

EXCELLENCE IN WRITING – FOUR PAINFUL STEPS 3B

Tim Riter
Friday 2:15 PM

I. Audience Orientation

2 reasons to write: therapy or i _____.

Engel: “audience is _____ s _____.”

A. Who is your _____ t _____ audience?

1. E believers.
2. N believers.
3. Interested P _____.
4. Not i _____.
5. H _____

B. Are you the R _____ author?

Gal 2:8.

C. Do you know their t _____?

1. **Quoted their _____.**
Acts 17:28
2. C with their culture.
1 Cor 9:20-22

D. R Your Audience, 4 steps

1. What are their **b**_____?
2. What is their **c**_____?
3. What is their **g**_____?

Builders: born before 1945

Boomers: 1946-1964

Gen X 1965-1976

Millennial 1977-1995

Gen Z, iGen, or Centennials 1996-2015

4. What is their **g**_____?

II. Clarity

William Zinsser *On Writing Well*

A. **T**_____ **sentence** – single, simple, declarative sentence

B. Write **t**_____.

C. Avoid **p**_____ **Voice**

Exceptions!

III. Power

A. R words.

 S words

1. D

2 C

Gettysburg Address

3 S

“Living Like Weasels,” Dillard
“Shooting the Elephant,” Orwell

B. T and L

Titles

Tips

- 1) Brief
- 2) Match content, tone, style
- 3) Specific

- 4) Grabs attention
- 5) Fresh, original, new slant.

Leads

- 1) N_____
- 2) T_____
- 3) Q_____
- 4) Q_____
- 5) S_____ statement

IV. Imagery

Show, don't tell.

Telling s f

Showing p a p

The Benefit:

Exceptions:

Example: Gatsby

EXCELLENCE IN WRITING EXERCISES

I. Audience Orientation

1. Identify your primary target audience, and some of their distinctives: traits, core beliefs, generation, gender.
2. Share with critique group, analyze
3. How can you use your similarities to overcome differences?
4. How would you change some of your previous writings based on this?

II. Clarity

1. Choose either a previous writing, or a desired future one, ID your target audience, then write a Thesis Sentence.
2. Share with a group, analyze.
3. Take a previous piece of your writing, 2 paragraph. What is the TS of the piece? Go through each sentence, do each clarify or support TS? Share what you did, and what you learned.
4. Take another piece of previous writing, maybe 2 paragraphs. Go through, edit for repeated words, unnecessary material. Cut 20%. Share what did, what learned.

III. Power

1. Write a three sentence paragraph with no adjectives nor adverbs, just strong nouns and verbs, where you intentionally consider denotation, connotation, and sound.
Share with group.
2. Take either a previous work, or craft a TS for a new one, and create a title that gives some information, enough to tantalize.
3. For that same piece, write a lead for it.
Share both with the group.

IV. Imagery

Craft a six-line vignette that contains 3 images that function as telling facts. Include some kind of change (joy to sadness, youth to maturity) but do not tell us the change. Share with group, and have group ID the change.