This course is designed to teach students to write original research essays and papers. We will work on two short essays during the first half of the semester, focusing on choosing topics and sources, including general encyclopedic articles, scholarly books, and periodical sources. We will also edit the papers for errors of exposition and grammar. The second half will focus more closely on style and on using primary historical sources to write the research paper. There is one required book: Diana Hacker, Rules for Writers. If you are student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately. Statement from the Committee on Academic Honesty: You are expected to be honest in all of your academic work. The University policy on academic honesty is distributed annually as Section 5 of the “Rights and Responsibilities” handbook. Instances of alleged dishonesty will be forwarded to the Office of Campus Life for possible referral to the Students Judicial System. Potential sanctions include failure in the course and suspension from the University.

Sept. 11: Sign-in. Assign groups and partners. Clustering, lists and free-writing exercises. Choosing topics and planning research. Review of assignment from Rules for Writers distributed before the first day of class. Distribute homework assignment for next week.

Sept. 18: Distribute copies of the honor code to be signed and dated. Review note-taking skills. Divide into groups for discussion and to draft rough outlines for the first essay on “A Victorian Person.” Lecture on choosing topics and taking notes. Distribution of grammar assignments.

Sept. 25: Bring in drafts of essay. Edit papers for style and typographical errors. Discuss possible topics and sources for second essay and for research papers.

Oct. 2: Selection of topic for second essay and for research paper. Lecture on using sources. First USEM essay due to Dr. Black.

Oct. 10: Lecture on choosing a topic and focusing on it. Class discussion of paper topics. Choosing two possible topics for second essay on Victorian doctrines and beliefs and one for the research paper.

Oct. 23: Bring in rough drafts of second essays on Victorian beliefs for group discussions.

Oct. 30: Lecture on writing introductions and conclusions, Free-writing ideas for research paper.

Nov. 6: Quiz on commas. Lecture on sentence structure. For next week, write the three-page prospectus of research paper outlining your topic, some of the arguments you plan to make, and a preliminary conclusion. Bring it to class on November 13.

Nov. 13: Quiz on sentence structure in sections 53a, 53b, 54c, and all of sections eight, nine, 14, 15, and 16 in Rules for Writing. Review of plagiarism.

Nov. 20: Lecture on paragraph structure. Bring in drafts of 10-page research paper. We will divide into pairs and read them to each other. Learn grammar assignment in Rules for Writing.

Nov. 27: Editing of final drafts of research paper for grammar.

December 4: A Victorian Christmas party. Charismatic texts.
BEFORE CLASS OF SEPT. 11:

READ the following sections in Rules for Writers by Diana Hacker: 48a “Pose possible questions worth exploring” pp. 367-9; 48b “Map out a search strategy” pp. 369; 48c “Track down relevant library sources” p.370-383; 49a “Select sources worth your attention” p.384; 49b “Read with an open mind and a critical eye,”p.384-388; 50a “Maintain a working bibliography” p.388-9; 50b “As you read, manage information systematically” (p.389-392);50c “Avoid unintentional plagiarism” pp. 392-4 (We will talk more about plagiarism in a few weeks). Read one or two sections every day, taking notes, before Monday morning’s class. BRING YOUR NOTES AND THE BOOK TO CLASS, AS WELL AS YOUR COURSE PACKS AND YOUR COPIES OF VICTORIAN PEOPLE BY ASA BRIGGS.

IN CLASS OF SEPT. 11:

Lecture: Choosing topics and planning research. I will also assign writing partners and groups for peer review and interactive discussion. We will practise the writing techniques of clustering, listing, and private and shared writing.
BEFORE CLASS OF SEPT. 18:

Monday, Sept. 11 - Tuesday, Sept. 12:
1. Go to the library and spend **20 minutes** at the computer doing a Brandeis library ("Louis") search on each of your three possible topics. This will turn up sources in the library. Pick the topic that seems the easiest and the most manageable. The narrow, tightly organized paper will get a better grade than an ambitious, sloppy one.
2. Once you have picked your topic, go to the research librarian and ask her to do a search for you. He/she may very well come up with additional ideas. The research librarian’s office is straight ahead and to the left after the computer area. Make a list of your sources. (Don’t forget to write down the call number of the books so you can find them. There are paper and pencils at the library’s reference desk.)
3. Submit the list (just titles and authors) to me by 6 p.m. on Tuesday. I will check them and approve them that evening. YOU NEED TO WRITE TWO OTHER PAPERS FOR THIS CLASS THIS TERM, SO KEEP AN EYE OUT FOR TOPICS FOR ESSAY #2 CONCERNING A VICTORIAN BELIEF OR DOCTRINE AND FOR THE RESEARCH PAPER.

Wednesday, Sept. 13:
1. Go to the library and find your sources. DO NOT, I REPEAT, DO NOT READ THE ENTIRE BOOKS AND/OR ARTICLES. Look up your topic in the index, then **read only those pages**. Take notes. Spend **20 minutes maximum** taking notes on each source. KEEP AN EYE OUT FOR TOPICS FOR YOUR OTHER PAPERS.
2. Put your initials and the time and date in the top right-hand corner of each page. By now you know enough about your subject to start thinking about it. NOW PUT YOUR BOOKS AND NOTES AWAY UNTIL YOU BRING THEM TO CLASS ON MONDAY.
Thursday, Sept. 14:
1. Meet with your partner for **10 minutes**. Each of you will spend **5 minutes**
telling the other **OUT LOUD** about the points you find interesting about your
subject. Your partner will take write down your list. This list will become the
outline for your paper. Plan to bring the list to class on Monday, signed and
dated by your writing partner.

Friday, Sept. 15-Sunday, Sept. 17:
1. Write about your topic for **15 minutes every** day. **DO NOT LOOK AT YOUR**
BOOKS OR NOTES. Date and initial your pages in the upper right-hand corner. You
can write by hand or computer, however you feel more comfortable. **Bring your pages,**
as well as your books and notes, to class on Monday morning.

**IN CLASS OF SEPT. 18 –** Lecture on how to build an argument. **We will then divide**
into our interactive writing discussion groups.
Commas are not like salt, to be sprinkled everywhere according to taste. They improve matters in some places, but not at others, according to certain rules which are not difficult to master.

A brief review: Commas should be used when you need to use one of the following words — and, but, or, non, for, so or yet — to join two complete sentences. The key to identifying a sentence is that it contains a verb and a subject, which is the person who is doing whatever the verb is. An easy and foolproof way to do this is to find the verb, then ask yourself question who or what is doing it. In the sentence “Peter went,” the subject is Peter and the verb is went. In “The clock is ticking,” the verb is ticking and the things that’s ticking is the clock.

2. A comma should not be used when you join two short full sentences, i.e. “The plane took off and we were on our way.” You know there are two complete sentences here because you could take out the and and write “The plane took off. We were on our way.” It’s not exactly poetry, but it is grammatical.

3. DON’T use a comma when you’re joining a full sentence and a partial sentence. The way you find this out is to see if you can take out the and (or but, or so, or whatever) and make two complete sentences. Take, for instance, the sentence “A good money manager controls expenses and invests surplus dollars to meet future needs.” “A good money manager controls expenses.” There is a verb — controls. Who controls it? A good money manager. “Invests surplus dollars to meet his needs.” The verb is invests,
but THERE’S NO SUBJECT. HE GOT STUCK IN THE OTHER SENTENCE. If you are joining a full sentence and a partial one, then, forget the comma.

4. Use a comma to separate an introductory part of a sentence from the main part. The way to do this is to switch the two parts of the sentences and see if they still make sense. “When Irwin was ready to eat, his cat jumped on the table” can be changed to “His cat jumped on the table when Irwin was ready to eat.” If you can do this, you need a comma.

