According to Flower, the following cause weak sentences:

1. Too many nouns, but not enough verbs.
2. Lots of heavy, Latinate nouns that could be verbs.
3. Using weak linking verbs instead of active verbs.
4. Not using positive expressfors, using negative.
5. A listlike syntax in which you just list your ideas without imposing any order at rhyme or reason to them and confuse the reader who has to figure out what you were trying to say which is not nice.

Following Flower's guidelines, and anything else that you think hinders a sentence's effectiveness, try to write the worst sentence you can. Try to violate all of Flower's suggestions for effectiveness. If you can, in one miserable sentence.
The Dash

The typed dash—consists of two unspaced hyphens. It is the most dramatic and versatile of 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 (noun that restates a noun preceding it) that contain commas. Be sure to use the dash on both sides of the phrase.
   * In my hometown the basic needs of people—food, clothing and shelter—are less expensive than in Boston.

2. Use the dash to introduce a summarizing clause.
   * Honor, integrity, value—these are the marks of a true human being.

3. When emphasis is needed, use a dash to introduce a word, phrase or clause.
   * He gave me my reward—a hundred dollar bill.

4. Use the dash to show a sudden shift, break, or turn in thought or structure.
   * I thought—but do you care to hear?

5. Use the dash to set off a parenthetical statement.
   * My suggestion—please pardon me—is that you leave at once.
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.
   *He paid all his bills: rent, telephone, gas and electric.

2. To introduce an amplification of what precedes the colon.
   *He valued his album collection: limited edition Beatles' classics.

3. To introduce a quotation.
   *This alienating position has been an outgrowth of his intellect: "The superior...."

The colon falls outside the quotation mark if you are using it after a quote, and it isn't part of the quote.

The Semicolon

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

**Strong Comma:** separates series of phrases or clauses with internal commas.
*She took three classes: French, -which she hated; Uhuh, which was boring; FWS, which she adored.

**Weak Period:** joins independent statements that the writer wishes to bring together more closely than a period allows.
*I'm not quite sure what I want; maybe I'm just overwhelmed.
Comma Splices and Run-On Sentences

Comma splices result when comma is mistakenly placed between two independent clauses that are not joined by coordinating conjunctions. If the comma is omitted, the error is called a run-on sentence.

Comma Splice: In the second picture the man leans on the woman's body, he is obviously in pain.

Run-on: In the second picture the man leans on the woman's body he is obviously in pain.

There are five ways to correct these problems. I'll demonstrate with the following grammatical monstrosity: The wife is not pleased, in fact, she is embarrassed.

1. Use a period. Write two sentences.
   *The wife is not pleased. In fact, she is embarrassed.

2. Use a semi-colon; this way, you separate the thoughts.
   *The wife is not pleased; in fact, she is embarrassed.

3. Use a comma and coordinating conjunction.
   *The wife is not pleased, and in fact, she is embarrassed.

4. Make one of the clauses independent. Use a subordinating conjunction such as after, although, since, though, unless, when, while, etc.
   *Because the wife is not pleased, she is, in fact, embarrassed.

5. Reduce one of the independent clauses to a phrase, or even a single word.
   *Displeased, the wife is, in fact, embarrassed.
The subject-verb-object sentence construction, while direct, can be redundant and distracting in long papers. Varying your sentence structure will enhance what you are saying by enhancing how you say it. Here are a few examples of variant sentence constructions, 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.
   * Professor, your wig is crooked; perhaps you should straighten it.

2. Compound sentences with colon and explanation following.
   * The red "F" on her paper was more than just a letter: it signaled that she had to repeat the course.

3. Compound sentences with semi-colon where the second verb is missing and replaced by a comma.
   * Mother chose to shop; I, to dine.

4. Introducing appositives at the beginning of the sentence, and setting them off with a dash.
   * Talent, charm, grace—those were the qualities I loved in him.

5. Compound sentences with internal series of objects set off by two dashes.
   * The real education in college—personal, emotional, spiritual—does not come out of books.

6. Sentences beginning with the present -ing or past -ed participle followed by a comma.
   * Having once gotten sick, he chose never to dine there again.
   * Scared silly, Paul left New York.

