Four principles of writing by Challa Vijaya Kumar
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Dear Class- welcome to this episode. My friend Josh told me that there are four laws of writing, just as there are four laws of thermodynamics! Here they are, he said:

*The zeroth law* is that *writing is a true discovery*. That is, as you write you will discover yourself, what you like, what you know, what you do not like, what your audiences might like and how to express the content with passion. All you write is already in you, in some form, you just have discover that, assign certain words, and arrange them in a proper sequence.

*The first law* of writing is that it must conform to the three ‘C’s: **Clear, Concise, and Compelling**. Writing in science is essentially a scientific argument. For example, it should be very clear as to what it means, it should not be wordy, and it should have data to support the claim you are making. If not data, it should have the citation of prior art to support it. We do not write anything that does not have solid support. The writing should have tangible evidence to support it.

*The second law* of writing: **Know your audience**. Why do we care about the audience? Writing should be targeted precisely to group of individuals, or your audience, and this requires extensive familiarity with your audience or those that will evaluate it. For you in this course, it is your peers and the course instructors that will evaluate your writing. So, get to know your audience, by that Josh says, ask the following questions. What do they know about this piece? What are they expecting from me? How much detail I need to provide? How to make this interesting to them, even though they will be reading many of these reports? The answers to these questions must help you tailor your writing, sharpen it. This exercise, we call as audience analysis. You must perform audience analysis before you begin your writing, and you can continue to update it as you discover your audience in greater depth.

*The third law* of writing is, simply, **‘writing is successful only when it produces a change in the reader’**. That is, writing should provide some evidence that it reached your audience, and the evidence is the change that it produces in the audience. When the change is positive, you will get a good grade, for example, and when the change is negative a lower grade, it can be as simple as that. The negative change, of course is highly undesirable, but successful in communicating that. If the reader does not experience a change you intended, then it is not good writing. So, measure the effectiveness of your writing from the feedback you get.

These are the **four laws of writing** and when we apply these to chemistry, we call that activity ‘Chemunicate’.
This piece I wrote today, sparked joy in me this morning. I wish you a great day, as well. Until the next episode, keep those keyboards clicking, with chemistry words.