

**Sistema Universitario Ana G. Méndez  
School for Professional Studies  
Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

**English 220(UNE)/221 (UT)/205(UMET)**

**ACADEMIC READING AND WRITING I**

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## TABLA DE CONTENIDO/TABLE OF CONTENTS

Páginas/Pages

Study Guide .....	3
Workshop One .....	8
Workshop Two .....	10
Workshop Three.....	12
Workshop Four.....	14
Workshop Five .....	16
Appendix A.....	19
Appendix B.....	20
Appendix C.....	22
Appendix D.....	26

## Study Guide

**Course Title:** Academic Reading and Writing I

**Code:** ENGL 220/205/221

**Time Length:** Five Weeks or as applicable

**Pre-requisite:** ENGL 101/151-102/152

**Description:** An intermediate to high-intermediate level course that develops reading and paragraph composing skills required in general education, and core curriculum courses. ENGL 220/221/205 contains a variety of reading from biology, business, history, psychology, cultural anthropology, and economics. The course encourages the whole writing process, as students develop writing pieces that are relevant to college work.

### **General Objectives:**

As outcomes of this course, students will:

1. Understand that English is a means of communication that enables ESL students to increase chances of success in other academic fields.
2. Expand their vocabulary from many fields of study
3. Strengthen their reading comprehension skills as they acquire strategies to read and understand academic and technical texts.
4. Evaluate readings through their own creative thinking
5. Develop confidence in their use of vocabulary, grammar, and syntax of English as they improve their writing ability.

### **Texts and Resources:**

Hartman, Pamela, 1999. Quest: Reading and Writing in the Academic World, Book 2. Boston: McGraw-Hill College. Chapters 1-5

Russell, Joan and Young, Joan, 1996. Past, Present and Future: A Reading and Writing Course. Fourth Edition Boston: Heinle & Heinle.

**URLs:** Remember to include URLs that are in both languages.

### **Workshop One**

#### **Ohio University>Ohio ESL**

<http://cscwww.cats.ohiou.edu/esl/english/>

#### **RHL School**

<http://www.rhlschool.com/reading.htm>

#### **Guide to Grammar and Writing**

<http://webster.commnet.edu/grammar/>

#### **Brainstorming Techniques**

<http://www.innovationtools.com/resources/brainstorming.asp>

[http://arar.essortment.com/brainstormingt\\_rvig.htm](http://arar.essortment.com/brainstormingt_rvig.htm)

<http://www.slyasafox.com/curriculum.html>

#### **The Impact of Culture in Business**

<http://library.kcc.hawaii.edu/external/asdp/econ/asian/BARRETT3.html>

<http://library.kcc.hawaii.edu/external/asdp/econ/asian/barrett1.html>

<http://www.tuckerintl.com/general/readings/cultureshock/CultureShockP2.html>

### **Workshop Two**

#### **The Nuts and Bolts of College Writing**

<http://www.nutsandboltsguide.com>

#### **RHL School**

<http://www.rhlschool.com/reading.htm>

#### **Guide to Grammar and Writing**

<http://webster.commnet.edu/grammar/>

#### **Supply and Demand: Stories in the News**

[http://biz.yahoo.com/fool/040122/1074792420\\_1.html](http://biz.yahoo.com/fool/040122/1074792420_1.html)

#### **Problems that farmers confront today**

<http://www.frontlineonnet.com/fl2104/stories/20040227002404200.htm>

### **Workshop Three**

#### **RHL School**

<http://www.rhlschool.com/reading.htm>

#### **Ohio University>Ohio ESL**

<http://cscwww.cats.ohiou.edu/esl/english/>

#### **Guide to Grammar & Writing**

<http://webster.commnet.edu/grammar/>

#### **Art in the Service of Religion**

<http://www.aber.ac.uk/visual-religion/publications/piety.html>

<http://www.eyeconart.net/history/Purposes.htm>

<http://mypage.uniserve.ca/~billa/fineart/prehrome.htm>

#### **Art as the Mirror of Everyday Life**

<http://www.getcrafty.com/read/space/features/cohab/>

<http://www.villagevoice.com/issues/0033/carr.php>

**Workshop Four**

**RHL School**

<http://www.rhlschool.com/reading.htm>

**Ohio University>Ohio ESL**

<http://cscwww.cats.ohiou.edu/esl/english/>

**Workshop Five**

**RHL School**

<http://www.rhlschool.com/reading.htm>

**Guide to Grammar & Writing**

<http://webster.commnet.edu/grammar/>

**References and Supplementary Materials:**

Anker Susan, 1997. Real Writing with Readings: Paragraphs and Essays for College, Work, and Everyday Life. Publisher: St. Martin's Press, Inc.