5. Again, the comma can be omitted if the sentence is very short. “In no time we were at 2,800 feet.”

6. One that’s a little trickier is using a comma after a partial sentence and before the topic of that sentence. The comma creates a suspenseful pause as the reader is signaled he or she is about to find out what the sentence is all about. (Thinking his motorcade drive through Dallas was routine, President Kennedy smiled and waved at the crowds.)

For the quiz, do exercise 32-1 without looking at the assignment you have already done. Read the sentences out loud as you do them to get an idea of where commas fall naturally. Muttering is fine. When you are done, write and, but, or, nor, for, so, and yet five times, and make up a sentence using each. Then make up your own sentence illustrating each of the above rules.
USEM 6wi:
Schedule for fourth hour
Thursdays 3-4
Fall 2000


Fourth-hour overview: This fourth hour of USEM 6wi (Professor Kelikian’s Anatomy and Gender) is designed to help you with academic writing. Throughout the semester, we will use the USEM’s themes and readings to work our way through the entire writing process, from brainstorming and outlining to documentation and quotation. The focus will be on writing as a process; drafting, revision, and peer critique will all, therefore, compose a major part of the course.

Attendance:
Students must attend every class on time. Illness and emergency are the only valid reasons for missing class. If you must miss class, inform me in advance via email or by calling the History Dept (x62270) so that we can arrange to exchange homework/assignments. Missing class does not excuse you from completing that week’s work: if you can’t come to class, it is your responsibility to contact me or a fellow student and arrange to make up what you missed. Consistent absences and/or tardiness will affect your final grade. Athletes whose competitions or trips necessitate missing class must present me with a letter from their coach detailing their schedule in the beginning of the semester.

Essay guidelines: Every essay draft must be in a 12-point font (preferably Times), be double-spaced, and fall within the allotted page limit. ALWAYS HAND IN 3 COPIES OF ALL DRAFTS.

Schedule:

Thursday, Aug. 31: Introduction; in-class writing

Thursday, Sept. 7: Critical reading; starting to write
Skim all of RW; Read: RW 1-35; 384-88. Diagnostic writing assignment due.

Thursday, Sept. 14: The writing process
Critical reading assignment and pre-writing assignment due.

Thursday, Sept. 21: Thesis and argument
Thursday, Sept. 28: Paragraphs; introductions and conclusions
Read: RW 36-57

Thursday, Oct. 5: Revision
**Draft of USEM essay 1 due at beginning of class.** In-class peer review

Thursday, Oct. 12: Clarity: sentences I
Read: RW 168-184 (do exercises 19-2, 20-2); 102-123 (do exercises 8-2, 9-1)

**[USEM essay 1 final draft due Oct. 13]**

Thursday, Oct. 19: Clarity: sentences II
Read: RW 123-148 (do exercises 12-1, 12-2, 14-1, 16-1)

Thursday, Oct. 26: Clarity: words
Read: RW 149-166; 197-268

**Draft of USEM essay 2 in my mailbox Tues. Oct 31 by 2 pm**

Thursday, Nov. 2: Grammar and punctuation problems
Read: RW 271-318

**[USEM essay 2 final draft due Nov. 7]**

Thursday, Nov. 9: The research process
Read: RW 365-398; 408-409

**Draft of USEM essay 3 in my mailbox Mon. Nov. 13 by 2 pm**

Thursday, Nov. 16: Documentation and quotation
Read: RW 398-408

**[USEM essay 3 final draft due Nov. 21]**

Thursday, Nov. 30: Conclusions
1. Cecile’s appeal isn’t her youth, beauty or even her money but rather the fact that she was raised in a convent.

2. The very first letter written by the Vicomte de Valmont to the Marquise exemplifies his opinion of women, which most likely is congruent to the opinions of society.

3. Because of the way marriages were put together, based on matching class and wealth, there was often a lack of love and enjoyment for each member of the marriage.

4. This enchanting world she creates for herself is solely accomplished by using friendship as a mere ‘instrument’ which inevitably leads to her downfall and that of others.

