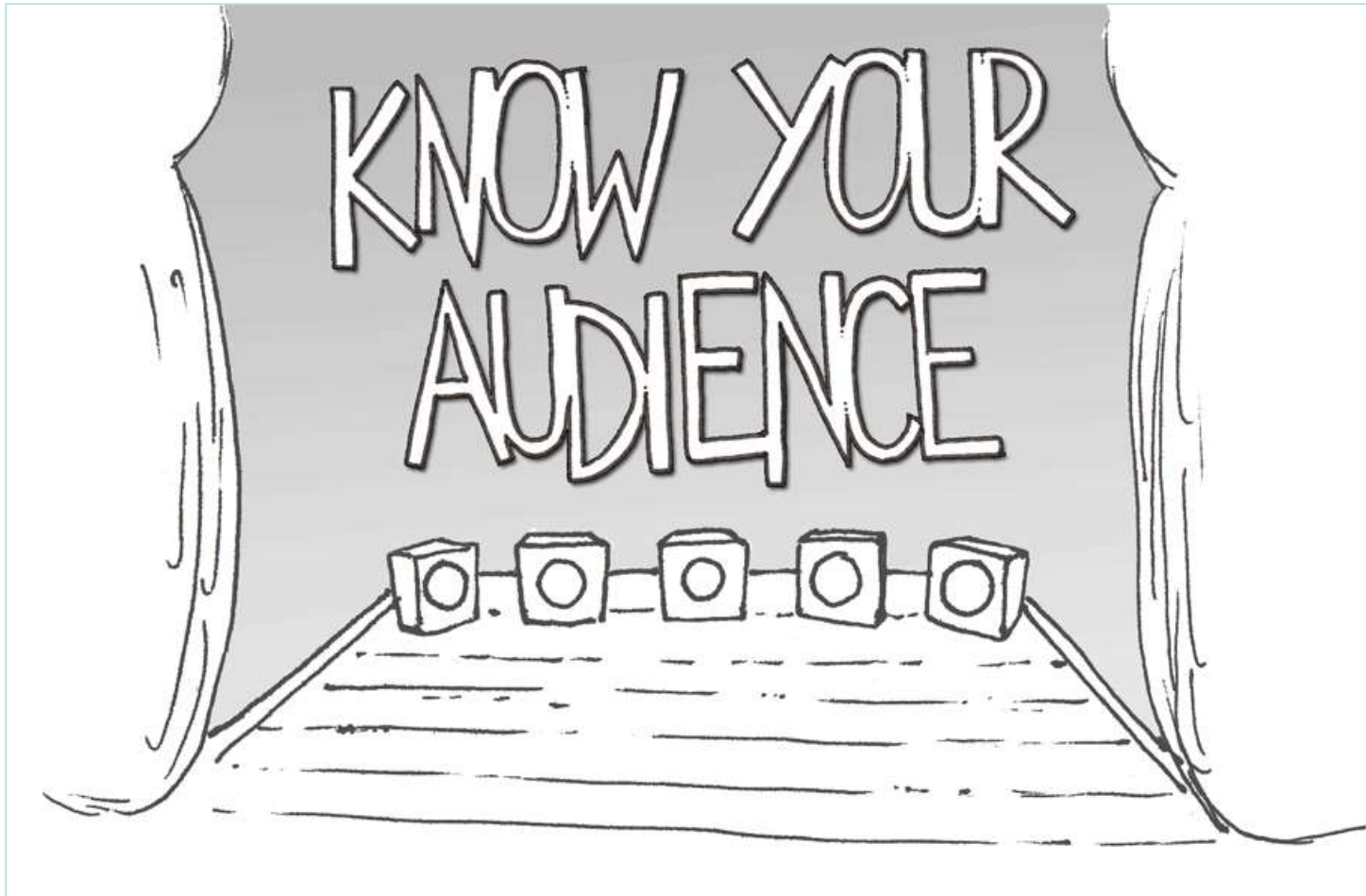
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1. Understand who and why

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



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



Try some testing

- If you are the user
 - Please use this web page
 - As you work with it, please identify any problems
- If you're watching
 - Write notes
 - You'll report what you find to the group

