Technical Communication

Accuracy
Organization
Plain Language

Erik Hildinger
“A large patio jets off from just outside the living room with plenty of space for entertaining during the warm summer months.”

M. Durr
2016/03/135m_condo_in_sloan_plaza_offe.html#incart_email

“Like any plucked instrument, mandolin notes decay to silence rather than sound out continuously as with a bowed note on a violin, and mandolin notes decay faster than larger stringed instruments like the guitar.”

https://en.wikipedia.org/wiki/Mandolin#Rising_and_falling_fortunes
Two examples of student work

“This design exhibits negative utility.”

“Sometimes the impossible happens.”
Accuracy depends on many things

- Grammar
- Syntax
- Vocabulary
- Careful use of any figures of speech

And others too
Clarity depends on many things

- Degree and appropriateness of abstraction
- Organization of ideas
- Degree and accuracy of modification of ideas
- Accurate predication

And others too
Organization of documents

Purpose helps determine organization

There are some basic principles
Consider a sentence

What is a sentence?

A subject and a predicate
Consider a sentence

What (generally) comes first, the subject or the verb?
Consider a sentence

What comes first in an indicative sentence?

The subject comes first, of course.

But why?
Simple sentences

The dog barks.

I understand.

Ashley sees.

What’s really going on here?
Predication is going on

A subject is introduced. (Noun or phrase)

Something is predicated (asserted) about the subject.

*Predicate*: (verb + object + any necessary complements of the object)
Predication

The dog bites.
Predication

The dog bites.

The dog bites the man.
Predication

The dog bites.

The dog bites the man.

The dog that lives next door bites the man.
Predication

The dog bites.

The dog bites the man.

The dog that lives next door bites the man.

The dog that lives next door bites the man who sells shoes.

So, what’s the point of all this?
What about emphasis?

The dog that lives next door bites the man who sells shoes which are worn by basketball players who work at summer camps that are open between the months of June and August.
In each example given

- A subject is introduced;
- An assertion is made concerning it.
The verb form, part of the assertion about the subject implies that the statement is

True (or false)

Contingent (its truth depends on some other event taking place)

Contrary to fact

Hypothetical
The verb form implies that the statement is about the

- Present
- Past
- Future

And sometimes about two of these at once…
Do we always make statements that are true?

No! We can make conditional, hypothetical, or counterfactual statements. But how?
How about these?

The dog *would* bite the man if he *lived* next door.

You *would* get a perfect score if you *studied* more.
Do we always make statements that are true?
Do we always make statements that are true?

No! We can make conditional, hypothetical, or counterfactual statements. But how?
Subjunctive statements

Susan’s father asks that she call him on Sunday evenings.

I would prefer it if my roommate were quieter than he is.

If I had more money, I would travel to Australia.

Note the verb forms: call (not calls), were (not was), had (not have)
Conditional statements

If I had more money, I would travel to Australia.
If he were a better student, he would win a scholarship.
Modal auxiliaries and subjunctive verbs express

Conditionality
The truth of a conditional statement depends on the outcome of some event.

Hypotheticality
A hypothetical statement is one that involves a conjecture or assumption, often for the sake of argument.

Counterfactuality
A counterfactual statement is one that expresses a condition that did not or does not exist.
Modal auxiliaries

Would
Could
Should
Might
Ought
Modal auxiliaries and their indicative correspondences

<table>
<thead>
<tr>
<th>Modal Auxiliary</th>
<th>Indicative Correspondence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would</td>
<td>Will</td>
</tr>
<tr>
<td>Could</td>
<td>Can</td>
</tr>
<tr>
<td>Should</td>
<td>Shall</td>
</tr>
<tr>
<td>Might</td>
<td>May</td>
</tr>
<tr>
<td>Ought</td>
<td>Owe</td>
</tr>
</tbody>
</table>
The truth (or conditional or hypothetical or contrary to fact aspect) of an assertion depends upon the verb form in the predication.