5. Furthermore, through destabilizing love and a hollow ego, Valmont’s masculinity is tested by the Marquise and ultimately fails leading to his demise.
Introduction:

In past times, women were far more confined by gender than they are now. Les Liaisons Dangereuses, written by Choderlos de Laclos, unfolds in aristocratic society on the verge of the French Revolution. The Marquise de Merteuil, the protagonist of the novel, ignores the boundaries placed on her. She hides behind the veneer of gentility and generosity, but wants to reign supreme, even over the man. Through my analysis of her relations with the Vicomte de Valmont, her interactions with Cecile, and her associations with Danceny, one can see that seduction and manipulation are the Marquis' only outlet to supremacy.

Conclusion:

This novel completely encompasses the values of love, and shows how love will completely change a person’s mentality. If the relationships between each and every character in this book were plutonic, the outcome would have been completely different. Love has the ability to wrap you up and shut you down. Love gets inside your head and causes you to think differently and act differently. Would there ever have been a duel between Danceny and Valmont if they weren’t wrapped up in love? If the Comte de Gercourt had never been involved with Merteuil, and Cecile had gone ahead with her prearranged marriage, would the outcome have been different? Often times two people may share a very strong bond with each other, and have a very healthy relationship, but once the element of love is thrown into the picture, everything changes. Love hurts. Love can ruin what takes years to build. This book makes it clear that love has a transforming power. You are not the same person around someone you love. Many people will do whatever it takes to please someone they love, regardless of what they have to do to others to win over that love. Danceny, Merteuil, Cecile, Madame de Tourvel, and Valmont are all transformed by love, and while love can be a special bond between two people, love can also have detrimental effects as depicted in this book. All of these characters were severely hurt, ruined, or killed by the power of love.
1. Cecile’s appeal isn’t her youth, beauty or even her money but rather the fact that she was raised in a convent.

2. The very first letter written by the Vicomte de Valmont to me Marquise exemplifies his opinion of women, which most likely is congruent to the opinions of society.

3. Because of the way marriages were put together, based on matching class and wealth, there was often a lack of love and enjoyment for each member of the marriage.

4. This enchanting world she creates for herself is solely accomplished by using friendship as a mere ‘instrument’ which inevitably leads to her downfall and that of others.

5. Furthermore, through destabilizing love and a hollow ego, Valmont’s masculinity is tested by the Marquise and ultimately fails leading to his demise.
Quotations, paraphrasing, citations, plagiarism.

1. Quotations

   -- Use quotations marks when directly using a person’s words, whether written or spoken.
   -- Use indented quotations when quoting more than 4 typed lines of prose or 3 lines of poetry. (Note: when you quote two or more paragraphs indent first line or paragraph an additional 1/2 inch or 5 spaces)
   -- ellipse marks. Use three when omitting in the middle of sentence. Use four when you omit one or more complete sentences.
   -- brackets. When you need to insert your own words into the quoted material

   When to use quotations:

   -- When language is especially vivid or expressive
   -- When exact wording is needed for technical accuracy
   -- When it is important to let the debaters of an issue explain their positions in their own words.
   -- When the words of an important authority lend weight to an argument
   -- When the language of a source is the topic of your discussion (as in an analysis or interpretation)
   -- Avoid too many long quotations. Too difficult to integrate them together

   Signal phrases

   -- Used to avoid dropping quotations.
   -- Prepares readers for the quotation
   -- Use signal phrases to introduce summaries and paraphrases as well. Otherwise the reader may think that you are only the last sentence is being cited.
   -- with statistics or other facts a signal phrase may not be needed
   -- See attached listed for signal phrases.

   Citation

   -- Footnotes go at the end of the quotation outside of the quotation marks
   -- Quotation marks inside of quotation or single quotes

2. Paraphrasing

When you paraphrase it is not sufficient to change just a few words or rearrange the sentence structure. You must completely rewrite the passage. One method to avoid this is to read the material you want to paraphrase then cover the page so that you cannot see it and rewrite the passage as you remember it. Then compare the two and make changes if necessary. If after several attempts you cannot rewrite the passage consider quoting it directly.

Paraphrasing exercise see handouts

Citations.