7. Sentences beginning with independent clauses introduced by a prepositional phrase.
   * By taking the initiative himself, Col. North changed the course of American politics.
THE SEMICOLON

Think of the semicolon as a strong comma or a weak period. It should not be substituted for the colon as an introductory mark.

USE THE SEMICOLON BETWEEN TWO INDEPENDENT CLAUSES NOT CONNECTED BY A COORDINATING CONJUNCTION. (and, but, or, nor, for, yet, so)

The semester was long and difficult, but the vacation was pleasant.

The semester was long and difficult; the vacation was pleasant.

If the clauses are long or contain internal punctuation, use the semicolon, even if these clauses are joined by a conjunction:

His course was long, difficult, and expensive; but John made effort after effort, trial after trial.

It is this largess that accounts for the presence within the city's walls of a considerable section of the population; for the residents of Manhattan are to a large extent strangers who have pulled up stakes somewhere and come to town, seeking sanctuary or fulfillment or some greater or lesser grail.

- E. B. White

USE THE SEMICOLON BETWEEN COORDINATE CLAUSES WHEN CONJUNCTIVE ADVERBS ARE USED.

Some coordinate adverbs: therefore, however, hence, accordingly, furthermore, nevertheless, consequently, thus, then, yet, for instance, for example...

College is difficult; therefore you must study.

Gordon is absentminded: he is, in fact, the most absentminded person I know.

I speak Korean; my children, however, cannot.

Today, I arose early; nevertheless, I accomplished very little.

Our lane is very bumpy: hence, cars approach our house very slowly.

USE THE SEMICOLON TO GROUP ITEMS IN A SERIES. (But not to introduce a list.)

The members of the committee are Ms. Wallace, chairperson; Mr. Jones, secretary; and Mrs. Reynolds, treasurer.

SEMICOLON TRIAL

1. He began his business letter: Dear Sir;

2. His work was done; therefore, he returned home.

3. He bought the following: a saw, a hammer, and nails.

4. Jim, an athlete, loved sports; Fran, a musician, loved opera.

5. I love baseball, I hate to attend lectures.

6. She knocked at my door: I hurried about, tidying up, then opened it.

7. He ordered the following: a hamburger, chips, and coffee.

a. He was tired, therefore he went to bed.

b. She often hesitated: for instance, when the job opened up, she waited three weeks to apply.

8. He met me on the street: he didn't speak.

9. Sometimes we wonder: what are his intentions?

10. Though many people say they don't believe Friday the 13th is unlucky; they are still extra cautious on that day.

11. He worked on the farm; she got a job in the city.

12. Friends; please listen to my advice.

13. The excitement of the political campaign having died down: we

once again returned to our regular daily routines.

14. The assignment was odd; because I'd never had to do such work before.
THE HYphen

The hyphen is a mark of separation used only between parts of words. It is not the same as the dash. Here is how the hyphen is gained and lost as our language develops: first, when two words are associated, they are written separately: 'class room; secondly, as they grow to be more of a unit in common usage, they are hyphenated: class-room; finally, they are written as one word: classroom. Rules are not adequate to regulate this change, and your dictionary is the best authority 'when you are in doubt. The modern dictionary now uses an elevated dot between syllables, reserving the hyphen for compound words: syl*lab*i*ca*tion; mixed-up.

USE A HYPHEN TO SEPARATE THE PARTS OF COMPOUND WORDS.
examples: son-in-law; go-between; ex-president; self-indictment.

A COMPOUND ADJECTIVE BEFORE A NOUN IS HYPHENATED. IF IT FOLLOWS, IT IS NOT:
A well-dressed gentleman entered the room.

Note: Do not use a hyphen to connect -ly modifiers to the words they modify:

A slowly-moving truck tied up traffic.

COMPOUND NUMBERS FROM TWENTY-ONE TO NINETY-NINE AND FRACTIONS ARE HYPHENATED:
There are twenty-two sophomores in my class.
He played two-thirds of the game.

AVOID CARELESS SYLLABICATION. If a long word must be divided, place the hyphen at the syllable break indicated by your dictionary. Never divide a word of one syllable. Avoid dividing proper names. Avoid two or more hyphens per word.
Words containing double consonants easily divide between them: em*bar*ress.

HYPHEN TRIAL

Write R if right; W, if wrong.