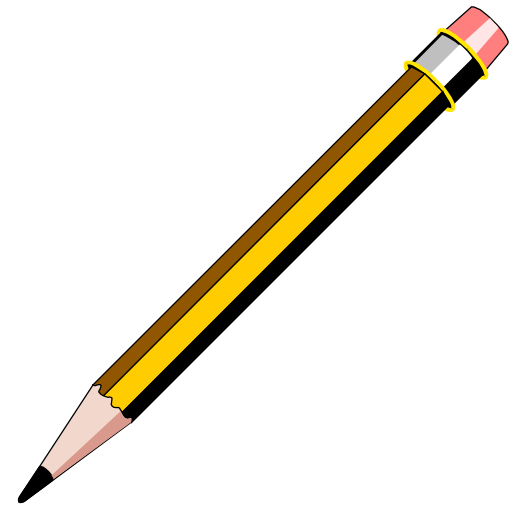


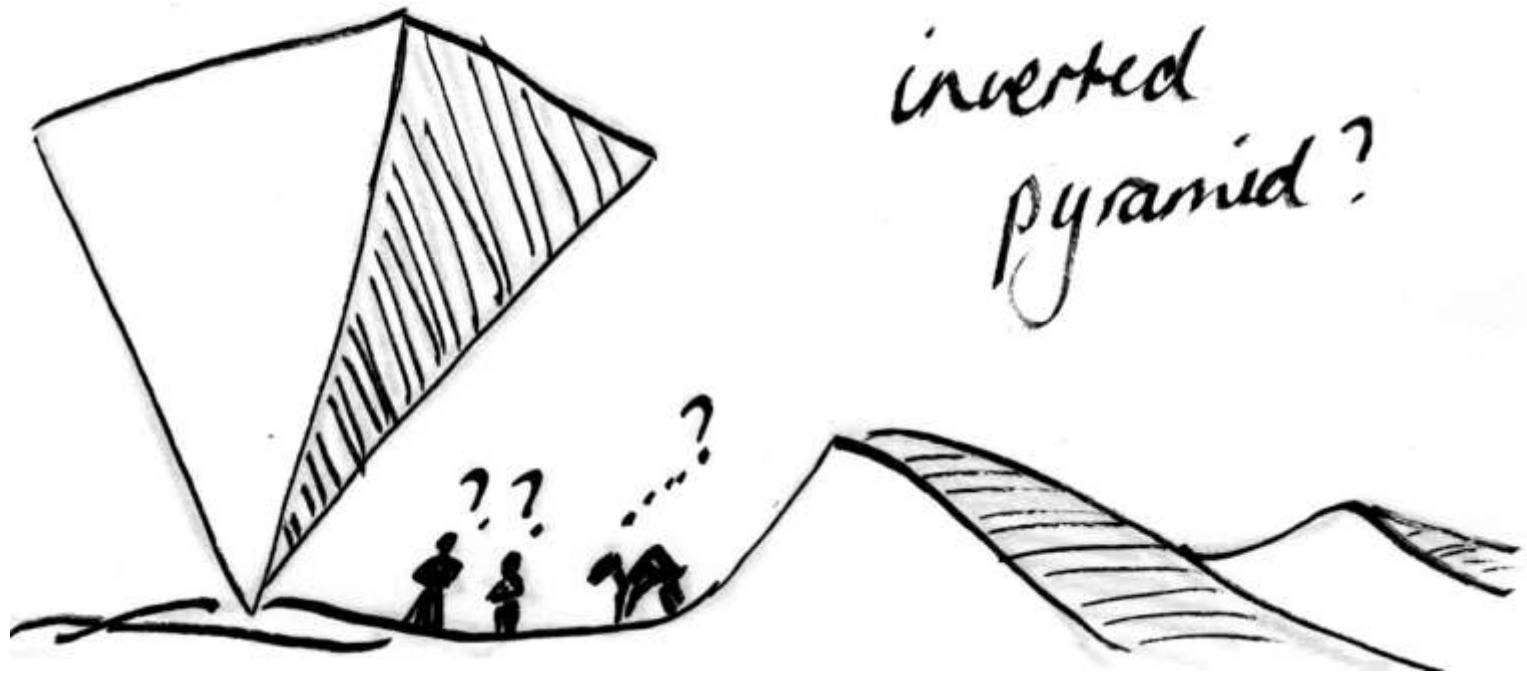
2. Apply headers



2. Apply headers

1. Work out what the chunks are in this text
 - A chunk is a paragraph or a sentence with a single message
 - If a paragraph has more than one message, split it up
2. Apply a heading to each chunk
 - The heading has the message of the chunk
 - Write each heading as a mini-sentence
 - No standalone nouns