See hand outs.
Paraphrasing exercises.

Source

“What is unmistakably convincing and makes Miller’s theater writing hold is its authenticity in respect to the minutiae of American life. He is a first-rate reporter, he makes the details of his observation palpable.”

From Harold Clurman’s introduction to The Portable Arthur Miller

Unacceptable paraphrase

What is truly convincing and makes Arthur Miller’s theatrical writing effective is its authenticity. He is an excellent reporter and makes his observations palpable.

Legitimate paraphrase

The strength of Arthur Miller’s dramatic art lies in its faithfulness to the details of the American scene and in its power to bring to life the reality of ordinary experience.

Exercise 1.
Read the following passage from Appletree Rodden’s “Why Small Refrigerators Can Preserve the Human Race.”

Once long ago, people had special little boxes called refrigerators in which milk, meat, and eggs could be kept cool. The grandchildren of the simple devices are large enough to store whole cows, and they reach temperatures comparable to those at the South Pole. Their operating costs increase each year, and are so complicated that few home handymen attempt to repair them on their own.

Passage 1.

A long time ago, people had boxes that kept certain food products from rotting. Now this particular family of cooling devices has grown so large entire animals can be held in them at temperatures far colder than those reached during winters in most parts of the world. They have become increasingly expensive, and they are so complicated that few handyman attempt to repair them.

Passage 2.

The size of refrigerators has increased so much in recent years that they are large enough to store a whole cow. In fact, they are so complicated to repair that few people try to repair them on their own.
Passage 3.

Our notion of the refrigerator has changed over the years. Once little boxes were used to cool milk, meat, and eggs. Now the refrigerators people use are large enough to store entire animals and their operating costs continue to increase.

Passage 4.

The forefathers of the modern refrigerator were much more efficient to run for the simple purpose of cooling food. New refrigerators, however, because of their size and cooling abilities, are costlier to operate and difficult to repair.

Exercise 2.

Read the following passage and write a paraphrase of it.

If you go through the daily papers and listen attentively to the radio and watch television carefully, you should have no trouble perceiving that our political and social lives are conducted, to a very considerable extent, by people whose behaviors are almost precisely the behaviors their school environments demand of them. We do not need to document for you the pervasiveness of dogmatism and intellectual timidity, the fear of change, the rut and rots caused by the inability to ask new or basic questions and to work intelligently toward verifiable answers.

Postman and Weingartner, *Teaching as a Subversive Activity*
The Colon

The colon has three chief uses and acts as a more formal mark than the comma or the dash.

1. To introduce a list or series of examples.
   ex. “Marxism is the dominant ideology of several countires: China, Cuba, North Korea, and Vietnam.”

2. To introduce an amplification or appositive (nouns that restate a noun preceding it) of what precedes the colon.
   ex. “Liberalism can be boiled down to one core value: liberty.”

3. To introduce a quotation.
   ex. “When asking if Gladstone is a liberal, one should consider his words to Parliment: ‘I am, above all else, a liberal.'”

The Semicolon

Typographically, the semicolon is part comma and part period. It functions as a weak period or a strong comma. It can never fully function as a colon.

As a strong comma: Separates series of phrases or clauses with integral commas.
* This USEM forced the students to read three books thus far: Gladstone, which they hated; Disraeli, which was boring; and the Communist Manifesto, which they adored. *

As a weak period: joins independent statements that the writer wishes to bring together more closely than the period allows.
* I am not sure what to write in my paper; maybe, I should have paid more attention in class.*

The Dash

The typed dash -- consists of two unspaced hyphens. It is the most dramatic and versatile of the punctuation marks, though it loses these qualities if overused and carelessly substituted for the comma, colon or period.

1. Use dashes to set off appositives (nouns that restate a noun preceding it) that consist of commas. Be sure to use the dash on both sides of the phrase.
   *The basic ideas of the French Revolution--Liberty, Equality, and Fraternity--are all found in the Declaration of the Rights of man and Citizen.*

2. Use the dash to introduce a summarizing clause.
   * Hierarchy, property, tradition--these are signs of conservative thinker. *

3. When emphasis is needed, use a dash to introduce a word, phrase, or clause.
   * There is but one solution to our modem problems--revolution.