1. I love my mother-in-law.
2. A slowly-revolving clock sits atop the CITCO sign.
3. Long-playing records came into general production in 1948.
4. Thirtysix members form the community orchestra.
5. This so-called cough syrup is four-fifths alcohol.
6. He works a forty-hour week.
7. We were all impressed by her well-considered presentation.
8. Zola's first readers were scandalized by his slice of life novels.
9. He was foolish enough to pay eighty-five dollars for his sneakers.
10. The woman was well known for her oratory.
11. Would you like to hear another of my half-baked ideas?
12. An ever rising tide of opposition was evidenced by sacks of protest letters.
13. One quarter of the class signed up for the debate on U.S. aid to Latin America.
14. My father is a jack of all trades; I can't say he has yet mastered any.
15. The semester had hardly-started when I came down with mono.
16. My diet is healthy and I get plenty of exercise; I really don't think it's folly to be concerned with one's health.
THE DASH

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

> USE DASHES TO SET OFF APPOSITIVES (noun that restates a noun preceding it) THAT CONTAINS COMMAS. Be sure to use the dash on both sides of the phrase.

*In my hometown the basic needs of people—food, clothing, and shelter—are less costly than in Los Angeles. The qualities Monet painted—sunlight, rich shadows, deep colors—are abundant around the rivers and gardens he used as subjects.*

> USE THE DASH TO INTRODUCE A SUMMARIZING CLAUSE. Usually a series precedes such clauses.

*Honor, integrity, valor—these are the marks of a true human being.*

**Anxiety, excitement, parties, sports, hard work—all these are a part of your freshman year.**

> WHEN EMPHASIS IS DESIRED, USE A DASH TO INTRODUCE A WORD, PHRASE, OR CLAUSE.

* He gave me my award—a hundred dollar bill.*

> NOTE THAT THE DASH THE COLON: Both are marks of introduction. The colon, however, lends a sense of formality and control, explicitly forecasting what is to follow; the dash is considerably more informal.

* She closed her eyes and reclined in her chair—gestures a casual observer might mistake for sleep or boredom.*

* Computer novices must learn these three basic terms: bits, bytes, and chips.*

> USE THE DASH TO SHOW A SUDDEN SHIFT, BREAK, OR TURN IN THOUGHT OR STRUCTURE.

* I thought—but do you care to hear?*  
* Should we—dare we—do this very thing?*  

> USE THE DASH TO SET OFF A PARENTHETICAL STATEMENT. (For this purpose, the comma is weaker and the parenthesis is stronger than the dash;)

* My suggestion—please pardon me—is that you leave at once.*

——DASH TRIAL——

Write R for right, W for wrong.

1. The Senator stood ready—for a price, to remedy any grievances.  
2. I'll give—let's see—a dollar for that cause.  
3. English, math, and Latin, these caused his downfall.  
4. My aunt—a woman of great charm, intelligence, and patience—has always been dear to my heart.  
5. That students use computers as instructional tools—for information retrieval—makes good sense. Herding them—sheep-like—into computer technology does not.  
6. Our next job is; to build a garage.  
7. She has one need greater than another—attention.  
8. We will go; I promise you; without delay.  
9. A wheel of cheese, a few gallons of cheap red wine, and thou—what more could I want?  
10. I have my doubts that the election—test of American will, nerve, and heart, will decisively settle the issue.  
11. Because he didn't pay attention to her—he couldn't get his eyes off the football—she finally lost her temper.  
12. Depression, phobia, hallucinations, these disorders—often—require quick treatment.  
13. Only two things are of any use when you're really down and out—friends and money.  
14. You know my son—grinning, awkward, and always hungry.  
15. Narcissus looked into a lake—so the story goes—and fell in love with his own hairy reflection.
Close punctuation (using many commas and other marks) tends to be the usual practice in formal writing, but in informal writing, open punctuation (fewer commas and other marks) tends to prevail. An error may arise when the comma is used as a mark of separation instead of the semicolon or the period. This error is known as the comma splice. The comma splice usually results from using a comma between two independent clauses not joined by a coordinating conjunction such as and, but, or, nor. 

Avoid the comma splice:

Use the period, semicolon, or coordinating conjunctions (and, but, or, nor, etc.) to correct this splice. Wrong: I can't go, I have to work. Right: I can't go. I have to work.