Anker Susan. 1998. Real Writing with Readings: Paragraphs and Essays for College, Work, and Everyday Life. Notebook divider 1<sup>st</sup> ed. Publisher: Vhps (Von Holtzbrick)

Betta, Laurie, DuPaquier, S. Carolyn, 1998. North Star. Intermediate. Focus on Reading and Writing. Addison Wesley Longman, Inc.

Biays, John S., Wershoven, Carol, 2001. Along These Lines. Writing Paragraphs and essays. Second Edition. Prentice-Hall, Inc.

Campbell, Martha E. July 1998. Focus: Writing Paragraphs and Essays 2<sup>nd</sup> Edition, Prentice Hall.

Garcia, Judith D., 1996. One Step at a Time. Intermediate 1. Computer Assisted Writing with Grammar. Heinle & Heinle Publishers.

Garcia, Judith D., 1996. One Step at a Time. Intermediate 2. Computer Assisted Writing with Grammar. Heinle & Heinle Publishers.

Joseph M. Albert, 1998. Put It in Writing: Learn How to Write Clearly, Quickly, and Persuasively.

Lou & Spaventa Marilyn, 2000. Writing to Learn the Paragraph. Mc Graw-Hill companies, Inc.

**Evaluation:**

Evaluation should be continuous based in the information collected through assessment activities.

A final project or equivalent will be administered to all students. No one is excused from doing this activity; failure to do it will be reported as an incomplete.

Facilitator will confirm the suggested distribution:

Homework and quizzes	100 points
Partial Exam	100 points
Writer's Portfolio	100 points
Final Exam	100 points

Any change in the evaluation criteria will be announced during the first workshop. Guideline and rubric for writer's portfolio project is on the Appendix section.

The following table will be used to grade the student's performance:

90-100	A
89-80	B
79-70	C
69-60	D
59-0	F

**Description of course policies:**

Attendance at all class sessions is mandatory. Absences must be discussed with the facilitator. Students should make up for all presentations, papers, or other assignments that were due on the day of the absence.

The facilitator will have the final decision on approval of absences. S/He reserves the right to accept or reject assignments due, and adjust the grade accordingly.

This course is delivered in an accelerated format and requires that students prepare in advance for each session, according to the course guide. Each class session requires approximately 10 hours of preparation.

It is expected that all work will be solely that of the student and should not be plagiarized. All quoted material must be properly cited.

If the facilitator makes any changes to the study guide, these should be discussed with the students during the first workshop. Changes agreed upon

should be indicated in writing and given to the students and to the program administrator.

The facilitator will establish the means of communication with the students.

## Workshop One

### Unit one

### Chapter 1: Doing Business Internationally

#### Specific Objectives:

At the end of this, workshop students will:

1. Read about the importance of understanding culture in doing global business.
2. Use vocabulary in context.
3. Introduction to brainstorming
4. Write a paragraph of example

#### URL:

##### Ohio University>Ohio ESL

<http://cscwww.cats.ohiou.edu/esl/english/>

##### RHL School

<http://www.rhlschool.com/reading.htm>

##### Guide to Grammar and Writing

<http://webster.commnet.edu/grammar/>

##### Brainstorming Techniques

<http://www.innovationtools.com/resources/brainstorming.asp>

[http://arar.essortment.com/brainstormingt\\_rviq.htm](http://arar.essortment.com/brainstormingt_rviq.htm)

<http://www.slyasafox.com/curriculum.html>

##### The Impact of Culture in Business

<http://library.kcc.hawaii.edu/external/asdp/econ/asian/BARRETT3.html>

<http://library.kcc.hawaii.edu/external/asdp/econ/asian/barrett1.html>

<http://www.tuckerintl.com/general/readings/cultureshock/CultureShockP2.html>

#### Assignments prior to workshop one:

1. Visit the Web sites:

##### RHL School

<http://www.rhlschool.com/reading.htm>

Do exercises 2 and 3 from Volume 6

##### Ohio ESL

<http://cscwww.cats.ohiou.edu/esl/english/>

Read and bring to class one article related to the following

Topics: Look into the topic section  
International Advertising

Cross-Cultural Business  
International Culture

**Guide to Grammar and Writing**

<http://webster.commnet.edu/grammar/>

Essay & Research Paper Level

Read the information about plagiarism.