Therefore, misuse of a verb will result in an inaccurate statement.
Thus, verbs are the key to accurate statement at the level of the sentence.

A verb’s voice (active or passive) indicates whether a subject acts or is acted upon.

A verb’s mood or modality indicates the degree of truth asserted.

A verb’s tense indicates when an action took place.

A verb’s aspect indicates the degree of completion of an action.
Organization

You may state things accurately, but that’s not enough: you need to organize your information properly.
A simple point

Introduce an idea.

*Then* assert something about it. *Accurately.*

You establish an understanding between the reader and yourself— and *then* you modify it.
So, what follows from this?

Thought is sequential.
General information precedes specific.
Old information precedes new.

Remember these simple points; they apply to all writing.
Paragraphs

There are some principles behind writing them.
Terrorists will use technology against us, so we have to fight fire with fire. We should use any technological means to fight terrorism. We shouldn't be afraid of infringing on people's civil rights because new technologies should allow us to fight terrorism without violating privacy. Only technology will allow us to fight an enemy who can hide in any country, and so we have no choice anyway. Information-mining is actually a good intelligence technique because it pinpoints suspects for surveillance, and the FBI won't have to snoop on people at random. This will insure that most people's privacy is preserved.
What is a paragraph?
What is a paragraph?

A subdivision of written text
What is a paragraph?

A subdivision of written text,
Consisting of several sentences,
What is a paragraph?

A subdivision of written text,

Consisting of several sentences,

Dealing with one topic.
What is a paragraph?

A subdivision of written text,

Consisting of several sentences,

Dealing with one topic.
Because a paragraph deals with one topic

It has two qualities
Because a paragraph deals with one topic

It has two qualities

Unity
Because a paragraph deals with one topic

It has two qualities

  Unity

  Coherence (often called “Flow”)
Unity

“The state or condition of being one; oneness; singleness; being united.”

Unity

As far as paragraphs are concerned, what does this mean?
Unity

As far as paragraphs are concerned, what does this mean?

*It means that a paragraph should only deal with one subject. When you deal with another subject, then deal with it in another paragraph.*
"The first rule of style is to have something to say; the second rule of style is to control yourself when, by chance, you have two things to say; say first one, then the other, not both at the same time."

-- George Polya
Unity

A paragraph should only deal with one subject. When you deal with another subject, then deal with it in another paragraph.

This means say one thing, and then say another.
Terrorists will use technology against us, so we have to fight fire with fire. We should use any technological means to fight terrorism. We shouldn't be afraid of infringing on people's civil rights because new technologies should allow us to fight terrorism without violating privacy. Only technology will allow us to fight an enemy who can hide in any country, and so we have no choice anyway. Information-mining is actually a good intelligence technique because it pinpoints suspects for surveillance, and the FBI won't have to snoop on people at random. This will insure that most people's privacy is preserved.
One problem with that paragraph is that it deals with two topics.
First topic

1. We are obliged to use technology to fight terrorism.

   Terrorists will use technology against us, so we have to fight fire with fire. We should use any technological means to fight terrorism. Only technology will allow us to fight an enemy who can hide in any country, and so we have no choice anyway.
Second topic

2. Technology will allow us to fight terrorism without undue violation of people’s rights.

We shouldn't be afraid of infringing on people's civil rights because new technologies should allow us to fight terrorism without violating privacy. Information-mining is actually a good intelligence technique because it pinpoints suspects for surveillance, and the FBI won't have to snoop on people at random. This will insure that most people's privacy is preserved.
Coherence (Flow)

*What is it?*
Coherence

“Connection; suitable connection or dependence proceeding from the natural relation of parts or things to each other, as in the parts of a discourse, or of a system; consistency.”

Coherence

“... suitable connection or dependence proceeding from the natural relation of parts. . .”

