

IMPROVING SENTENCES

GENERAL NOTES

Short story titles go in quotations ("Greasy Lake"); they are never italicized.

Whenever you use textual evidence, a page citation must accompany it. See the previously provided model.

Never use "I" or "you."

NEVER USE

In this essay I will be discussing about the above, explaining and proving evidence...

BE SPECIFIC

adj. + imagery | adj. + sentence structure | adj. + description | adj. + diction

Throughout the excerpt, the author uses [what kind?] sentence structure, [what kind?] diction, and repetitive phrases to establish the speaker's monotonous and mechanical character.

The writer uses [what kind?] diction to describe the schoolroom.

The writer then uses [what kind?] language and [what kind?] description to portray a negative image of the speaker.

Using [what sort?] descriptions and language, the author creates the setting, characters and theme of the excerpt.

QUOTATIONS CANNOT STAND ALONE; INTEGRATE THEM

Orig: The passage begins with a simple demand. "Now, what I want is Facts."

Revis: The passage begins with a simple demand: "Now, what I want is Facts."

Orig: The speaker believes that the school should only be teaching facts. "Teach these boys and girls nothing but Facts."

Revis: The speaker believes that the school should teaching only facts: "Teach these boys and girls nothing but Facts."

MAINTAIN PRESENT TENSE

Orig: The word "Facts" had been repeated and capitalized throughout the whole passage to emphasize what he thinks is the most important thing to teach anyone.

Revis 1: ~~The word "Facts"~~ is repeated and capitalized throughout the whole passage to emphasize what he thinks is the most important thing to teach anyone.

Revis 2: "Facts" is repeated and capitalized throughout the passage to emphasize what he thinks is the most important thing to teach.

GIVES and WORDY, WEAK or AWKWARD PHRASING

*Minimize any use of any form of "gives."

Orig: There are a lot of repetition in his speech which give off a brainwashing effect.

Revis: The speaker's emphatic repetition of "Facts" is overbearing and propagandist.

Orig: The full impact of the author's ironic tone **is given** in the final paragraph, where we **are given insight as to what** the speaker sees his **pupils as**, "little vessels" ready to have "facts poured into them."

Revis: The full impact of the author's ironic tone **emerges** in the final paragraph, where we **witness how** the speaker sees his **pupils**: "little vessels" ready to have "facts poured into them."

Orig: The writer repeats the image of the "square." which gives the reader the idea of something hard, sharp, and metal, like a robot.

Revis 1: The repeated "square" imagery transforms the speaker into a hard, precise, and robotic authority.

Revis 2: The repeated "square" imagery transforms the speaker into a hard, uncompromising philosophy, oblivious to individuals and feelings.

Orig: The writer, through language and description of the speaker, gives us the image of a robot, to emphasize how learning is just based on facts, like a robot being given instructions.

Revis: The writer's impersonal diction and description creates a robotic speaker who believes learning is a matter of collecting facts and executing commands.

Orig: This gives the reader a sense that the speaker is almost like a robot, giving out wearisome and repetitive orders and lectures.

Revis: The final effect is that the speaker is more robotic than human, uttering only wearisome and repetitive orders and lectures.

Orig: The author gives out a message, with bad classrooms where students do not feel free at, the environment must be very boring.

Revis: The author creates an oppressive classroom that stifles and bores.

Orig: It also **gives the readers** a kind of strict and tense atmosphere.

Revis: It also creates a strict and tense atmosphere by ...

Orig: Saying that only facts are needed in life, it **sort of gives a strong feeling to the reader** that the little children in the schoolroom must be quiet, very quiet. Another thing that I feel after reading this paragraph is fear.

Revis: Saying that only facts are needed in life also implies that the school children must remain quiet, very quiet; these students do not learn through inquiry and discussion but through rote memorization and discipline.

EMPHASIZES and WORDY, WEAK or AWKWARD PHRASING

*Don't overuse "emphasize" in any form. You have many verbs to choose from.

Orig: ... since the speaker has been **empasizing so much on** "facts."

Revis: ... since the speaker thoroughly empasizes "facts."

Orig: The schoolroom is described as a "plain, bare, monotonous vault of a schoolroom," which **emphasizes** the attitude of the school and its system toward its students.

Revis 1: The schoolroom is described as a "plain, bare, monotonous vault of a schoolroom," which establishes the school's institutional atmosphere.

Revis 2: Embodying the school's institutional atmosphere and educational approach, the schoolroom becomes a "plain, bare, monotonous vault of a schoolroom."

USES and WORDY, WEAK or AWKWARD PHRASING

Orig: The author **chooses to use** a sarcastic tone in describing this.

Revis: The **narrator's** sarcastic tone also implies this.

Orig: The author **uses** a lot of repeated words that are strong enough to describe a person fully.

Revis: The author's repetitive and precise diction places the speaker in his own "vault" of a square box, where he is happy and certain to remain.

Orig: The writer **uses** repetition to emphasize the stubbornness of the speaker. In the first paragraph, the speaker repeats "Facts" for many times. This reflects that the speaker is inflexible and this **gives the readers** a picture of having the speaker's brain full of the equation of education equalling to facts.

Revis: The speaker's emphatic repetition of "Facts" not only depicts his inflexible nature, but it also establishes how narrow and impersonal his view of education is.

THE READER and WORDY, WEAK or AWKWARD PHRASING

Orig: ... which clearly indicates to **the reader** ...

Revis: ... which clearly conveys ...

Orig: While reading the passage, **the readers get a sense that** the speaker is a loud, angry, and pushy man. The speaker refers to students as "reasoning animals," which means that they are unworthy and unintelligent beings.

Revis: The speaker is a loud, angry, and pushy man who refers to students as "reasoning animals"--barely intelligent beings.

Orig: The "square" descriptors in a way tells **the readers one thing, and shows them an image of the speaker being a very** stubborn, old-fashioned person, where he only knows that teaching facts to children is good.

Revis: This "square" description establishes a rigid, old-fashioned speaker who only knows that teaching facts to children is good.