

The Extreme Self Publishing Desk Reference

FOR INDIVIDUALS SERIOUS ABOUT MAKING
MONEY SELF PUBLISHING NONFICTION BOOKS

by Michael McMillan
<http://www.extremeselfpublishing.com>
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I am prepared to give you the greatest gift in the world; I will help you realize your dreams!

You know what it means to have hunger within you—a hunger that will not die. You want to touch the world with your great ideas and you want to be rewarded for the special knowledge you have to share with others. And—you have an idea for a book, but you're not sure how to get started. And, there is a degree of greed involved in your hunger. That is a good thing! You see, you're a special person and you know it. Greed is what drives you to succeed. You want to show the world that you are a person of substance. You are!

Hi, I'm Mike McMillan and I've been self publishing my own books for nearly twenty years. I've written nearly 40 books and every one has made me a lot of money. I have a number of my students who have gone on to sell over 100,000 books. I'll prove that to you at my web site and I'll show you how I've sold my own books as well.

My goal is simple: I want to help you realize your dreams. I want to give your ideas of substance wings with which to fly.



www.extremeselfpublishing.com

I am going to ask you to visit my web site today. Learn how many of my most successful students have accumulated fortunes selling very simple booklets they self published using my techniques. Become a member of my extreme self publishing inner circle and get on the road to financial freedom today.

You deserve much, much more than your company currently pays you. I'll show you exactly how to pay yourself exactly what you are worth by self publishing relatively simple books. You deserve that and I will help you achieve it!

– Mike McMillan

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Introduction The Extreme Self Publishing Desk Reference

I'VE BEEN WRITING PROFESSIONALLY for almost twenty years now. I wasn't very good when I started, but I had some good ideas and people seemed to like my books. I've improved over the years. I've read a hundred books on writing and I've learned quite a bit. I'm still not a great writer, but I work on getting better all the time.

The following pages give some rules that are pretty standard. However, the English language is fluid, it is evolving; the rules of writing change slowly. When I was in high school I was told never to end a sentence in a preposition, never split an infinitive, never begin a sentence with a conjunction—those are still rules, but good writers break them all the time. Especially in fiction writing, rules become more like guidelines. In nonfiction writing the readers aren't interested in any literary acrobatics you may pull out from under your sleeve, they want the facts presented clearly and succinctly.

Remember—your readers expect you to be an expert on your topic. Experts, and I mean real experts (the smart guys and gals), not only know their stuff, they also know how to express themselves in writing. If you let too many little grammatical gremlins sneak into your work, your readers may begin to question your expertise. I don't want that to happen.

Yeah, I realize that you probably know most of this stuff already. But bear with me; go through the following pages and study the material thoroughly. **To write the quality book you have in mind requires you to have a great idea and that you be able to express that idea on paper.** The following material will help you do just that.

And finally, I don't want anyone to say, "Hey, there are so many rules here that I'll never be able to not screw up somewhere." Your first goal isn't to get your book perfect; it is to get a draft down on paper. Later you can go back and iron out the wrinkles.

The core of my Extreme Self Publishing course is my Big Money Writing Little Books manual. Here is what one reader of my manual said.

"Dear Mike, This is just an EXPLOSION of a book! I can't believe you've given so much inside information! What I particularly like about your book is the detailed step-by-step instructions you're giving your readers. All too often I miss these nitty-gritty details that will mean the difference between failure and success. But you're telling your readers exactly what to do in order to succeed. Besides, it's totally clear that you're not just writing some nice theory. No, you're just telling your readers how you've done it successfully yourself time and time again. I can't believe how much you're revealing in this book! In short, your book is one of the most helpful and practical books I've read on how to successfully publish your own books. Thank you for an amazing book!"

– Klaus Dahl

Extreme Self Publishing: An Autonomic Cascade Effect

THE EXTREME SELF PUBLISHING CONCEPT isn't built upon older models of self publishing. It represents a quantum leap in putting books before readers. The word 'autonomic' is a scientific term relating to a nervous system within the body. This system functions automatically and without a conscious effort from the individual. For example, when you touch a hot object, your hand will automatically jerk back. This autonomic function is triggered by the body; it sidesteps logical cognitive processing in order to prevent damage to one's body.

The **Extreme Self Publishing** concept is autonomic in nature as well. If one uses this model to create and market their publication, the sales of that book occur automatically—a cascade effect is initiated which automatically pyramids the sales of that book effortlessly. The system runs on auto-pilot once initiated. So what are the core concepts involved in the extreme self publishing process?

1. Extremely Low Investment

My techniques allow the author to write, print, and market his or her book for under one-hundred dollars. That sounds impossible; it is not. Some of my students have gone on to sell over 100,000 copies of their publication using exactly these techniques.

2. Sale Of A Book Triggers A Cascade Effect

The book must have the potential to act as a gateway to other products or services the author can provide. In other words, the book is not the final product, but rather a marketing tool itself for other more expensive products and/or services.

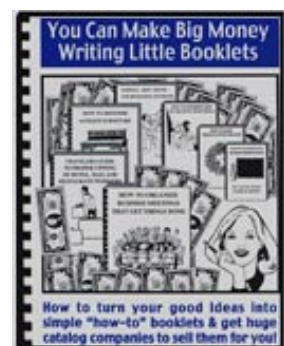
3. Putting Powerful Organizations To Work For You

The secret of my extreme self-publishing system lies in its ability to allow the author to recruit powerful individuals and organizations (who have distribution and marketing means at hand) to sell massive quantities of their book for them.

"Take what you know, add what you find and write it down for a narrowly-targeted audience. This is Mike McMillan's Magic Formula for multiplying your efforts and capitalizing on your experience. This book (Your Can Make Big Money Writing Little Books) will provide you with increased credibility and a new profit center while helping thousands of your readers. Read it and profit!"

—Dan Poynter, **The Self-Publishing Manual**. Santa Barbara, CA

Check out how my Big Money Writing Little Books manual can get you into the extreme self publishing business fast!



Why Write A Nonfiction Book?

A NONFICTION PUBLICATION represents much, much more than a way to generate income. It can represent a calling card: a mechanism for introducing you to prospective clients and customers. A book can represent the fact that you are a person of substance—a person with the skills and knowledge to produce something of value.

A Book Is Only The Beginning

A book can lead to other products and services. A book can open the door to lucrative newsletters, seminars, on-line courses, speaking and consulting opportunities.

An Ideal Project For Educators

If you are an educator, perhaps you are interested in writing some type of instructional book(let) to increase student performance in your classroom. Writing such a book can target exactly those goals and performance objectives you have identified as vital to your students' success. And, as an educator, writing a book may well lead to the development of a related student activity kit or manipulative product as well.

A Book Establishes Your Credibility

If you have ever done any public speaking, you know that your introduction is important in creating the image of success in the minds of your audience. When the person introducing you mentions that you are the author of a book on the topic of your talk, it provides you with an instant credibility upon which to build your presentation.

The Ultimate Conversation Starter

We've all been to parties and social gatherings where people wander around making small talk trying to establish a common ground for conversation with others they may not know. Once people know you have written a book, they will ask a thousand questions. And if you can pull out a copy and show them a classy looking book with a color laminated cover just like they would find in a bookstore—they will be awestruck. People are fascinated by writers and the way that they go about their business. Your life will never be the same again after you become a member of my extreme self publishing inner circle.

Attendees at my **Big Money Writing Little Books** seminars can tell you about my Extreme Self Publishing concepts.

"To say that I'm energized is an understatement! Thanks again for putting together such practical info in such an entertaining way. You are truly inspirational Mike!"

—*Suzanne White,*
Novi MI

"The most inspiring seminar I've attended. Your success has given me the push to act and leap from the safe to the challenging. All of your suggestions were basic and to the point... concrete aids to get started. Thanks for sharing."

—*Jackie Todd,*
Kalamazoo MI

"The time just flew by for your 3-hour Big Ideas In Little Books seminar. Everything you said was interesting. And—you made it seem possible for anyone to write a simple booklet. Thanks for sharing your 'know how' with us."