What does this mean?
Coherence implies

A certain flow

A logical progression from one thing to another
Coherence implies

A certain flow

A logical progression from one thing to another

So, one thing should lead naturally to another.

But how is that done?
Coherence is achieved by giving your paragraphs an appropriate structure.
From Richard Dawkins, *The Blind Watchmaker*.

The herbivores have keen senses with which they are continuously alert for predators, and they are usually capable of running very fast to escape them. To this end they often have long, spindly legs, and they typically run on the tips of their toes, which have become specially elongated and strengthened in evolution. The nails at the ends of these specialized toes have become large and hard, and we call them hooves. Cattle have two elongated toes at the extremities of each leg: the familiar ‘cloven’ hooves. Horses do much the same thing except that, probably for reasons of historical accident, they run on only one toe instead of two. It is derived from what was originally the middle one of the five toes. The other toes have almost completely disappeared over evolutionary time, although they occasionally reappear in freakish ‘throwbacks’.
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General to Specific Structure

Topic Sentence
Details
Details
Details

Let’s think of another sort of cohesion in the Dawkins paragraph…
Another look at coherence

Consider “weaving” your paragraphs.
The herbivores have keen senses with which they are continuously alert for predators, and they are usually capable of running very fast to escape them. To this end they often have long, spindly legs, and they typically run on the tips of their toes, which have become specially elongated and strengthened in evolution. The nails at the ends of these specialized toes have become large and hard, and we call them hooves. Cattle have two elongated toes at the extremities of each leg: the familiar ‘cloven’ hooves. Horses do much the same thing except that, probably for reasons of historical accident, they run on only one toe instead of two. It is derived from what was originally the middle one of the five toes. The other toes have almost completely disappeared over evolutionary time, although they occasionally reappear in freakish ‘throwbacks’.
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Dawkins paragraph

Has good topic sentence
Goes from broad to narrow
Developed with examples
Is woven together sentence by sentence with common topics and subjects
Any paragraph you write should

Have a good topic sentence
Go from broad to narrow
Be sewn together sentence by sentence with common topics and subjects
General to specific structure

Topic Sentence
Details
Details
Details
General to Specific Structure

General
Specific
Specific
Specific
Specific

Conclusion
General to specific structure

General
Specific
Specific
Specific
Conclusion

Some call this the teacup pattern

I prefer to call this the pilsner glass design

General
Specific
Specific
Specific

Conclusion

Topic sentences

Do use topic sentences.
State the main idea of a paragraph in the topic sentence.

A reader often needs his or her attention focused in order to easily grasp what follows.
Paragraphs are often underdeveloped.

How can they be developed?
Paragraphs may be developed several ways

- Giving details
- Giving examples
- Narrating a series of events
- Explaining a process
- Comparing and contrasting
- Classifying and dividing
- Defining
U.S.S. Casco

www.sonofthesouth.net/leefoundation/monitor-m...
The job was done, but it cost a great deal of money and resulted in the creation of one of the most heterogeneous fleets ever seen in the waters of the globe. Anything that would float and carry a gun or two would serve, for most of these blockaders would never have to fight; they were simply cops on the beat, creating most of their effect just by being on the scene. Vessels of every conceivable variety were brought into service, armed, after a fashion, and sent steaming down to take station off Southern harbors: ferryboats, excursion steamers, whalers, tugs, fishing schooners, superannuated clippers—a weird and wonderful collection of maritime oddities, which in the end gave more useful service than anyone had a right to expect. They made the blockade legally effective, and their work was aided by the Confederate government’s folly in withholding cotton from the overseas market. At the very least they gave the navy time to build some new vessels specially designed for the job.

-- Bruce Catton, *The Civil War*, p. 72
These included two dozen 500-ton gunboats, steam powered, of shallow draft and moderate armament—“ninety-day gunboats,” they were called, because it took just three months from keel-laying to final commissioning. Deep-sea cruisers to run down Confederate commerce destroyers were built, along with forty-seven double-enders—unique, canoe-shaped side-wheelers, with rudders and pilothouses at each end, for use in the narrow rivers that fed into the coastal sounds where there was no room to turn around. The double-enders could change course by reversing their engines.