3. Choose what to say

1. Compare the points in your text with the purpose
2. Put the best bit first
3. Collect all the bits on the same topic together





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

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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

4. Slash everything else

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



Picture credit: John Sankey



ACTIVE



PASSIVE

5. Edit sentences

- Write to your user as 'you'
- Use familiar words in familiar ways
- Be active
- Explain who is doing what



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

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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.

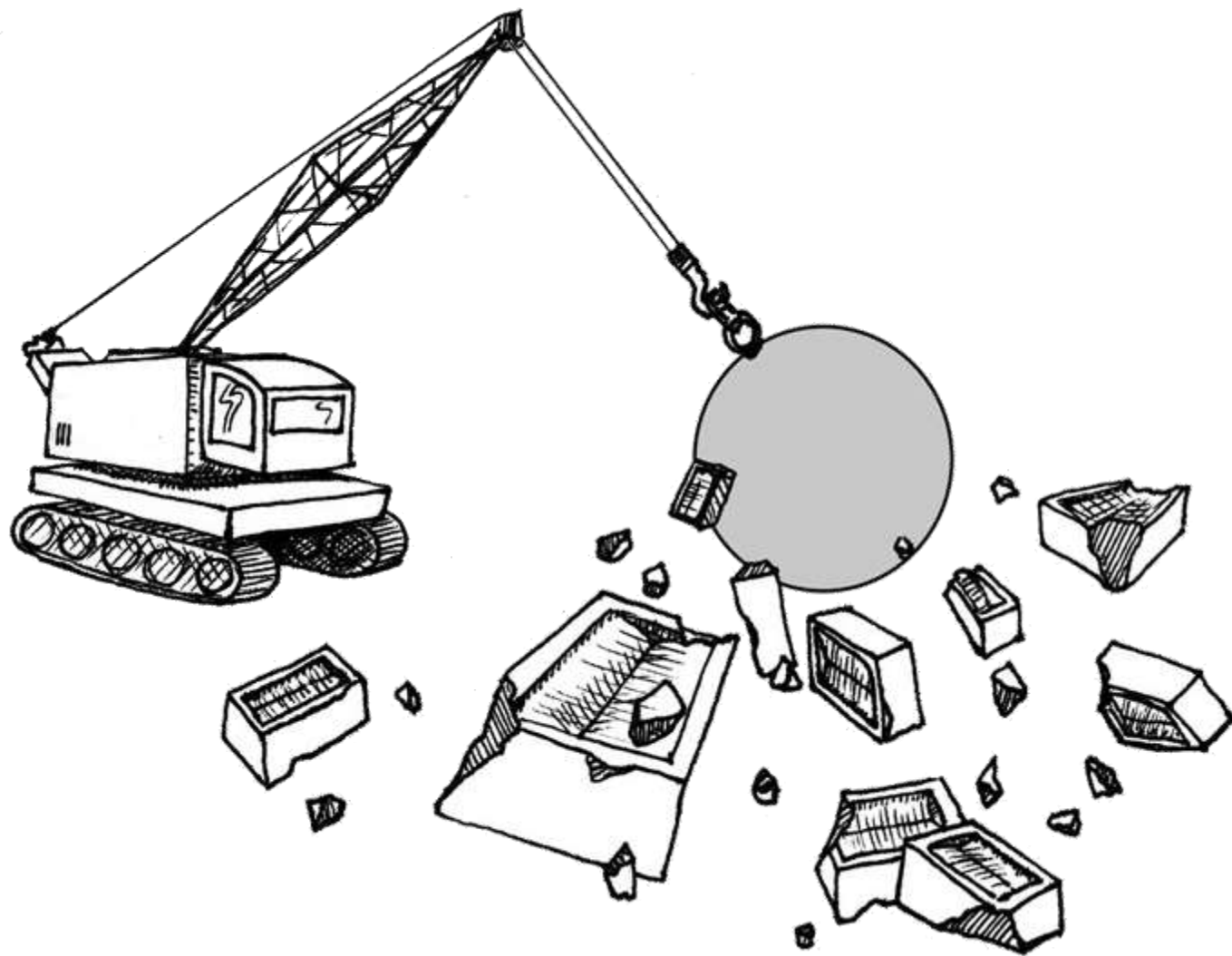


V BEFORE THEN

6. Put into logical order

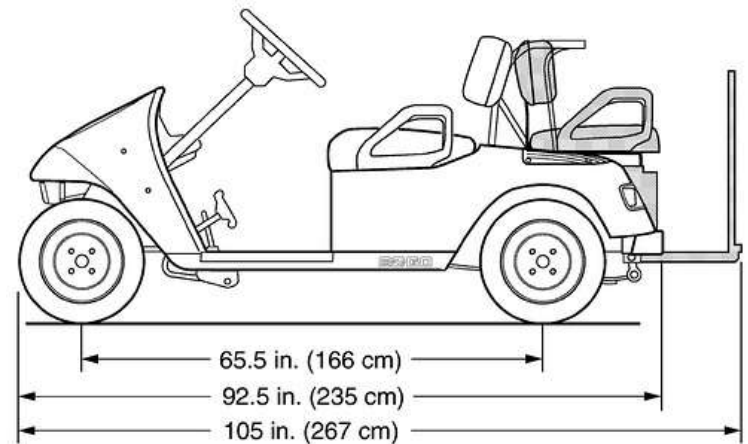
- IF before THEN
- Keep equivalent items parallel
- List conditions separately
- First things first, second things second





7. Demolish walls of words

- Use bulleted lists for items or choices
- Use numbered lists for instructions
- Use visuals when they help