—*Lisa McClure,*
Bakersfield CA

Writing Helps You Grow

And perhaps most important—writing a book will help you grow! Writing is a heuristic activity: You learn new things while you write. It will help you formalize your thoughts on a subject. It will bring your beliefs into focus and help you understand yourself and what you believe in.

...And It's Fun To Do

Finally, writing is fun—there is no greater thrill than to know that you have shared your ideas with the world. You have the power to change the world with your ideas; the world is patiently awaiting to hear from you. Give people not only what they expect from your book, but much, much more and you will be a great success in your undertaking.

—Good Luck!

Attendees at my **Big Money Writing Little Books** seminars can tell you about my Extreme Self Publishing concepts.

"I totally appreciated Mike's honest and down-to-earth approach. The 3 hour seminar felt like ten minutes. I left feeling excited and hopeful for my future as an author."

— *Lisa Popa,*
Grandville MI

"A great seminar. This was fun and informational, a life-changing opportunity!"

— *Cindy Keleman,*
Romulus MI

"Mike's seminar was well worth the time and money. This was a real motivator to get me out of neutral and into drive. This really pumped me up. I would even take this same seminar again, I just wish it was a two day program instead of a two hours!"

— *Connie Sysak,*
Okemos MI

"Very educational, but even more... very motivational. Enjoyed it very much."

— *Randy Overly,*
Detroit MI

Introductory Definitions

The **subject** is the part of a sentence about which something is being said.

Example: *The basketball team* left for the championship game.

The simple subject of the above sentence is the word “team.”

The **predicate** is the part of a sentence which is saying something about the subject.

Example: The basketball team *left for the championship game*.

The simple predicate of the above sentence is the word *left*.

A **phrase** is a group of words that does not contain both subject and its related predicate.

Example: *For six days* the sky was dark and cloudy.

For six days is a phrase. While it contains a noun (days), there is no verb or predicate to go with it.

A **clause** is a part of a sentence containing both a subject and a related predicate.

Example: Because you arrived early, *you won't have to wait in line*.

The subject of the clause is “you.”

The predicate of the clause is “wait.”

A **restrictive clause or phrase** is one which is essential to the main meaning of the sentence.

Example: *My very favorite teacher* is Mr. Andersen.

Example: Since it was third down and seven yards to go, *the team decided to punt*.

A **nonrestrictive clause or phrase** is one not essential to the meaning of the sentence.

Example: The banker, *who was wearing a brown sweater*, talked very slowly.

Example: *After the rain stopped*, we drove to the market.

A **complete sentence** contains a subject and a verb—and it expresses a complete thought.

Attendees at my **Big Money Writing Little Books** seminars can tell you about my Extreme Self Publishing concepts.

“Inspiring! Informative! Motivational! I will succeed now for sure. I am ready to go!!!”

*Claudia Duzzle,
Dearborn MI*

“Thanks for a really interesting and informative seminar. You are a real giving person, and your eagerness to share tips and information is very obvious. Thanks for your time and interest in sharing your vast experience with us.”

*Georgean Vorwerk,
Detroit MI*

“Excellent presentation and style. Mike makes me think I can write a book (or two) too!”

*Helen Calles,
Lansing MI*

“I totally appreciated Mike’s honest and down-to-earth approach. The 3 hour seminar felt like ten minutes. I left feeling excited and hopeful for my future as an author.”

*Lisa Popa,
Grandville MI*

Parts of Speech

NOUNS

Nouns name persons, places, things or ideas.

Example: The *students* ran to the *bus*.

Proper nouns name specific people, places, or things.

Example: *Andy* was the captain of the basketball team.

Example: The largest state East of the *Mississippi River* is *Georgia*.

The *Mississippi River* is a specific river.

Georgia is a specific state. Proper nouns are always capitalized!

PRONOUNS

Pronouns take the place of nouns in sentences.

Examples: he, she, it, they, those, these, anyone

Example: The pilot understood that *he* was flying a delicate cargo.

(The pronoun *he* takes the place of the noun *pilot*.)

ADJECTIVES

Adjectives describe nouns or pronouns.

Example: The *huge* ship was anchored off the coast of Florida.
(The adjective *huge* describes the noun *ship*.)

VERBS

Verbs describe an action or a state of being.

Example: I *am* excited about our family vacation.
(The verb *am* relates to a state of being.)

Example: On our business trip we are *going* to Argentina..
(The verb *going* is an action word.)

ADVERBS

Adverbs describe verbs, adjectives, or other adverbs.

Example: Marcus ran *quickly* to the front of the crowd.
(The adverb *quickly* describes the verb *ran*.)

Attendees at my **Big Money Writing Little Books** seminars can tell you about my Extreme Self Publishing concepts.

“Mike, your seminar more was more than I expected. I came thinking I might learn a little. I left learning far, far, more than I ever would have expected.”

Tim Fletcher,
Kalamazoo MI

“Thanks Mike! I didn’t realize you gave the book as part of the seminar. That’s great! My brain is full and it’s going to be hard going to sleep tonight.”

Deb Munson,
Portage MI

“I’m quite sure we could have gone on for at least a couple more hours, but I feel I have a good idea of how to start. Thank you for your knowledge and sharing it with us.”

Josette Stone,
Detroit MI

“Mike packed his seminar with great information just as stated in his brochure. Great at holding my attention.”

Judith Llerean,
Dearborn Hts. MI

ARTICLES

There are three words called articles: a, an, and the.

PREPOSITIONS

Prepositions are words which describe the relationships between things in time or space.

Examples: above, through, at, about, against, below, under, beside, by, up, over, with, of, to, across, like, from, before, within, after, while, aboard, beneath, and in.

Example: The rabbit ran *across* the field.
The preposition 'across' describes the relationship between the rabbit and where it ran.

A prepositional phrase consists of a preposition and the words that relate to it.

Example: The wind blew *against the sails*.
The prepositional phrase 'against the sails' describes the relationship between the wind and the sails.

CONJUNCTIONS

Conjunctions are used to join words together.

Examples: and, but, or, for, so, yet, neither, either, nor, when ever, when, yet, whereas, and since.

Example: You are required to attend either the presentation *or* the meeting.
The conjunction 'or' joins the words presentation and meeting.

INTERJECTIONS

Interjections are simply words added to a sentence to emphasize a point.

Examples: Wow! Oh great! Yikes! Now! Hurrah! Bravo!

Example: Gads! I've forgotten to thaw the steaks for dinner.

Learn exactly how to get booked for author interviews on radio/TV shows to promote your book

In my unique Big Money Writing Little Books manual, you will read an interview with Alex Carroll, a young man who's little 110-page book has sold over 100,000 copies by doing call-in author interviews on talk radio shows.

I'll show you exactly how I got booked to do my ABC World News Interview in Manhattan to promote my Big Money Writing Little Books manual.



I have done of 80 call-in radio interviews related to my books as well as appearances on network news programs such as my ABC World News interview here with Alison Stewart (now with MSNBC). I can show you exactly how you can sell your books this way too!

Proper Use Of Punctuation

THE PERIOD

A period is used at the end of declarative sentences.

Example: The game was tied and went into overtime.

Example: The teacher's comment, "I can't wait until we cover Hamlet" was overheard by Janine.

When a quoted sentence is within another sentence, no period is used at the end of the quote.

Example: The teacher's comment was, "I can't wait until we cover Hamlet."

When quoted material comes at the end of a sentence, a period goes within the ending quote.

THE COMMA

A comma indicates a small interruption in sentence flow.

- Commas are used to set off nonessential clauses or phrases within a sentence.

A nonessential clause is one which adds meaning, but is not essential to the main point of the sentence.

Example: Our football team, which has won its last four games, is playing at home tonight.

- Commas are not used to set off essential clauses or phrases in a sentence.

An essential clause or phrase is one which cannot be omitted without changing the sentence's main meaning.

Example: The people standing in line should think about finding their tickets.

The underlined phrase is essential to the meaning of the sentence; no comma is used to set it off from the rest of the sentence.

Have you ever thought of developing an on-line course around your area of expertise?

I have a writing course, 'Big Ideas In Little Books' on-line that is currently offered through over 1,100 colleges, community colleges, universities, and training centers across the U.S. and in several foreign countries for \$79.