4. Use the dash to show a sudden shift, break, or turn in thought or structure.
* I sat down to write my paper, turned on the computer, got out the books--and promptly fell asleep.

5. Use the dash to set off a parenthetical statement.

* Everything that is useful to understanding conservatism--from the distrust of abstract reason to the importance of tradition--can be found in Burke’s Reflections on the French Revolution.

Compound Sentences

The subject-verb-object sentence structure, while direct, can be redundant and distracting in long papers. Varying your sentence structure will enhance what you are saying by enhancing how you are saying it. Here are a few variant sentence structures, which you should become familiar with and try to incorporate into your own writing.

1. Compound sentences separated by a semi-colon--remember that each side of the semi-colon must be a complete clause.

   * Disraeli’s ideas are inconsistent; perhaps he was more of opportunist than ideologue.*

2. Compound sentences with a colon and explanation following.

   *Gladstone’s conversion to liberalism was not instant: it was a life-long evolution.*

3. Compound sentences with a semi-colon where the second verb is missing and replaced by a comma.

   *Liberalism puts the focus on the individual; socialism, the group.*

4. Introducing appositives at the beginning of a sentence, and setting them off with a dash.

   *Control of the mean of production, class conflict, revolution--these are some of the core concepts of Marxism*

5. Compound sentences with internal series of objects set off by two dashes.

   *The three cores of liberalism--moral, political, economic--can all be found in Macridis Hulliung.*

6. Sentences beginning with the present -ing or past -ed participle followed by a comma.

   *Having read both the biographies of Disraeli and Gladstone, the students had no problem with their papers.*

7. Sentences beginning with independent clauses introduced by a prepositional phrase.
   (Prepositional phrases: at, by, for, from, in, of, on, to, with)
*By seeing the conditions of the working classes himself, Frederich Engels realized the capitalist system had serious flaws.*

**Comma Splices and Run-on Sentences**

Comma splices result when a comma is mistakenly placed between two independent clauses that are not joined by coordinating conjunctions (and, but, or, nor, so, and yet). If the comma splice is omitted, the error is called a run-on sentence.

**Comma Splice:** Marx argued that the transition to communism was a historic inevitability, he was clearly mistaken.
**Correct:** Marx argued that the transition to communism was a historic inevitability, but he was clearly mistaken.

**Run-on:** Marx provided a critique of the present he never fully provided a blueprint for the future.
**Correct:** Marx provided a critique of the present, yet he never provided a blueprint for the future.

There are five ways to correct these problems. I’ll demonstrate with the following grammatical monstrosity: Marx was not wrong, in fact, he was a visionary.

1. **Use a period.** Write two sentences.
   “Marx was not wrong. In fact, he was a visionary.”

2. **Use a semi-colon;** this way, you separate the thoughts.
   “Marx was not wrong; in fact, he was a visionary.”

3. **Use a comma and coordinating conjunction.**
   “Marx was not wrong, but in fact, he was a visionary”

4. **Make one of the clauses independent.** Use a subordinating conjunction such as after, although, as, as if, because, before, even though, how, if, in order to, once, rather than, since, so that, though, unless, when, where, whether, while, why.
   “Because Marx was not wrong, he was, in fact, a visionary.”

5. **Reduce one of the independent clauses to a phrase or even a single word.**
   “Not wrong, Marx was, in fact, a visionary.”

The four causes of weak sentences and unclear writing

1. **Too many nouns and not enough verbs.**
2. **Lots of heavy nouns that could be verbs.**
3. **Not using positive expressions — using negative.**
4. **Using linking verbs instead of active verbs.**
Instructions: Answer the following five questions with as much detail as possible.

1. Why is it, according to Descartes, that all information conveyed to me by means of the senses can be doubted?

2. How does Descartes answer the charge that the images and impressions received from external objects are more clearly and distinctly perceived than the mind, and thus have more of a claim to being known?