Use commas to set off transitions, conjunctive adverbs (however, nonetheless, thus, etc.) and supplemental information.

As a matter of fact, American football was invented by a wimp rugby player. I don't care to participate; nonetheless, I'll do it if no one else will.

Use commas between coordinate adjectives that come before a noun. Coordinate adjectives stand in equal relation to the noun they modify. She is an old, faithful servant. You can identify such adjectives by inserting "and" in place of the comma (clear and twinkling eyes). If this substitution is not awkward, you know the comma is correctly placed. Small, living room, for example, is an obvious mistake.

Use a comma after a long introductory phrase or dependent clause.

Short phrase: Right: On Tuesday he came home. Long phrase: Right: By working long hours after school, she made tuition money.

Use a comma to separate long independent clauses joined by the usual conjunctions.

Wrong: I came yesterday morning for my father asked me to see him. Right: I came yesterday morning; for my father asked me to see him. Right: I came early in the week, but I did not stay.

Use a comma to prevent a misreading.

Wrong: Inside the cat was sleeping peacefully. The problem is this: Shall we say a, b and c; or a, b, and c? For the sake of clarity and style, use the comma before and:

Confusing: She ate honey, bread and milk. Clear: She ate honey, bread and milk.

Use commas between coordinate adjectives that come before a noun, coordinate adjectives stand in equal relation to the noun they modify. She is an old, faithful servant. Look at his clear, twinkling eyes.

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THE COMMA-Enclosing

We may use the comma, dash, and parentheses to indicate enclosing: the comma indicates the least pause; the parentheses the most formal and the greatest; and the dash, informal in its effect, lies between the two.

USE THE COMMA TO ENCLOSE NONRESTRICTIVE PHRASES AND CLAUSES.

To test whether a phrase or clause is nonrestrictive, try leaving it out of the sentence. If the meaning of the sentence is changed, the omitted phrase or clause is restrictive and necessary for the meaning. Restrictive clauses are not enclosed by commas.

Restrictive: This runner, breathing easily, won the race.
Nonrestrictive: The runner who was breathing easily won the race.
Nonrestrictive: Treasure Island, which tells of pirates, is interesting.
Restrictive: The book which tells of pirates is interesting.

We oppose any attempts to increase taxes which would harm the recovery and reverse the trend to restoring control of the economy to individual Americans.

WHICH and THAT: The relative pronoun which is usually reserved for nonrestrictive clauses, the ones requiring commas. ("My brother's car, which I'd never before ridden in, turned out to be a bomb,"* That is used only for restrictive clauses. (*The car that scared me the most was my brother's")

USE COMMAS TO ENCLOSE WORDS, PHRASES, OR CLAUSES LOOSELY INSERTED INTO SENTENCES.

The following are examples of various kinds:

Mild exclamation: She is, well, rather busy.
Yes and no: Yes, she is my sister.
The appositive: Harry Lewis, Sarah's brother, is my roommate.
Omission of words understood: Mary writes fiction: John, poetry.
Dates: On Sunday, July 4, 1865, my great grandfather was born.
Absolute phrases: The test completed, we went home. Having arrived, I slept.
Direct address: It is, Mrs. Robinson, a great pleasure to have met you.

USE COMMAS TO SET OFF TRANSITIONS, CONJUNCTIVE ADVERBS, AND SUPPLEMENTAL INFORMATION.

As a matter of fact, I'll be sad to finish the work:
Beckett, for example, seems a dour old man but is really quite funny.
The major benefit of flexitime to working parents, however, is the opportunity to spend more time with their children.
His intention was kind; nonetheless, his manner was unconscionably blunt.

COMMA TRIAL

Write R for correct, W for wrong.