- Use tables to organise repetitive text or data



Picture credit: Flickr G A R N E T

An example in a few steps

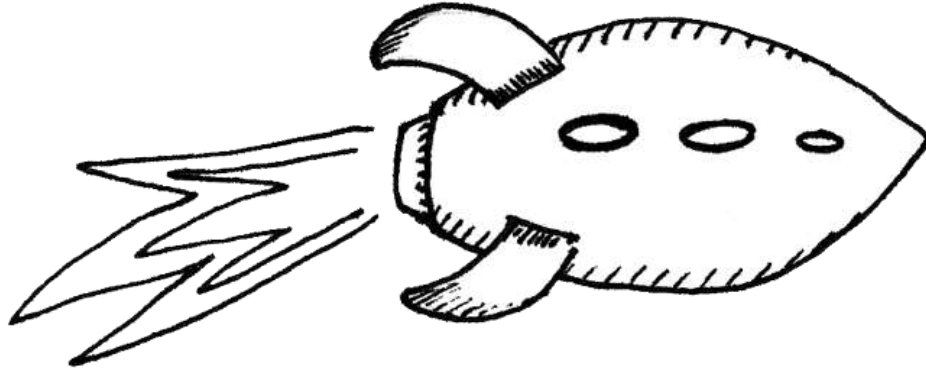
- This example has a wall of words
- Have a go at splitting them up
- Consider whether an image might help



A look at tables

- This example includes some information as text and other information in a table.
- Try reorganising it into a different table.





LAUNCH & LAND
on the same name

8. Use links in the right way

- Write meaningful links:
 - no 'click here'
 - no 'more information'
- Launch and land on the same name
- Give a reward for each click
- Don't embed links





9. Rest it then test it

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



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](#).

The second edition of her [book on writing for the web](#) came out in 2012.

Justification

Why "Editing that works"? Because everything here has proven practical value. And if it doesn't work for you, then please [contact me](#).

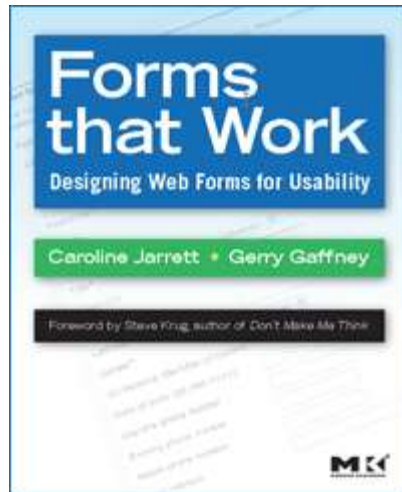


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