2. Bring one advertisement in a foreign language.
3. Read Chapter One Doing Business Internationally.

**Activities**

1. Overview of the course
2. Discuss evaluation criteria.
3. Self-introduction of the facilitator and students using an icebreaker activity.
4. In pairs, students will interview each other and present their partner to class.
5. Students will give their input about International advertising by analyzing the ads brought to class and the ones on chapter one.
6. Using a web map students will identify the main idea of each paragraph. Exercise will be discussed in class.
7. Students will make a list of all the cultures they have contact with and share their findings. Lists will be briefly discussed in class.
8. In groups, students will compare their list with the article International Culture.
9. Students will brainstorm about The Impact of Culture in Business either by reading in your "QUEST" Textbook or in other resources (Internet websites) Use brainstorming strategies on pages 30 to 33 (QUEST) or those techniques used in the Internet websites provided at the beginning of the workshop.
10. Using their brainstorming exercise students will write the first draft about The Impact of Culture in Business.

**Workshop Two**  
**Unit 1**  
**Chapter Two: International Economy**

**Specific Objectives:**

At the end of this workshop, students will be able to:

1. Read about the different economic systems.
2. Write about the economic systems of their countries.
3. Write a topic sentence
4. Gather information
5. Organize supporting material
6. Write a paragraph of analysis

**URLS:**

**The Nuts and Bolts of College Writing**

<http://www.nutsandboltsguide.com>

**RHL School**

<http://www.rhlschool.com/reading.htm>

**Guide to Grammar and Writing**

<http://webster.commnet.edu/grammar/>

**Assignments prior to Workshop Two:**

1. Visit the web sites:

RHL School

<http://www.rhlschool.com/reading.htm>

Volume 6 – Exercises 4,7

The Nuts and Bolts of College Writing

<http://www.nutsandbolts.wascoll.edu/nb-home.html>

Stages of the writing process

Guide to Grammar and Writing

<http://webster.commnet.edu/grammar/>

Word & Sentence Level

Run -on-Sentences

Passive vs. Active Voice

Essay & Research Paper Level

Patters of Organization

**Supply and Demand: Stories in the News**

[http://biz.yahoo.com/fool/040122/1074792420\\_1.html](http://biz.yahoo.com/fool/040122/1074792420_1.html)

**Problems that farmers confront today**

<http://www.frontlineonnet.com/fl2104/stories/20040227002404200.htm>

1. Summarize an article from the chapter to be discussed in class.

**Activities**

1. Previous assignments will be hand in and discuss.
2. In groups, students will discuss the reading “Supply and Demand: Stories in the News” from their QUEST textbook or from sources on the Internet, using the technique of role-playing a newscast.
3. Students will make a list of the problems that our farmers confront today, and its possible solutions. Using the same list students will write a paragraph.
4. Using the technique of a cue dialogue, students will role-play a scene about selling and buying a house.
5. Using a power point presentation, students will discuss and analyze the parts of the sentence and will do a grammar exercise.
6. In groups, students will create a questionnaire about our economic system to be administered to their classmates.
7. Based on their findings students will write a paragraph about our economic system.

**Workshop Three**  
**Unit 2**  
**Chapter 3: Themes and Purposes**

**Specific Objectives:**

At the end of this, workshop students will:

1. Learn about the two forms of art – religious and genre.
2. Determine point of view.
3. Find similarities and differences.
4. Use adjectives in a sentence.
5. Write a paragraph of comparison-contrast about two paintings.

**URLs:**

**RHL School**

<http://www.rhlschool.com/reading.htm>

**Ohio University>Ohio ESL**

<http://cscwww.cats.ohiou.edu/esl/english/>

**Guide to Grammar & Writing**

<http://webster.commnet.edu/grammar/>

**Art in the Service of Religion**

<http://www.aber.ac.uk/visual-religion/publications/piety.html>

<http://www.eyeconart.net/history/Purposes.htm>

<http://mypage.uniserve.ca/~billa/fineart/prehrome.htm>

**Art as the Mirror of Everyday Life**

<http://www.getcrafty.com/read/space/features/cohab/>

<http://www.villagevoice.com/issues/0033/carr.php>

**Assignments prior to Workshop Three**

1. Visit the web site:

**RHL School**

<http://www.rhlschool.com/reading.htm>

Volume 7: Number 5 and 2

**Ohio University>Ohio ESL**

<http://cscwww.cats.ohiou.edu/esl/english/>

Go to the Skill section and visit:

Reading

Reading activities

ESL Quiz Zone

Answer one of the exercises

**Guide to Grammar & Writing**

<http://webster.commnet.edu/grammar/>

Essay & Research Level  
Comparison-contrast  
Word & Sentence Level  
Preposition  
Adjectives