1. The woman, whom you recommended, proved to be especially competent. ( )
2. Having exhausted all our supplies we proceeded to eat our shoes. ( )
3. He is as you know, a poor loser. ( )
4. He killed the goose, that laid the golden egg. ( )
5. Some feel that Shakespeare's tragedy King Lear is a greater play than Hamlet. ( )
6. I passed up the dessert, made with strawberries, in favor of the chocolate torte. ( )
7. Mr. Mundy was born on August 10, 1856 in Arkansas. ( )
8. I discovered Geezo, my pet alligator, in the toilet bowl this morning. ( )
9. That blue shirt, that I never really liked, has a hole in it the size of your fist. ( )
10. If you take too many courses which are difficult, you'll have a very tough semester. ( )
11. Evolution so far as we know doesn't work this way. ( )
12. Having bathed the lady returned to her hotel. ( )
13. One can never be sure whom one's friends are; nonetheless you're no reason for panic. ( )
14. His father, who spoke very highly of you has invited you to dinner. ( )
15. Although they would have liked to see your graduation, they had to leave. ( )
THE COLON

The colon is usually a mark of introduction, and is more formal than the dash or the comma. It signals the reader to watch for what follows, illustrative or explanatory material that has been prepared for by words preceding the colon.

USE THE COLON TO INTRODUCE.

Introduce lists: He ordered the following items: dental floss, toothpicks, a saw, and a wheel chair.

Introduce a word, phrase, or clause where emphasis is desired: His aim in life is simple: girls. This is what she wants: success.

Introduce a second statement which explains the first: We know why he did it: he's crazy.

Introduce a business letter: Dear Sir:/To Whom It May Concern:

Introduce a formal question: The question is: Will people vote for this issue?

DO NOT PLACE A COLON BETWEEN A PREPOSITION AND ITS OBJECT OR A VERB AND ITS OBJECT OR COMPLEMENT.

Wrong: I am fond of: music, sports, and alcohol.
Right: I am fond of music, sports, and alcohol.
Wrong: He likes to watch: old movies, children's cartoons, and any sports show.
Wrong: She enjoys such activities as: swimming, dancing, and playing soccer.
Right: She enjoys such activities as swimming, dancing, and playing soccer.
Wrong: His main concern is: wine, women, and song.
Right: His main concern is wine, women, and song.

DO NOT USE THE COLON AFTER INTRODUCTORY WORDS SUCH AS namely, for instance, AND for example UNLESS WHAT FOLLOWS IS A COMPLETE STATEMENT.

COLON TRIAL

1. There are many kinds, such as: flat, tall, round, and square. ( )
2. He began his business letter thus: Dear Sir: ( )
3. You need only two things to succeed: intelligence and perseverance. ( )
4. He went to: Paris, Vienna, Naples, Berlin, and Dublin. ( )
5. Don't get me wrong: I'm not going to leave my future to Fate. ( )
6. The doctor did several tests on me: I waited nervously. ( )
7. I hate: fingernails on blackboards, dentists' drills, and exams. ( )
8. The facts can lead us to only one conclusion: we're putting more cancer-causing chemicals into our bodies and they're doing their work superbly. ( )
9. My three favorite foods are chocolate, chocolate, and more chocolate. ( )
10. Shakespeare showed the qualities of a Renaissance man, such as humanism and a deep interest in Greek and Roman literature. ( )
11. There's only one thing will kill me: cigarettes. ( )
12. Two lethal strains of influenza have hit the U.S.:Asian flu and swine flu. ( )
13. I like music that: soothes my nerves, has a funky bassline, and doesn't sound like Musak. ( )
14. The relationship between leisure and income is as follows: the quality of play depends on the quantity of pay. ( )
15. The judge called me to the front of the court; I rose from my seat and meekly approached the bench. ( )
16. Give me: plenty of men, decent equipment, and I'll build the best damn subway system you've ever seen. ( )
17. Many factors influence the quality of a student's work; for example: time spent studying, natural ability, and level of interest. ( )
CORRECTING VARIOUS SENTENCE PROBLEM: AN EXERCISE

1. Change from passive to active voice and revise for conciseness:

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

2. Prune the deadwood; subordinate to 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 Sawyers on the job market.

3. Revise for concreteness:

An important thing to remember is that a child's reactions to experiences are relative to his age. Although a child's problems may seem trivial, they are important to him.

4. Invert for emphasis:

The need for world government is becoming increasingly important.

5. Improve parallelism:

Confidence is built only through praise and encouragement, not by telling the child what he is doing wrong all the time.

6. Correct the redundancy:

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

7. Correct the redundancy and prune the deadwood:

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

8. Revise to correct parallelism and pretentious wordiness:

Through the usage of the brain the child will learn the functions of remembering, being alert and concentration. These functions are the primary requirements to success in school and at work.