Would you like to know **EXACTLY** how I did this? Would you like to learn **EXACTLY** how to get hundreds of colleges and community education programs to carry and promote your on-line course?

One of my seminar students recently developed a course on event planning after reading my manual and now has over 100 registrants, each paying \$79-\$99 to take her course every three weeks.

You can learn how to profit in a similar manner. Visit my web site and get more info today!

- Commas are not used to separate compound predicates.

A predicate is the sentence part acting upon the subject.

Incorrect: In the afternoon the fisherman was in his boat, and was wearing his life jacket.

This sentence contains a compound predicate. Both predicates, 'was in his boat,' and 'was wearing a life jacket' pertain to the same subject: the fisherman.

Correct: In the afternoon the fisherman was in his boat and was wearing his life jacket.

- Commas are used to separate the items in a series if the word "and" could replace the comma and give the sentence the same meaning.

Example: The fisherman's old, wrinkled raincoat had a hole in the pocket.

A comma is used between old and wrinkled because the sentence would make sense if it said, "The fisherman's old and wrinkled raincoat had a hole in the pocket."

- Commas are used to separate independent clauses joined by coordinating conjunctions (such as: but, yet, so, or, nor, for) or correlative conjunctions (such as: neither, not only, either).

Example: Tammy wanted to go to the game, but she lost her ticket.

Example: The concert was fun, not only because my friends were there, but because the group was great!

- A comma is used to separate a dependent clause which comes immediately before an independent clause.

Example: Before we went to the party, we washed and waxed our car.

The dependent clause, 'Before we went to the party,' is dependent because it cannot stand alone as a complete sentence. While it does contain both a subject and a verb, it does not convey a complete thought.

Have you ever thought of doing seminars related to the concepts in your nonfiction book?

A few years back I was doing seminars 3-4 nights a week at community colleges in a three state area. My seminars were titled, *You Can Make Big Money Writing Little Books*. They ran from 6:30-9:30 PM. Registrants were charged \$59 to get in and 80% of them purchased my \$59 manual the evening of the event. Almost without fail I would pull in from 500-1,000 dollars for each 3-hour event.

Why not become a member of my **Extreme Self Publishing** inner circle. It's so easy to do and you'll get a copy of my 360-page course manual to get you started fast.

If making money in the seminar business is of interest to you, drop by my web site and check out how I can help you learn to write and sell your own nonfiction how-to books and maybe do some seminars of your own too!

- Commas are used to separate identical words in a sentence.

Example: The insects rushed in, in great numbers.

- Commas are used to separate conjunctive adverbs such as: however, moreover, and nonetheless, from the rest of the sentence.

Example: Many of the players left at 5 o'clock, however, Jimmy stayed late to practice free throws.

- Commas are used following all interjections within a sentence. Oh! Ouch! Ah! Oh dear!

Example: Good grief, the cage door was left open and the dog escaped down the street.

- Commas are used to separate appositives from the noun they describe and the clause or phrase following the appositive.

An appositive is a noun or pronoun use to describe another noun or pronoun within a sentence.

Example: Ms. O'Connor, *the journalism teacher*, actually attended high school here as a student.

The Comma Fault (Comma Splice)

A comma fault occurs when two independent clauses are joined by a comma to create a run-on sentence.

Example: The concert was horrible, I wish we would have stayed home.

How To Correct Comma Faults

The concert was horrible. I wish we would have stayed home.
Here a period is correctly used to break the run-on sentence into two sentences.

The concert was horrible; I wish we would have stayed home.
Here a semicolon is used to break the run-on sentence into two independent clauses.

The concert was horrible and I wish we would have stayed home.
Here a conjunction (and) is used to properly join the independent clauses.

There is an easy way & a hard way to sell & ship books!

Suppose that you do become a successful self publishing entrepreneur and you begin selling fifty copies of your book a day. Do you know how long it will take you to package and ship out fifty copies of a book on your own? It takes a long time.

I'll show you how to sell your nonfiction book through huge mail order catalog companies. They will promote your book to hundreds of thousands of their customers. They will place huge bulk orders for your books which you can send out in one large box, thus saving you the enormous time required to ship out individual books all over the country.

That's how many of my extreme self publishing students do and it's how you can sell your books too! Visit my web-site today.

THE SEMICOLON

A semicolon indicates a more substantial interruption in the flow of sentence than is created by a comma.

- A semicolon is used to separate independent clauses not joined by conjunctions.

Example: Their new CD is wonderful; I will have to save my money to buy it.

Notice that each clause separated by the semicolon could stand alone as a complete sentence.

Example: Their new CD is wonderful, but I will have to save my money to buy it.

Here, since a conjunction is used to connect the clauses, a semicolon would not be appropriate.

- A semicolon is used preceding transitional adverbs, such as: then, moreover, however, so, yet, indeed, hence, otherwise, for example, etc.

Example: The movie was intense; indeed, it scared the audience out of their wits.

- A semicolon is used to separate independent clauses if those clauses are themselves divided by commas.

Example: Katrina was at a softball game to watch her friends, Julie, Becca, Andrea, and Toni play; then, suddenly, the dark, gloomy clouds broke lose with a torrential downpour of rain.

- A semicolon is placed outside of parentheses or quotation marks.

Example: Not only did the dance end on time (the band had to leave to catch their bus); it was the first profitable event our club has had all month.

Example: Today we will discuss "To be or not to be"; this is the question Hamlet asks the reader.

How would you like to do Barnes & Noble book signings?

The thing is that the first couple I did didn't do so well. But then I learned some of the inner secrets that helped me sell tons of books at every one.



Just showing up for a book signing simply won't sell many books. Extreme self publishers learn how to get booked to do signings (even if Barnes & Noble doesn't stock their book) and then a batch of sneaky tricks to greatly multiply their book sales.

Stop by my web site today and get started with your extreme self publishing career.

THE COLON

A colon is used to connect two clauses and stress the connection of the second to the first.

- A colon may be used to introduce to a series.

Example: Marcus devoted his free time to three sports: basketball, soccer, and golf.

- A colon is used to set off part of a sentence that relates closely to the preceding clause.

Example: The music was incredible: it captured my attention and my heart.

Incorrect: The music was incredible: there were posters and banners all around the stage.
The second clause "there were posters and banners all around the stage" does not relate to the subject of the first clause (music) in the sentence.

QUOTATION MARKS

Quotation marks set off direct quotations or dialog in a sentence.

Example: Jason's response was, "Of course I want to go."

A period is included within the quotation marks if the quoted material is at the end of the sentence.

Example: Jason's response, "Of course I want a part in the play" was followed by a silence.

A period is not used at the end of quoted material found in the middle of a sentence.

Example: Who was it that said, "Love is a rose"?

If the phrase or clause preceding the quotation is a question, a question mark goes outside of the ending quote.

Example: The song's title was "How Can I Tell You?"

If quoted material at the end of a sentence asks a question, the question mark goes within the quotation marks.

Have you ever wondered what trade shows are and how people sell books at them?

My writing career actually began after giving a presentation at a trade show. Well over a hundred people came to my presentation and several of them asked me if I had any kind of book on the same topic as my talk.

I didn't have a book, but I wrote my first booklet of about 50 pages within two days. I went on to sell thousands of copies of this book for \$14.95 each.

Then, I continued giving presentations at trade shows and I would sell a hundred or so copies of my book at each one.

This is one of the very easiest ways to sell books.

PARENTHESES

Parentheses set off comments only incidentally related to the main concept of a sentence.

Example: The store was filled with hurried shoppers (it was double coupon day) and it took us 20 minutes to get through the checkout line.

Text in parentheses within a sentence is not capitalized and does not end in a period.

Example: The store was filled with hurried shoppers. (Today was Tuesday and it was double coupon day.) It took 20 minutes to get through the checkout line. *When the material in parentheses comes between two complete sentences, it is capitalized and ends the required punctuation mark.*

THE DASH

A dash represents a sudden break in thought.

Example: Many of the children were running free — perhaps their parents were at the movie theater in the mall.

Example: Richard—the lead singer—arranged the concert.