-- Bruce Catton, The Civil War, p. 72
Review: general to specific structure

General
Specific
Specific
Specific

Conclusion

But this principle has broader application
A memo has

Foreword
Summary
Details

The foreword and summary are broad pieces of information, the details are the specifics.
Within each section of a report

Background (Broad)
Specifics
Specifics
Specifics
So a report might be organized this way:

General point
  Specific paragraph
  Specific paragraph
  Specific paragraph
General point
  Specific paragraph
  Specific paragraph
  Specific paragraph
General point
  Specific paragraph
  Specific paragraph
  Specific paragraph
So a report might be organized this way:

General point
Specific paragraph
Specific paragraph
Specific paragraph

General point
Specific paragraph
Specific paragraph
Specific paragraph

General point
Specific paragraph
Specific paragraph
Specific paragraph

Topic sentence (General)
Details
Details
Details

Topic sentence (General)
Details
Details
Details

Topic sentence (General)
Details
Details
Details
Remember the sentence

Subject (general) + Verb (specific) + Other Modifiers
Remember the sentence

Subject (general) + Verb (specific modifier) + Other Modifiers
Plain Language

And I would rather be understandable than seem eloquent.

--Johann Joseph Fux, *Gradus Ad Parnassum*
The move from a structuralist account in which capital is understood to structure social relations in relatively homologous ways to a view of hegemony in which power relations are subject to repetition, convergence, and rearticulation brought the question of temporality into the thinking of structure, and marked a shift from a form of Althusserian theory that takes structural totalities as theoretical objects to one in which the insights into the contingent possibility of structure inaugurate a renewed conception of hegemony as bound up with the contingent sites and strategies of the rearticulation of power.

--Judith Butler
So, what is wrong with this paragraph?
They claim they can't understand my writing, and a journal even went so far as to give me a prize for bad writing. The nerve. Here's the sentence that clinched the prize for me:

The move from a structuralist account in which capital is understood to structure social relations in relatively homologous ways to a view of hegemony in which power relations are subject to repetition, convergence, and rearticulation brought the question of temporality into the thinking of structure, and marked a shift from a form of Althusserian theory that takes structural totalities as theoretical objects to one in which the insights into the contingent possibility of structure inaugurate a renewed conception of hegemony as bound up with the contingent sites and strategies of the rearticulation of power.

I don't see what's so hard about that.

-- Judith Butler

The move

from a structuralist account

in which capital is understood to structure social relations

in relatively homologous ways to a view of hegemony

in which power relations are subject to repetition, convergence, and rearticulation

brought the question of temporality into the thinking of structure, and

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from a form of Althusserian theory

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The English language

What is it?
Battle of Hastings 1066
William the Conqueror

“Je ne parle pas Anglais.”

http://www.maxwell.syr.edu/maxpages/classes/His311/Lecture%20Four/william.htm
English

Is very large (at least 500,000 words)
Has distinct vocabularies

- Germanic
- Latin-based (most often French)
English vocabulary

- Germanic-- short, concrete words
- French-- longer, more abstract words
Machine à vapeur

La machine à vapeur est une invention dont les évolutions les plus significatives datent du xviiie siècle. C'est un moteur thermique à combustion externe. Il transforme l'énergie thermique que possède la vapeur d'eau fournie par une ou des chaudières en énergie mécanique.

Comme première source d'énergie mécanique constructible et maîtrisable par l'Homme (contrairement à l'énergie de l'eau, des marées ou du vent, qui nécessitent des sites spéciaux et que l'on ne peut actionner facilement à la demande), elle a eu une importance majeure lors de la Révolution Industrielle. Mais au xxe siècle, la machine à vapeur « alternative » a été supplantée par la turbine à vapeur. Le moteur électrique et le moteur à combustion interne l'ont aussi remplacée dans la mise à disposition d'énergie mécanique.

http://fr.wikipedia.org/wiki/Machine_à_vapeur
French, based on Latin, shares some of its abstraction.