9. Deadwood:

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

10. Revise to avoid passive voice; imbed for conciseness:

Today parents shelter their children; death is not discussed and killing is not discouraged. Children are not thought to be ready to understand the abstract thought of death and killing. Wrong.
I. Predication

a) The noun and verb of every sentence should be as specific and active as possible. (The verb to be should be replaced by an active verb wherever possible.)

Poor: one of the most important reasons for supporting the union is a stable employment.

Better: Workers who want stable employment should join the union.

b) Nouns and verbs should show two things: who is doing the action and what the action is.

Poor: The availability of time is an important factor in the project choice.

Better: In choosing a project, we should remember that we have only two weeks.

c) The noun and verb should make sense together.

Poor: Parental endeavors suggest that more reading education is advisable.

Better: Parents think that more emphasis should be placed on reading in schools.

II. Parallelism: Express parallel words, phrases, clauses, sentences, and ideas in parallel forms.

a) Poor: People feel as though they are insignificant and they have no face.

Better: People feel insignificant and faceless.

b) Poor: With the abolition of authority and when the individual is isolated, liberty becomes a universal fetish.

Better: With the abolition of authority and the isolation of the individual, liberty becomes a universal fetish.

c) What we say and the things we do somehow seem out of joint.

Better: What we say and what we do somehow seem out of joint.

d) Poor: The danger of the past was that men became slaves. In the future there is danger because men may become robots.

Better: The danger of the past was that men became slaves. The danger of the future is that men may become robots.
I am in favor of equal economic rights for women. Women should be able to compete with men for jobs for which they are both qualified. The pay should be the same for the same jobs. There should be the same opportunities for employment.

Better: I am in favor of equal economic rights for women: the right to compete with men for jobs; the right to equal pay for equal work, and the right to equal opportunities for employment.

III. Emphasis

a) Gain emphasis by placing important words at the beginning or end of a sentence, especially at the end.

Poor: Total deafness is worse than total blindness, however, in many ways.
Better: Total deafness, however, is in many ways worse than total blindness.

b) Gain emphasis by arranging ideas in order or climax.

Poor: These retirees fear death, poverty, and illness.
Better: These retirees fear poverty, illness, and death.

c) Gain emphasis by occasionally inverting the regular word order of a Sentence.

Poor: Fields or wild flowers were all around us.
Better: All around us were fields of wild flowers.

d) Gain emphasis by using balanced sentence constructions (parallelism).

Poor: This book isolated and magnified the ugly features of Texas, unlike the usual tales highlighting only the beauties of this state.
Better: The usual tales of Texas highlight the beauties of this state; this book isolates and magnifies its ugly features.

IV. Subordination

Use subordination to combine a related series of short, choppy sentences into a longer, more fluid sentence.

a) Poor: We bought a sturdy old farmhouse. I always wanted a rustic country life. The house was a mile out of town.
Better: Because I always wanted a rustic country life, we bought a sturdy old farmhouse a mile out of town.
Expanding Sentences: Avoid using short, vague sentences in the hopes that the reader will understand what you mean. (The following sentences may be used emphatically, usually after the full meaning has been explained.)

a) Poor: His attitude is indefensible.
Better: The Congressmen's attitude toward war is indefensible because he sees war as merely a political maneuver and fails to consider the human suffering involved.

b) Poor: The main problem is the economy.
Better: The main problem the president faces are rising unemployment and inflation rates.

VI. Revise sentences to avoid:

a) Nouniness (and the modifier noun proliferation increase phenomenon).
Poor: Personality analysis is the determination of function and defects 2nd the utilization of their cures.
Better: ?

b) Prepositional piling.
Poor: English teachers agree that personal ownership and use of a good dictionary is a prime necessity for every student in obtaining the maximum results from the study of English.
Better: English teachers agree that students should own and use a good dictionary.

c) Useless expletives.
Poor: For those of you who wish more heat, there is a heater switch on the dashboard.
Better: If you want more heat, turn the heater switch on the dashboard.

d) Passive voice.
Poor: The moon was howled at by my wolf.
Better: My wolf howled at the moon.

e) Bad fits (dangling modifiers).
Poor: To be considered for the debate team, the voice must be trained.
Better: To be considered for the debate team, you must train your voice.