A dash can also be used to set off an appositive from its noun or pronoun. An appositive is a word used as a substitute for noun or pronoun. In the above sentence the appositive used for Richard is “the lead singer.”

ELLIPSES

An ellipses is used to indicate the omission of a word or phrase.

Example: Their response was predictable: “. . . so, while we are interested in your idea, your report is sloppy and hard to read.”

No space comes between a beginning quotation mark and the first dot of the ellipsis. There is a space between each dot, and between the final dot and the first word of the following material.

Have you ever considered turning your nonfiction book into an instructional video?

Below is a screen shot of me in a network quality studio shooting an instructional video series based on a book I wrote back about ten years ago.



The studio charged \$1,100 an hour for shoot time, but it cost me nothing! And the resulting video series now sells for \$1,195 a whack and I've sold tons of them.

Want to learn exactly how you could do the same thing? Again, we spent about 40 hours on this shoot and it cost me exactly zero dollars for the service. I made about 80% profit on every video kit I sold. Stop by my web site and learn how you could do exactly the same thing yourself.

Example: In the days after the revolution, there were food shortages, famine, and disease. However, after a few years conditions slowly improved In the fall of 1918 Petra's family moved from Leningrad to Kiev to escape the conditions in her home town.

In the above sentence, the ellipsis indicates that words were left out at the end of the second sentence. The four dots represent the ellipsis followed by a period.

APOSTROPHE

An apostrophe is used to create the possessive form of a noun or to show letters omitted in a contraction.

The use of an apostrophe to create the possessive form of a noun is discussed in its own section.

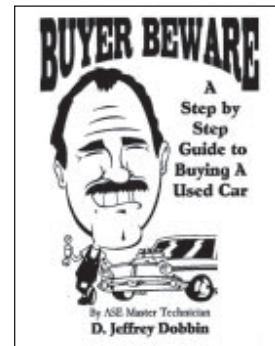
Examples of apostrophes used to show letters omitted in a contraction are given below.

I can't see the runway through the clouds.
Can't is the contracted form of the word "cannot."

We haven't seen the new movie yet.
Haven't is the contracted form of the phrase "have not."

Would you like to learn my secret technique for getting syndicated radio talk show hosts to promote your book on hundreds of radio stations for free?

Here is a small 60-page booklet a young man wrote 30 days after reading my *Big Money Writing Little Books* manual.



He learned the secret technique I mentioned above and got syndicated financial columnist and radio talk show host Bruce Williams to sell his book for him by running 60-second spots on over 400 radio stations. His very first order—700 copies of his book! And the best part—the hundreds of these radio spots cost the author nothing! This is what Extreme Self Publishing is all about! Visit my web site today!

Possessive Forms Of Words

Perhaps one of the most confusing aspects of using the apostrophe is in the creation of possessive forms of words. This is especially true of words which end in the letter "s". The following examples will demonstrate how to correctly create possessive forms for such words.

Anita's checkbook was found by the store clerk.

The possessives of most nouns, both proper and not, are formed by adding an apostrophe followed by an 's'.

Example: The puppy's tail is black.

Here there is one puppy with a black tail.

Example: The puppies' tails are black.

Here there is a group of puppies, all with black tails.

Example: The boy's home is only three blocks from the school.

Only one boy is mentioned in the above sentence.

Example: The girls' home is only three blocks from the school.

A group of girls is mentioned in the above sentence.

Example: The children's bedroom was clean and tidy.

When the noun is plural (children), the usual method for creating a possessive is to add an apostrophe followed by an 's'.

Example: Jones' report was presented at the conference.

One person named Jones had their report presented.

The Joneses' home sold within three weeks of being listed for sale.

With nouns ending in an "z" sound (Joneses), an "es" followed by an apostrophe is added.

A couple, the Joneses, sold their home.

Jenny Roberts's car was damaged in the incident.

With nouns ending in an "s" sound (Roberts), an apostrophe followed by an "s" is added. Some style books would permit Jenny Roberts' car . . . as well.

Here is how to correctly judge the use of a possessive form of a noun. Look at the part of the word that precedes the apostrophe. It will match with the remainder of the phrase.

Who did the checkbook belong to? Anita.

What has a black tail? The puppy.

What has black tails? The puppies.

Who lived three blocks from the school? The boy.

Who lived three blocks from the school? The girls.

Who had a bedroom that was clean and tidy? The children.

Whose report was presented? Jones.

Whose home sold within three weeks? The Joneses.

In each of the above cases, the possessive word (the part that precedes the apostrophe) is what is discussed in the remainder of the sentence.

Bob and Linda's car is a red Camaro.

Here, Bob and Linda jointly own a red Camaro.

Bob's and Linda's cars are Camaros.

Here, Bob and Linda each own a red Camaro.

The cat's tail was brown and white.

The word "cat's" is the possessive form of cat.

The cats' tails were brown and white.

This sentence indicates there are more than one cat, and their tails are all brown and white.

Mens Room vs. Men's Room

You have likely noticed some institutions have signs on doors leading to rest rooms for men saying "Mens Room," while other institutions have signs saying "Men's Room." Which is correct? Either can be!

In the case of Mens Room, Mens is interpreted as being an adjective describing the room. Nouns which assume the role of an adjective in a sentence are called attributive nouns. An attributive noun would not require an apostrophe since it is not used to show possession, but rather description.

If a sign reads Men's Room, we take the word Men's to indicate a possessive function—the room belonging to the men.

There are many common examples of wording on signs which make use of attributive nouns.

Childrens Books
Auto-Workers
Union
Boys Clothing
Writers Digest
Teachers Lounge

In each of the above cases, the first word is a noun assuming the role of an adjective—describing the word that follows. These are called attributive nouns.

Childrens Room
Here the word 'childrens' is acting as an adjective describing the room.

If the phrase is written 'children's room' the word children's is used to show possession of the room by the children.

10 Problem Word Pairs

Shall/Will: The distinction between these words has all but disappeared in contemporary writing. Technically, shall is the simple future tense for use in the first person.

Example: Shall we leave the party early?
Here, shall implies asking the second party if they would like to leave early.

Will we leave the reception early?
Here, will implies a forecasting response, a prediction by the second party.

Who/Whom: The distinction between who and whom is easy to remember, and there are several easy methods by which it can be remembered.

Who is always used as the subject in a sentence. *Who* will be elected president? *Who* is the subject of the previous sentence; *will be elected* is the predicate, or verb phrase, of the sentence; president is the object (direct object) of the sentence.

Whom will always take the role of the object in a sentence. (The object is that part of the sentence which accepts the action of the verb.) To whom should I address the document? First identify the verb phrase (the action part of the sentence). In this case it is *address*. The subject (I) causes the action, in this case the addressing. The object (whom) is acted upon by the verb.

The easy way to tell whether who or whom is required is to substitute the word *him* or *he* and see which sounds correct. If *him* sounds right, the word used should be whom. If *he* sounds right, the word should be who. Examples follow:

Consider the sentence: To whom should I address the document?

I will address the document to he.
This sounds wrong, so *who* should not be used.

I will address the document to *him*.
This sounds correct, so *whom* should be used.

Hey, I just thought of something important! Here's another thing you'll find in my Big Money Writing Little Books manual.

My manual is chocked full of interviews with recognized leaders in fields related to self publishing. Here are a few of the notables who have given me exclusive interviews.

Dan Poynter—author of over 70 books including *The Self Publishing Manual*.

Jan Nathan—executive director of Publishers Marketing Association.

Ann Wallingford—book marketing consultant to major catalog companies.

Alex Carroll—author of a small 100-page book which he has sold over 100,000 copies of—nearly all by conducting over-the-phone author interviews on radio stations.

Stephen Harrison—publisher of a magazine devoted to helping authors get booked on radio and television stations.

Good/Well: The rule for determining which of these two words simple; it is a wonder the wrong word is selected by so many writers.

Good is an adjective, as such, it is used to describe a noun or pronoun.

Well is an adverb, as such, it is used to describe a verb, an adjective, or another adverb.

I am feeling well this morning.

Well is acting as an adverb describing the verb feeling in the above sentence.