3. Why is it that I can never go wrong whenever I clearly and distinctly perceive something to be the case? What are some of the problems with claiming that whatever I clearly and distinctly perceive must be true?

4. Sketch Descartes’ third meditation proof for the existence of a perfect being.

5. What is Descartes’ argument for the existence of external bodies? How does this show that the body and the mind must be distinct substances?

Bonus: What is the ‘Cartesian Circle’? How does Descartes extricate himself from this circle?

*Questions on Marxism, Marxism-Leninism or any of the ideas we have covered.

*Questions about the papers.

Problems I Noticed.

1. Lack of a strong thesis statement.

2. Lack of a coherent structure. Importance of an outline.

3. Clarity of writing. Use active verbs, not passive. Combine sentences to make your argument stronger, not merely more complicated. Some of papers were overly complex. Simple straightforward arguments are the most effective.

4. Capitalization and punctuation. Not a significant problem, but mistakes distract from your work and make your paper less effective. When to use Capitals and when to use lower case.

5. Strong conclusion. It should summarize the ideas and conclusions of your paper, not introduce new ideas.

*Read an example of a good paper

* Workshop: Things to look for.

1. Is there a strong thesis statement. Can you find it easily

2. Is there a clear structure to the work. Does the work follow a pattern?

3. Is there a strong introduction and conclusion.

4. Is the writing clear?
As you are all well aware this is an election year and there are multiple issues that have been and will be debated. What, in your opinion, is the single most important issue in this election? Discuss the reasons for your decision and why other voters should care about this particular issue.
Signal phrases
(from Diane Hacker’s Rules for Writers p. 403, only the names have been changed to protect the innocent).

Remember: variety is the spice of life.

Model Signal Phrases:

In the words of the German historian A.G.P. Taylor, “...”

As Andrew Marshall has noted, “...”

Macridis and Hulliung point out that “...”

“...” claims Green party candidate Ralph Nader.

“...” writes Peter Kropotkin, “...”

Benito Mussolini offers this specious argument for the need to invade Ethiopia: (block quote)

Leon Trotsky answers Stalin’s accusations with the following analysis: (Block quote)

Verbs In Signal Phrases

acknowledges  comments  endorses  reasons
adds  compares  grants  refutes
admits  confirms  illustrates  rejects
agrees  contends  implies  reports
argues  declares  insists  responds
asserts  disputes  observes  suggests
believes  emphasizes  points out  thinks
claims  comments  endorses  reasons
An exercise on sentence revision

1. Prune the deadwood

Do I want my child to have an attitude of almost total greed and self-centeredness?

2. Prune the deadwood and make one crisp sentence.

It is interesting to note that there is an increasing number of students applying to law school and there is a decreasing demand for lawyers on the job market.

3. Correct the redundancy.

When I reflect back on my childhood and my many summers playing baseball, many vivid memories come to mind.

4. Correct the redundancy and prune the deadwood.

There are several desirable benefits which result from a child’s participation in team sports.

5. Change from passive voice to active voice and revise for conciseness.

Nora, on the other hand, was seen to receive a great more affection from her parents.

6. Revise to avoid passive voice and make concise.

Today parents should shelter their children; death is not discussed and killing is discouraged. Children are not thought to be ready to understand the abstract thought of death and killing.
7. Invert to avoid passive voice
   His entire body was covered in bee stings.

8. Invert for emphasis.
   The need for world government is becoming increasingly important.

9. Coordinate and/or subordinate for smoothness
   Teamwork is a major factor in the growth of the child’s social activity. This is important because if a child never learns to participate in a group he will always have trouble adapting to society. He will not be readily accepted.

10. Change the circulocution into direct precision.
    The problem with the “trick” side of trick-or-treating is that it develops, in the child, a state of mind that if the child does not get what he wants the child then believes he is allowed to then get revenge for not getting what he wants. Their attitude will tend to make the child an outcast from society later in life as society does not work like the trick-or-treating process.