Latin verb: Cedo
Cedo

- Grant
Cedo

- Grant
- Concede
Cedo

• Grant
• Concede
• Yield
Cedo

- Grant
- Concede
- Yield
- Give Up
Cedo

- Grant
- Concede
- Yield
- Give Up
- Go
Cedo

- Grant
- Concede
- Yield
- Give Up
- Go
- Move
Cedo

- Grant
- Concede
- Yield
- Give Up
- Go
- Move
- Walk
Cedo

- Grant
- Concede
- Yield
- Give Up
- Go
- Move
- Walk
- Depart
Cedo

- Grant
- Concede
- Yield
- Give Up
- Go
- Move
- Walk
- Depart

- Withdraw
Cedo

- Grant
- Concede
- Yield
- Give Up
- Go
- Move
- Walk
- Depart

- Withdraw
- Befall
Cedo

- Grant
- Concede
- Yield
- Give Up
- Go
- Move
- Walk
- Depart

- Withdraw
- Befall
- Submit
Cedo

- Grant
- Concede
- Yield
- Give Up
- Go
- Move
- Walk
- Depart

- Withdraw
- Befall
- Submit
- Be Inferior To
Cedo

• Grant
• Concede
• Yield
• Give Up
• Go
• Move
• Walk
• Depart

• Withdraw
• Befall
• Submit
• Be Inferior To
• Comply With
Cedo

• Grant
• Concede
• Yield
• Give Up
• Go
• Move
• Walk
• Depart

• Withdraw
• Befall
• Submit
• Be Inferior To
• Comply With
• Conform To
Cedo

- Grant
- Concede
- Yield
- Give Up
- Go
- Move
- Walk
- Depart

- Withdraw
- Befall
- Submit
- Be Inferior To
- Comply With
- Conform To
- Obey
Cedo

- Grant
- Concede
- Yield
- Give Up
- Go
- Move
- Walk
- Depart

- Withdraw
- Befall
- Submit
- Be Inferior To
- Comply With
- Conform To
- Obey
- To Result In
Abstractions and Concretes

Primate
Homo Sapiens
Roman
Gaius Julius Caesar

A Concrete?
Remember: If a thing is too abstract, it is hard to think about.
Abstractions, particularly those that derive from Latin (usually through French) tend to be long: often three or more syllables.

Thus, long words are often abstract.
English vocabulary

- Germanic -- short, concrete words
- French -- longer, more abstract words

encourage .......... urge
continue .......... keep up
supplement .......... add to
acquire ............... get
English vocabulary

Germanic-- short, concrete words

French-- longer, more abstract words

encourage ............urge
continue .............keep up
supplement ...........add to
acquire ...............get

So what might we do?
What are the Germanic equivalents?

<table>
<thead>
<tr>
<th>English Word</th>
<th>Germanic Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerate</td>
<td>Speed up</td>
</tr>
<tr>
<td>Augment</td>
<td>Add to</td>
</tr>
<tr>
<td>Conceal</td>
<td>Hide</td>
</tr>
<tr>
<td>Possess</td>
<td>Have</td>
</tr>
<tr>
<td>Encounter</td>
<td>Meet</td>
</tr>
<tr>
<td>Exist</td>
<td>Be</td>
</tr>
</tbody>
</table>
We might consider writing more plainly and with stronger simpler words—particularly verbs.
Perhaps something more interesting…

Steamboats. Photo: Charles A. Tenney

http://steamboats.com/museum/davet-photos5.html
“Be good and you will be lonesome.”