It is a good day when I feel this energetic.

Here good is acting as an adjective; it describes the noun "day".

Farther/Further: The distinction is easy: Farther pertains to a measurable distance, while further indicates a degree of completeness.

It is farther to the stadium than I anticipated.

The actual distance to the stadium could actually be measured.

Upon further inspection, the student's grade was indeed found to be incorrect on the test.

The degree of inspection cannot be measured. It conveys a relative degree of inspection.

Affect/Effect: Affect means how one thing influences another. e.g. The rain will *affect* the performance of the players on the football field.

Effect is a stronger verb, it implies more than an influence—it implies a direct cause for an action. e.g. The *effect* of the rain was to cause a low scoring game. The photoelectric *effect* causes electrons to be emitted from certain metals when those metals are impacted by light.

That/Which: Picking the wrong word from this pair is one of the most common errors in writing.

The word *which* is used to introduce an independent clause or phrase, thus, it will almost always be preceded by a comma. (Dependent clauses and phrases do not take a comma to set them off from the main part of the sentence.) Examples follow:

Would you like to be in the book selling business in less than 72 hours?

A lot of entrepreneurs out there are working on writing books of their own, but they want to cash in on the book business before their own book is completed.

Well, I make that pretty easy to do. I have a unique affiliate system that allows you to sell a number of my most popular titles and receive what are probably the highest commissions in the industry.

The best way to do this is from your web site. You can either purchase wholesale copies of my books and ship them directly to your customer, have me ship the books for you so no stocking is required, or sell my e-books so that no shipping is even required.

It's all very easy to do and I give you everything you need in my Extreme Self Publishing dealer tutorial book—and that book is free! Visit my web site today and get started selling!

Here is the book *that was written by Sarah*.
The clause 'was written by Sarah' is vital to meaning of the sentence. It is thus a dependent clause. That, rather than which, is used to introduce dependent clauses.

The chemistry book, *which* I borrowed from Matt, contains the chart we need for our homework.

The phrase, 'which I borrowed from Matt,' is not absolutely needed to convey the important concept in the sentence; it is thus an independent clause. Independent clauses may be properly introduced with which, but not that.

Less/Fewer: Fewer is used to compare objects that can be counted exactly. Less is used to compare amounts which, although they might be measured, can not be counted by numbers.

A sign at the express checkout at the supermarket might read: 12 Items Or Fewer.
Fewer is correct because the exact number of items in a shopping cart can be counted exactly.

There is less confusion over the new law than was anticipated.
Confusion cannot be counted by number, so the word 'less' is appropriate here.

Accept/Except: To accept means to receive. Except means *not including*.

I will *accept* the award on behalf of the president.

I always root for New York, *except* when they play Boston.

Any One/Anyone: The phrase 'any one' refers to a single person. Anyone refers to a class of people.

Any one of the players could be drafted by the NBA.
The phrase *any one* is referring to individual persons here.

If anyone has read the report, please let me know.
Anyone is always used as an indefinite pronoun. It refers to an unspecified class of people.

Need testimonials for your nonfiction book?

Customer testimonials can greatly enhance the sale of your book. You know, the comments you find on the back covers of books in book stores. You can also use them to promote the value of your book on your web site.

They can be tough to get starting out, but of course my inner circle of extreme self publishers handle that problem the easy way!

I have a number of my inner circle members who have agreed to review books for new members and e-mail them a comment within 72 hours of receipt of their book. When you purchase a copy of my Big Money Writing Little Books manual, you will receive a list of these individuals. You may send them a free copy of your book and they will send you a comment within three days of receiving it.

Visit my web site today and become an extreme self publisher!

Lie/Lay: The confusion here arises from the fact that there are several contexts in which these words can be used. We must consider both the person (1st or 3rd) and the form involved. The words can be used in the present tense, past tense, future perfect or past perfect tense. They can also be used as a participle form. (A participle is a verbal phrase that is used as an adjective. Example: Running rapidly down the sideline, the quarterback scored the final touchdown. While 'running' is a verb, in the above sentence it is used as an adjective phrase to describe the subject: the quarterback.)

<u>Present Tense/ First Person</u> I lie on the sofa to relax.	<u>Past Tense/ First Person</u> I lay on the sofa.
<u>Present Tense/Third Person</u> He lies on the sofa to relax.	<u>Past Tense/Third Person</u> He lay on the sofa.
<u>Present Tense/First Person</u> I lay the book on the counter.	<u>Past Tense/First Person</u> I laid it down.
<u>Present Tense/Third Person</u> He lays the book on the counter.	<u>Past Tense/Third Person</u> He laid it down.
<u>Past Perfect Form/ First Person</u> I have lain on the sofa to relax.	<u>Participial Form/ First Person</u> I am lying on the sofa.
<u>Past Perfect Form/Third Person</u> He has lain on the sofa to relax.	<u>Participial Form/ Third Person</u> He is lying on the sofa.
<u>Past Perfect Form/First Person</u> I have laid the book on the counter.	<u>Participial Form/ First Person</u> I am laying the book on the counter.
<u>Past Perfect Form/Third Person</u> She has laid the book on the counter.	<u>Participial Form/ Third Person</u> He is laying the book on the counter.

Lay means to put or place something.

Lie means to assume a lying position.

Use Of Parallel Constructions

Parallel construction refers to the use of more than one word or phrase to relate to another part of a sentence. The components in the construction must agree in person (1st person: *I*, 2nd person: *you*, 3rd person: *he, she, they*), in number (singular or plural), and in form (noun, adjective, adverb, etc.). To check for proper construction, the sentence can be broken apart and the components compared to one another for agreement.

I found the lecture to be stimulating, thought provoking, and it was free.

I found the lecture to be stimulating.

I found the lecture to be thought provoking.

I found the lecture to be and it was free.

(Here is the problem!)

By breaking the sentence down into its component parts you can see the faulty parallelism.

CORRECTED: I found the lecture to be stimulating and thought provoking. It was also free.

I sang, danced and she played the guitar at the audition.

I sang at the audition. (first person)

I danced at the audition. (first person)

She played the guitar at the audition. (second person)

CORRECTED: I sang and danced at the audition. She played the guitar.

I was neither impressed with the play nor would I recommend it to others.

I was not impressed with the play.

I was not would I recommend it to others.

(Here is the problem!)

By breaking the sentence down into its component parts, you can see the faulty parallelism.

Get booked for radio author interviews the easy way!

Do you have a nonfiction book you would like to do author interviews on radio stations concerning? You can sell tons of books by simply doing 10-20 minute call-in interviews.

There are about 10,000 radio stations in the U.S. And no—you don't need to be interviewed on each one! But doing one or two a week can crank some serious cash for the savvy author.

I do mailings to 1,000 of my prime radio stations twice each year. If you purchase my Big Money Writing Little Books manual, I will list your book description, contact info, and a photo of your cover in my mailings.

You will also receive a FREE copy of my Radio Response e-book. This publication will show you exactly how to conduct a profitable author interview on radio.

So come on by my web site and get started right away.

CORRECTED: I was not impressed with the play; I would not recommend it to others.

She loved to swim, playing tennis, and running.

She loved to swim.

She loved to playing tennis.

She loved to running.

By breaking the sentence down into its component parts, you can see the faulty parallelism.

To swim is an infinitive verb form.

Playing tennis is a gerund (a verb acting as a noun because of its -ing ending).

Running is a gerund (a verb acting as a noun because of its '-ing' ending).

SOLUTION 1: Convert all verbs into infinitive forms.

She loved to swim, play tennis, and run.

(To play tennis and to run are implied. See elliptical constructions in glossary.)

SOLUTION 2: Convert all verbs into gerunds.

She loved swimming, playing tennis, and running.

Infinitives are verb forms in which the verb is preceded by the word 'to'. You probably learned in English class never to split an infinitive. This is probably a good rule, but many great writers do it frequently. The rule for not splitting infinitives probably goes back to the 1600s when many books were being translated from Latin into English.

There is no such thing as an infinitive in Latin; the verb carries the word 'to' with it—so it can't be split.

EXAMPLES

I wanted to cross the street.

I wanted to *quickly* cross the street.

In the above sentence, the infinitive 'to cross' has been split by the word 'quickly'.

The Latin phrase, *alere flammam*, means *to feed the flame*. Notice that the verb *alere* contains both the verb feed, and the word to—making it what we would refer to as an infinitive in English. This is exactly where the notion of not splitting infinitives evolved.

Improper Use Of Modifiers

Modifiers are words that give clarity to some other part of a sentence. When used properly, they enhance a writer's thoughts. When modifiers are used incorrectly, or misplaced, they can confuse the thought being expressed.

EXAMPLES OF DANGLING MODIFIERS

Running through the crowd of people, Susan's sunglasses fell out of her purse.

We can assume that Susan was doing the running, but that's not what the sentence says. Who or what was running through the crowd is never stated.

"Running through the crowd of people" is said to dangle—it hangs on to something in the sentence, but the reader isn't quite sure what that something is.

CORRECTED: While Susan was running through the crowd, her sunglasses fell out of her purse.

Working around the clock, the newsletter was completed by the team just minutes before the deadline.

"Working around the clock" is trying desperately to cling to something in the sentence, but aren't really sure what it is. Was the newsletter working around the clock? Was it the team that was working around the clock? We assume it was the team, but that's not what the sentence says! The modifying phrase hangs, or dangles with no means of support to any particular part of what follows.

BETTER: Working around the clock, the team completed the newsletter just minutes before the deadline.

At least here the modifying phrase is adjacent to what it modifies: the team. The ambiguity present in the first sentence is now gone.

BETTER: The team worked around the clock to complete the newsletter just minutes before the deadline.

When writing, keep your sentence structure tight. If you use a modifying word or phrase, keep that word or phrase very close to what it is modifying to avoid confusion in the mind of the reader.

In the example at the left, we again see a phrase, *working around the clock*, which dangles—it has no connection to what immediately follows: the newsletter.

The prize was worth the hard work and it was sweaty and dangerous.

We are left hoping that the prize wasn't sweaty and dangerous! Here the adjectives describing the work have been split: hard precedes work, while sweaty and dangerous follows it. This causes confusion as to what sweaty and dangerous modify or describe.

BETTER: The prize was worth the hard, sweaty, and dangerous work.

The teacher spoke to the students on drugs.

What the heck?—who's on drugs here anyway? The prepositional phrase 'on drugs' isn't so much dangling or misplaced; the sentence is just poorly written.

- (1) The teacher, who was on drugs, spoke to the students.
- (2) The teacher spoke to the students who were on drugs.
- (3) The teacher spoke to the students on the topic of drugs.

We are left assuming that the third choice is correct, but again—there is just too much uncertainty in the original sentence.

In a case like this, it is best to restructure the sentence in a way that takes the modifier and hitch it to what it modifies more securely.

The flask broke while conducting the experiment, spilling acid on the table.

This isn't a very scientific way to explain what happened. The impression is that a flask was conducting an experiment. That would be quite an experiment! The adverb phrase, 'while conducting the experiment,' needs to be anchored to something more securely.

BETTER: While the students were conducting the experiment, a flask broke spilling acid on the table.

Would you like to have me personally critique your book before having copies printed?

Check out my website. Individuals who obtain the platinum edition of my Big Money Writing Little Books program become entitled to have me read their book and provide them with a written critique.

I'll give you suggestions on layout and design. I may not read your entire book (if it's a long one) but I will read enough to identify any writing problems related to punctuation, grammar and style so that you can take corrective measures BEFORE you get your book printed.

What you get from me is honesty. However, if I think your book has merit, I will tell you that in writing. You are of course free to use my comments as a testimonial if you wish.

And, if you like, in addition to providing you with a written critique, I will also call you and talk about your book personally. You will be free to ask questions too!

Gender Issues In Writing

The problem is that the rules of grammar were set down at a time before gender-sensitive writing became an issue. We had the chairman, the mailman, the policeman, etc. These issues have been resolved by simply changing the titles: The chairperson, the letter carrier, the police officer, etc.

The stickier gender related problem in writing is that of pronoun/antecedent agreement.

EXAMPLE:

The careful teacher will prepare detailed lesson plans to guide his daily activities.

The obvious problem is that the antecedent 'teacher' is associated with the pronoun 'his.' And--the teacher reading the sentence may well be a female. The simple, but incorrect, solution is to change the sentence to: The careful 'teacher' will prepare detailed lesson plans to guide 'their' daily activities. We have eliminated the gender problem, but now the pronoun (their) is plural and the antecedent to that pronoun (teacher) is singular. We simply have no gender neutral, third person, singular pronoun in the English language to use here.

One acceptable solution is to use the he/she combination when such a pronoun comes into play. However, if this is used too often, the writing looks awkward.

The best way to avoid such problems is to recast the sentence to eliminate the need for singular, third person pronouns altogether. For example--

Careful teachers will prepare detailed lesson plans to guide their daily activities. By changing 'teacher' to the plural form (teachers), we can now use the plural, third person 'they' in a correct grammatical structure.

Text and story book publishers get around such issues in different ways, but I assure you they have teams of editors crawling through every line of text to make sure antecedent-pronoun problems related to gender are not allowed to appear in their publications.

Yes!—my inner circle of self publishers are eligible to become dealers for my extreme self publishing library of titles immediately!

My affiliate program makes money on the Internet easier than ever.

First, when you obtain my Big Money Writing Little Books manual, you will obtain a dealer package which shows you exactly how to sell my books from your own web site within 24 hours.

My affiliate program provides dealers with a whopping 40% commission on each of my titles. And I ship titles out so you have no stocking or shipping costs. Everything is handled electronically and you receive monthly checks simply for promoting my books on your site.

Of course I provide dealers with the text and graphics to incorporate into their sites. You are free to use these materials or write your own descriptions. Visit my web site and learn more today.

7 Most Common Writing Mistakes

Don't be too proud to listen to me! I've written books that professional editors have crawled through on their hands and knees looking frantically for comma faults and misplaced modifiers. But we've talked about the technical stuff earlier. What follows here is of a more general nature—I'm not talking about where to put your commas and semicolons; I'm talking about things of a more global nature in your writing.

#1 Mistake Failure To Plan

What are you trying to say? In what order do you need to make your points or develop your thoughts to give the reader the clearest possible picture of your ideas? Writing is an impressionistic activity. No writer can convey their ideas totally and completely in every way. The goal of the writer is to present the reader with the clearest possible impression of their ideas. This is best achieved with detailed organization of thoughts into a clear and structured work.

Every writer has a method of organization of their materials; no one system is best for all. Nonetheless, it is important to develop a system that works for you. Spending more time in the planning stages in your work means spending less time rearranging things later.

#2 Mistake Wasted Words

In William Zinsser's book, *On Writing Well* he makes the following point:

"But the secret of good writing is to strip every sentence to its cleanest components. Every word that serves no function, every long word that could be a short word, every adverb that carries the same meaning that's already in the verb, every passive construction that leaves the reader unsure of who is doing what—these are the thousand and one adulterants that weaken the strength of a sentence."

How is the Big Money Writing Little Books manual related to the Extreme Self Publishing Concept?

My *You Can Make Big Money Writing Little Books* manual was written back in 2000. That was the first edition. It was used as an adjunct to my seminars and I sold it on-line.

The current (2nd edition) was completed in early 2007 and is greatly enhanced from the first version.

Extreme Self Publishing is a concept; it is a phrase I coined in early 2007 to encompass the core principles of my self-publishing system.

The Extreme Self Publishing concept is built upon these following three principles: One must be able to self-publish and begin marketing their book for under \$100. No, that's not a mistake—I said under one-hundred dollars. Second, the sale of a book must trigger other profit-making activities. And third, powerful organizations must aid you in marketing your book.

**#2 Mistake
Wasted Words
continued...**

Most books on grammar will explain that a complete sentence must (1) contain a subject, (2) contain a predicate (the part that conveys the action or state of being), and (3) express a complete thought.