Mark Twain

www.library.unr.edu/ friends/hallfame/twain.html
The fifth night below St. Louis we had a big storm after midnight, with a power of thunder and lightning, and the rain poured down in a solid sheet. We stayed in the wigwam and let the raft take care of itself. When the lightning glared out we could see a big straight river ahead, and high, rocky bluffs on both sides. By and by says I, "Hel- lo, Jim, looky yonder!" It was a steamboat that had killed herself on a rock. We was drifting straight down for her. The lightning showed her very distinct. She was leaning over, with part of her upper deck above water, and you could see every little chimbly-guy clean and clear, and a chair by the big bell, with an old slouch hat hanging on the back of it, when the flashes come.

Well, it being away in the night and stormy, and all so mysterious-like, I felt just the way any other boy would a felt when I see that wreck laying there so mournful and lonesome in the middle of the river. I wanted to get aboard of her and slink around a little, and see what there was there. So I says:

"Let's land on her, Jim."

Mark Twain, *The Adventures of Huckleberry Finn*, Chapter 12
Another riverboat: J. S. Delux

www.steamboats.com/museum/jc.html
The move from a structuralist account in which capital is understood to structure social relations in relatively homologous ways to a view of hegemony in which power relations are subject to repetition, convergence, and rearticulation brought the question of temporality into the thinking of structure, and marked a shift from a form of Althusserian theory that takes structural totalities as theoretical objects to one in which the insights into the contingent possibility of structure inaugurate a renewed conception of hegemony as bound up with the contingent sites and strategies of the rearticulation of power.

--Judith Butler
Tests show that

The more syllables a text has per 100 words, the harder it is to grasp.

Therefore?
Tests show that

The more syllables a text has per 100 words, the harder it is to grasp.

Therefore, the longer the words you use and the longer the sentences, the more difficult it will be for your readers to grasp what you write.
Broad simple rules

Keep your sentences to a reasonable length.

Don’t use more long, abstract words than you need.
The move from a structuralist account in which capital is understood to structure social relations in relatively homologous ways to a view of hegemony in which power relations are subject to repetition, convergence, and rearticulation brought the question of temporality into the thinking of structure, and marked a shift from a form of Althusserian theory that takes structural totalities as theoretical objects to one in which the insights into the contingent possibility of structure inaugurate a renewed conception of hegemony as bound up with the contingent sites and strategies of the rearticulation of power.

(94 words)

--Judith Butler
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The move (SUBJECT)

from a

in which is understood to

In ways to a of

in which are to and

brought the of into the thinking of, (FIRST PREDICATE BEGINS)

and

a shift (SECOND PREDICATE BEGINS)

from a of Althusserian

that takes as to one

in which the insights into the of a renewed of

as bound up with the and

of the of.
The from a in which is understood to in ways to a of in which are to and brought the of into the thinking of, and a shift from a of that takes as to one in which the insights into the of a of as bound up with the and of the of.

(54 words)
Latinate words and function words removed

is understood ways are brought thinking shift takes one insights bound up

(12 words)
Previous paragraph

It consists of one giant sentence.

Half of the words are abstract.

Every clause but the last in each predicate is modified by a clause which is modified by at least one other clause (and sometimes two or more).
Dawkins Paragraph

The herbivores have keen senses with which they are continuously alert for predators, and they are usually capable of running very fast to escape them. To this end they often have long, spindly legs, and they typically run on the tips of their toes, which have become specially elongated and strengthened in evolution. The nails at the ends of these specialized toes have become large and hard, and we call them hooves. Cattle have two elongated toes at the extremities of each leg: the familiar ‘cloven’ hooves. Horses do much the same thing except that, probably for reasons of historical accident, they run on only one toe instead of two. It is derived from what was originally the middle one of the five toes. The other toes have almost completely disappeared over evolutionary time, although they occasionally reappear in freakish ‘throwbacks’.