On the following page is an excerpt from a story by the French novelist Marcel Proust (*rhymes with boost*). The idea of a complete thought—well, Proust’s single sentence most certainly conveys at least one complete thought. What that thought is—is difficult to nail down. But remember, this is a novel; the author is conveying a *feeling* to the reader. While Proust’s style may sometimes work for a fictional publication, it is certainly not appropriate in a nonfiction book.

Nonfiction works are written to inform the reader; they are not sold by the pound, so the writer’s goal is not to see how many pages they can produce—it is to convey valuable information as succinctly as possible. Your goal is to make the reader a better person through reading your book. Reading it should be a painless process.

A good book never pours out of the author’s mind first time out. It is written, edited, rewritten, and re-edited over and over. Cutting the clutter and distilling the concepts to their essence are the keys to good writing. A writer’s efficiency in conveying ideas is a skill that is developed over time.

Language is the antecedent to knowledge and the efficient use of language is the most valuable asset a great writer possesses. Learn to use your language efficiently and your readers will appreciate your efforts.

**How do I know that
your extreme self
publishing concept
really works?**

Visit my web site and you will be convinced. And if you obtain my Big Money Writing Little Books manual, you will read actual case histories of individuals who have made incredible amounts of money with their first book. And the best part is that most of these people wrote books of under 100 pages.

In my Bog Money Writing Little Books manual you will read about a young man who took my seminar, purchased my manual, and within 30 days wrote his very first book. It was 56 pages and sold for \$12.95. His first order was for 700 copies of the book. Advertising spots for his book run on hundreds of radio stations every evening and these ads cost him NOTHING!

Another young man who bought my manual has since sold over 100,000 copies of the very first book he wrote as well. You’ll read about him as well!

Remembrances Of Things Past

From The Chapter: Swann's Way
by Marcel Proust

He had the sudden suspicion that this hour spent in Odette's house, in the lamp light, was perhaps, after all, not an artificial hour, invented for his special use (with the object of concealing that frightening and delicious thing which was incessantly in his thoughts without his ever being able to form a satisfactory impression of it, an hour of Odette's real life, of her life when she was not there), with theatrical properties and pasteboard fruits, but was perhaps a genuine hour of Odette's life; that if he himself had not been there she would have pulled forward the same armchair for Forcheville, would have poured out from him, not some unknown brew, but precisely this same orangeade; that the world inhabited by Odette was not that other fearful and supernatural world in which he spent placing her—and which existed, perhaps, only in his imagination—but the real world, exhaling no special atmosphere of gloom, comprising that table at which he might sit down presently and write, this drink which he was now being permitted to taste, all these objects which he contemplated with as much curiosity and admiration as gratitude for it, in absorbing him from them, they themselves in return had been enriched by them, they showed him the palpable realization of his fancies, and they impressed themselves upon his mind, took shape and grew solid before his eyes, at the same time as they soothed his troubled heart.

But Mike, there are a lot of self publishing books out there and I've got a feeling that the authors of many of these books have never written and sold any other books.

You noticed that did you? Yeah, that is indeed the case all too often. But when you visit my web site you will see many of the over 30 books I have written myself. I have sold these through book store chains, through radio interviews, at seminars, on-line, at trade shows, at book signings.

In addition to these books, I have also produced nearly two dozen instructional videos related to many of the titles. I have turned many of my 20-30 dollar books into \$79, \$89, and \$129 videos. You'll learn exactly how to do that to in my Big Money Writing Little Books manual.

#3 Mistake Keeping A Consistent Point Of View

All writing is characterized by a point of view of the writer. Although switching from one point of view to another in a book is not forbidden, changing the point of view too often can get confusing for the reader to follow.

Example of 1st Person Point of View

(From Herman Melville's *Moby Dick*)

"Towards thee I roll, thou all-destroying but unconquering whale; to the last I grapple with thee; from hell's heart I stab at thee; for hate's sake I split my last breath at thee. Sink all coffins and all hearses to one common pool!—and since chasing thee, though tied to thee, thou damned what! Thus, I give up the spear!"

The fact that this excerpt is written in the first person is clear from the frequent use of the word "I". The writer tells the story as if he was a participant. When you use the words I, we, me, or us—you are writing in the first person.

Writing In The 2nd Person

The 2nd person POV is characterized by using the word "you" as the reader is addressed. Some instructional materials, cookbooks, guidebooks, etc. are written in the second person.

Now, it's okay to change the point of view sometimes, but never, never, never do it midstream in a sentence. For example:

First you can begin by removing the loose paint from around the doorway and then we will go on to covering the woodwork with a new coat of primer. The writer begins writing in the 2nd person—addressing the reader as "you". Then, all of a sudden, the "you" becomes a "we". The reader is confused: Is the writer telling someone how to do something, or—is he retelling events in which he was an active participant?

Did you know that you can make incredible amounts of money by having companies give your books away—for free?

I know, that sounds counter-intuitive doesn't it? But one of my all-time best selling books made me money in just that fashion!

I'll show you how to find huge companies interested in giving your book away as a promotion or premium to their customers or clients as a gift. Of course the company will first buy large quantities of your book from you, but then they will give them away as a way of saying thank you to their customers.

But you have to know the secrets. I'll show you how to contact these companies, what to say, and how to craft your proposal to get them interested in your offer. The more book they give away, the more they must first buy from you. Sound incredible? Hey, it happens every day; I'll show you how to make it happen for you!

**#3 Mistake
Not Keeping A
Consistent Point Of
View
...continued**

Writing In The 3rd Person

(From Chekov's *In The Cart*.)

"She had lost the habit of thinking of the time before she became a schoolmistress and had almost forgotten all about it. She had once had a father and mother; they had lived in Moscow in a big apartment near the Red Gate, but all that remained in her memory of that part of her life was something vague and formless like a dream."

Here the writer is in the role of a witness to a story. He conveys the story to the reader as if he watched and retold it in writing. The words "she" and "they" rather than "I" indicate a third person narrative being used.

Mike, what exactly do you mean by "little books?"

Let's look at two books: *Riding The Bullet*, by Stephen King and *The Idea Virus*, by Seth Godin.

The novella, *Riding The Bullet* was only 66 pages long, but it was the most downloaded e-book of its time.

Seth Godin's *Idea Virus* is 197 pages and it claims to be the most downloaded e-book currently. However, Seth's book has very wide margins and the text is double spaced. If it was written in the format of a novel it would likely be only 60-80 pages.

And many of my students have written very successful books in the 40-60 page range. People do not buy nonfiction books my weight; they buy them in order to improve their lives!

In fact, I had a booklet of only four pages that I sold thousands of copies of for \$16.95. And I never had one person ask for a refund! I'll show you that booklet in my *Big Money* manual.

**#4 Mistake
Shifts Of Verb Tense**

Incorrect: Jimmy is practicing right now and he looked very good in his event.

The verb "is" indicates the present tense, however the verb "looked" indicates the past tense. There is confusion over whether the writer is talking about something that is happening or something that has happened in the past.

Corrected: Jimmy is practicing right now, and is looking very good in his event.

Both verbs are now in the present tense. The writer is commenting on what is happening at the present time.


If you have an idea for a nonfiction how-to type book, you should really consider developing an on-line course related to your book.

Developing an on-line course can be an incredible way to generate additional income. I'll show you exactly how I quickly got over 1,100 colleges, universities, and training centers to carry my course and market it for me. Once my course was written, it runs itself. Enrollees pay by credit

resources ▶ lessons ▶ quizzes ▶ assignments ▶ discussion ▶ completion

Big Ideas In Little Books

MEMOS *from your instructor*
course syllabus



Michael McMillan

Welcome to my course! To get started, please click the number 1 on the syllabus for access to my first lesson. Then, click the link that says quizzes at the top or bottom of this page to test your understanding of the lesson. Click assignments to practice your skill, and click resources to obtain additional information. Be sure to click discussion

Lesson	Description
1	The Excitement of Self-Publishing
2	Reverse Engineering: The Biggest Secret
3	Compete With Major Education Publishers
4	Develop Printed Instructional Aids
5	Develop Student Activity Kits
6	Visual Aids, Manipulatives, and Games
7	Develop Video Instructional Aids
8	Understand The Education Market
9	Self Publishing Tools of the Trade
10	Achievement, Learning, and Standards
11	Promoting Your Success to the Community
12	The Framework Within Your School

card and the registration fees are handled automatically. I'll show you exactly how you could do this too.

**#5 Mistake
Run-On
Sentences**

One of the most common errors in sentence construction involves using a comma to connect two clauses which should be independent sentences. Here is an example.

She went to the store looking for bread, there were many varieties from which to choose.

The above sentence involves what is called a “comma fault”. This occurs when a comma is used to connect two independent clauses which could stand alone as independent sentences. There are several ways to correct a comma fault in a sentence.

1. Break the run-on sentence into two sentences.

*She went to the store looking for bread.
There were many varieties from which to choose.*

2. Join independent clauses with a semicolon.

She went to the store looking for bread; there were many varieties from which to choose.

3. Join independent clauses with a conjunction.

She went to the store looking for bread and found many varieties from which to choose.

Most nonfiction authors make the same mistake over and over!

A writer has an idea for a nonfiction, how-to type book. They spend months and months writing the book. But then, sales are very slow—maybe even non-existent.

The author then decides he or she must go back and write an even better book. They were not a member of my inner-circle of successful self publishers. My self publishers know that 80% of their time must be devoted to marketing their book, not writing it.

Sure, you need a quality book to begin with, but good books—even very good books, do not sell themselves! My Big Money Writing Little Books manual not only shows exactly how to write a quality publication, it shows exactly how to market it.

Repeat after me, “Creative marketing is what sells books!” Repeat that at least ten times. It is vital to your success!

**#6 Mistake
Shifts Of Verb
Tense**

The subject and verb of a sentence should agree in number. A singular subject must take a singular verb and a plural subject must take a plural verb. A singular subject or verb refers to one thing, while a plural subject or verb refers to more than one thing.

Incorrect: The fastest *athletes* in the contest *is* bound to win.

The subject, "athletes," is plural, but the verb "is" is singular.

Corrected: The fastest *athletes* in the contest *are* bound to win.

The subject and verb now agree in number. They are both plural.

**#7 Mistake
Excessive Use
Of Passive Voice**

Writing in an active voice means that the subject of the sentence is doing the acting. In a passive voice the subject is being acted upon. An excessive use of passive voice creates a weak expression of action.

Passive Sentence: The yearbook was completed by the students.

Here the subject, "yearbook," is being acted upon by the students.

More Active Form: The students completed the yearbook.

Here the subject, "students," are acting on the yearbook.

**Definitions of terms
I use here.**

Extreme Self Publishing. This is the concept behind the self publishing materials I promote. There are three pillars upon which the extreme self publishing concept is built: Extremely low investment, book sales must lead to other sales, powerful organizations must be brought to bear to help sell the book.

You Can Make Big Money Writing Little Books. This is the title of the self publishing book around which my self publishing materials are based.

Readability Of Your Publication

Whatever type of printed instructional (nonfictional) material you might plan on developing, the readability level of the material should be in line with the intended audience. I have to tell you that common sense goes a long way here. I've never relied on software to tell me what the readability level of materials I've developed were. However, you might be interested in how this works.

There are a good number of tests and indices used to assign a readability level to text. The Flesch "Reading Ease" test is one of the most widely used of these tests. Newer versions of Word will make the following calculations for you, but it isn't too bad to test a relatively small sample of text yourself. A sample of 200 words or more is recommended. The formula used is as follows:

THE FLESCH READING EASE FORMULA

$$[206.84 - 1.01 (\text{total words}/\text{total sentences}) - [84.6 (\text{total syllables}/\text{total words})]$$

The lower the score, the more difficult the passage is to read. An average 5th grade student can readily understand material with a score of around 100. College students can readily understand text with a score of 20-30.

THE FLESCH-KINCAID GRADE LEVEL FORMULA

$$.39 (\text{total words}/\text{total sentences}) + 11.8 (\text{total syllables}/\text{total words}) - 15.59$$

This formula gives a grade level score for the text that is analyzed. For example, a passage with a score of 10.8 correlates to a reading level of a 10th grade student.

EXAMPLE: From Moby-Dick, by Herman Melville

Towards thee I roll, thou all-destroying but unconquering whale: to the last I grapple with thee; from hell's heart I stab at thee: for hate's sake I spit my last breath at thee. Sink all coffins and all hearses to one common pool!—and since neither can be mine, let me then tow to pieces, while still chasing these, though tied to thee, thou 'darned' whale! Thus, I give up the spear. The harpoon was darted; the stricken whale flew forward; with igniting velocity the line ran through the groove.

Words: 89
Syllables: 112
Total Sentences: 4

Why you should write a nonfiction, how-to type book.

We live in an information-driven world. But much of that information is disorganized. People crave understanding in the things around them in the world. People have hobbies and special interests. People have a desire to make their lives more profitable and interesting. Nonfiction books can help people do these things.

You can help large numbers of people by analyzing and organizing information on a certain topic for them. Help others realize their dreams with your book and you will be a successful self publisher.

And—writers meet interesting people. They are the center of attraction at social events. They are respected because they have learned how to do something that most people only dream of: writing a book!

$$\begin{aligned} &.39 (89/4) + 11.8 (112/89) - 15.9 \\ &= .39 (22.5) + 11.8 (1.26) - 15.9 \\ &= 8.8 + 14.9 - 15.9 \\ &= 7.8 \end{aligned}$$

For this passage we have relatively simple words, but—due to Melville’s style of punctuation—fairly long sentences. The analysis indicates a 7th grade reading level.

Like I said, a little common sense goes a long way. You know how an organic chemistry text reads. You know how a 3rd grade picture/story book reads. You also know the complexity of text your readers can handle. Find the right mix. Hope this was useful.

Okay Mike, how do I become a member of your inner circle you have talked about here?

My inner circle of extreme self publishers is an elite coterie of writers of how-to books with one thing in common: They have obtained one of three things: A printed copy of my Big Money Writing Little Books manual, or—the “text nly” e-book version of the manual, or—the complete platinum edition of the manual which is complete with seminar hand-outs and a live seminar recording on CD.

I want you to join us; it is easy to do. Simply visit my web site and see at which level you want to join.

I recommend first investing in the text-only version of my 400-page manual. It is very inexpensive and if you want to upgrade to one of the print versions at a later time your purchase price will be discounted from the price of the print version. You can’t lose! Come on by today.

www.extremeselfpublishing.com

Contents Of My Manual

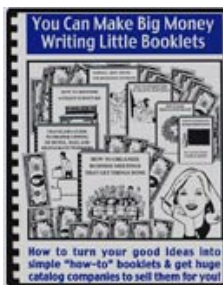
The basis of my extreme self publishing course is my manual: *You Can Make Big Money Writing Little Books*. Here are the contents of my manual. But remember, that's only part of the package. Check out my website at <http://www.extremeselfpublishing.com> for even more powerful tools to make you an extreme self publisher yourself.

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Take A Very Small Step Right Now (It won't hurt or cost you a penny)

You've got an idea for a nonfiction book—probably some type of how-to type book. Yup, you've got an ember burning in your gut to write that book. Right now I want you to stop by my web site at www.extremeselfpublishing.com.

I've got some free stuff waiting for you there right now. You can download it for free and it will help you get started with your book. But then, I want you to look at my extreme self publishing materials. **I want you to be successful and make a lot of money with your book—but I fear you will not—not unless you grant me the privilege of helping you.**

At my site you'll see that I've written over 30 books myself. I've done author interviews on major radio and television stations. You'll see that my books are promoted in dozens of major bookseller's catalogs. You'll see that I've turned many of my books into instructional videos. (I have nearly a dozen that sell for almost \$200 apiece. You'll also see my on-line course that is currently offered through over 1,100 colleges.

My extreme self publishing materials show you exactly how I did all of these things—exactly! **These are not hard to do either, but you need the experience and know-how from someone who has successfully done all of these things himself... and I have!**

So, right now, stop on by and check out what I can do for you. You want to be a successful self published author and your first step is to visit my site right now. I am patiently awaiting your arrival.

– Mike McMillan

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