(141 words)
Dawkin’s paragraph with latinate words removed

The * * * have keen * * * with which they are * * * for * * *, and they are * * * * * * of running very fast to * * * them. To this end they often have long, spindly legs, and they * * * run on the tips of their toes, which have become * * * * * * and strengthened in * * *. The nails at the ends of these * * * toes have become * * * and hard, and we call them hooves. Cattle have two * * * toes at the * * * of each leg: the * * * ‘cloven’ hooves. Horses do much the same thing * * * that, * * * for * * * * of * * * * * *, they run on only one toe instead of two. It is * * * from what was * * * the middle one of the five toes. The other toes have almost * * * * * * over * * * time, although they * * * * * * in freakish ‘throwbacks’.

(113 words: 28 latinate words removed)
Readability stats on Dawkin’s text

Reading ease: 51.3
   (100 = extremely easy)
   (0 = unreadable)

Flesch-Kincaid grade level: 11
The fifth night below St. Louis we had a big storm after midnight, with a power of thunder and lightning, and the rain poured down in a solid sheet. We stayed in the wigwam and let the raft take care of itself. When the lightning glared out we could see a big straight river ahead, and high, rocky bluffs on both sides. By and by says I, "Hel- lo, Jim, looky yonder!" It was a steamboat that had killed herself on a rock. We was drifting straight down for her. The lightning showed her very distinct. She was leaning over, with part of her upper deck above water, and you could see every little chimblay-guy clean and clear, and a chair by the big bell, with an old slouch hat hanging on the back of it, when the flashes come.

Well, it being away in the night and stormy, and all so mysterious-like, I felt just the way any other boy would a felt when I see that wreck laying there so mournful and lonesome in the middle of the river. I wanted to get aboard of her and slink around a little, and see what there was there. So I says:

"Let's land on her, Jim."

[208 words]

Mark Twain, *The Adventures of Huckleberry Finn*, Chapter 12
The fifth night below St. Louis we had a big storm after midnight, with a *** of thunder and lightning, and the rain poured down in a solid sheet. We stayed in the wigwam and let the raft take care of itself. When the lightning glared out we could see a big straight *** ahead, and high, rocky bluffs on both sides. By and by says I, "Hel-lo, Jim, looky yonder!" It was a steamboat that had killed herself on a rock. We was drifting straight down for her. The lightning showed her very ***. She was leaning over, with part of her upper deck above water, and you could see every little ***-guy clean and ***, and a *** by the big bell, with an old slouch hat hanging on the back of it, when the flashes come.

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"Let's land on her, Jim."

[ca. 201 words: seven latinate words removed]

Mark Twain, *The Adventures of Huckleberry Finn*, Chapter 12
Readability stats on Catton text

**Flesch Reading Ease score:** 44.8 (text scale)
Flesch Reading Ease scored your text: difficult to read.

**Gunning Fog:** 18.2 (text scale)
Gunning Fog scored your text: difficult to read.

**Flesch-Kincaid Grade Level:** 15.4
Grade level: College.

Readability stats on Twain text

**Flesch Reading Ease score:** 86.1 (text scale)
Flesch Reading Ease scored your text: *easy to read.*

**Gunning Fog:** 6.9 (text scale)
Gunning Fog scored your text: *fairly easy to read.*

**Flesch-Kincaid Grade Level:** 5.3
Grade level: *Fifth Grade.*

Readability stats on postmodern text

**Flesch Reading Ease score:** -47 (text scale)
Flesch Reading Ease scored your text: **impossible to comprehend.**

**Gunning Fog:** 47.4 (text scale)
Gunning Fog scored your text: **EXTREMELY difficult to read.**

Summation
Summation

Introduce information, then assert something about it (the sentence)

General information precedes specific.

Old information precedes new.
Summation: paragraphs

Be sure they are unified and coherent
Organize them (ex. broad to narrow).
Use topic sentences.
Develop them.
   With details
   With examples
   With process description, etc.
Summation: plain language

Use concrete words when possible.

Use manageable sentences.