2. Read articles from chapter 3 and do the K.W.L. charts.
3. Search the web or magazine for an article about art and its forms.
4. Go to a museum and write a paragraph about a piece of art that impress you.  
(Bring picture)

**Activities:**

1. Facilitator will hand back paragraphs and discuss work. If necessary, facilitator will do a grammar mini lesson to address students' problems.
2. Using a graphic organizer, students will summarize the article "Looking at Art: What's the Story? Students will decide if they want to look at art as a critic or as a historian.
3. Students will define art and religion and apply their definitions to the reading "Art in the Service of Religion" in their QUEST textbook or in other Internet resources.
4. Using an outline, students will summarize the article "Art as the Mirror of Everyday Life" in their QUEST textbook or in other Internet resources.
5. Students will orally compare and contrast the use of art in religion and in everyday life.
6. Students will select a pair of pictures from pages 98 to 100 (QUEST) or use their own pictures and will write a paragraph comparing and contrasting the pictures.
7. Students will answer a partial exam.

**Workshop Four**  
**Unit 2**  
**Chapter 4: The Ancient World: Egypt**

**Specific Objectives:**

At the end of this, workshop students will:

1. Read about ancient Egyptian history and art.
2. Apply the “rules” of Egyptian art to describe, analyze, and write about art.
3. Students will identify cause and effects.
4. Use charts as information organizers.
5. Write a paragraph of analysis.

**Web Sites:**

**RHL School**

<http://www.rhlschool.com/reading.htm>

**Ohio University>Ohio ESL**

<http://cscwww.cats.ohiou.edu/esl/english/>

**Assignments prior to Workshop Four**

1. Visit the web site: <http://www.rhlschool.com/reading.htm>  
Volume 6 exercises 11, 12
2. Read articles from chapter 4 and do the K.W.L. charts.
3. Visit the web site **Ohio University>Ohio ESL**  
<http://cscwww.cats.ohiou.edu/esl/english/>

Read and summarize an article about ancient civilizations and their art forms.  
Look in the topics to find the article

**Activities:**

1. Facilitator will hand back paragraphs.
2. Students will discuss their K.W.L. charts about “The Rules of Egyptian Art,” a selection found in your QUEST textbook. You may also read about Egyptian art in other resources such as <http://www.artchive.com/artchive/E/egyptian.html>.
3. Students will complete the chart of page 111 (QUEST).
4. Students will make predictions about the people who build the pyramids and will report to class using the strategy “student in role.”
5. Student will use a web map to summarize the reading “Finds reveal much of life at pyramids” or another selection you may find on the Internet about findings in Egypt and the pyramids.
6. Students will do exercise to identify the causes and effects in chapter four.
7. Students will compare the Egyptian Civilization to their pre-Columbian civilization such as the Taino, Mayas, and Aztecs.
8. Students will write a paragraph about an ancient culture art.

**Workshop Five**  
**Unit 3**  
**Chapter 5: Status of Consciousness**

**Specific Objectives:**

At the end of this, workshop students will:

1. Synthesize information.
2. Infer details.
3. Make predictions
4. Analyze information.
5. Use transitional words of time
6. Write a narrative paragraph.

**URL:**

**RHL School**

<http://www.rhlschool.com/reading.htm>

**Guide to Grammar & Writing**

<http://webster.commnet.edu/grammar/>

**Assignments prior to Workshop Five**

1. Visit the web site: <http://www.rhlschool.com/reading.htm>  
Volume 6 exercises 14, 15  
**Guide to Grammar & Writing**  
<http://webster.commnet.edu/grammar/>  
Essay & Research Paper level  
The Editing and Rewriting Process  
Computer as Writing Assistance
2. Search the web or magazine for an article about meaning of dreams and the stages of dreaming.
3. Keep a record of your dreams for a week and bring it to class.
4. Pick a dream and write freely about it.

**Activities:**

1. Facilitator will hand back paragraphs.
2. Students will share their K.W.L. charts. In groups, students will create a K.W.L. chart about lucid dreams.
3. Individually, students will decide which dreams could be categorized as lucid.
4. In groups, students will synthesize the article of “Dreaming across Cultures” in your textbook or in Internet resources you may find. For example;  
[http://www.dreamgate.com/dream/library/idx\\_science.htm](http://www.dreamgate.com/dream/library/idx_science.htm)
5. Students will make predictions about the meaning of their dreams.
6. In groups, students will do a dramatization of a dream based on its meaning and interpretation.
7. Students will proofread their paragraphs about their dreams to be handed in.
8. Final exam will be administered.

## **Appendix**



## Appendix B

### Writer's Portfolio

This is a collection of your writing. In this course, you will be required to have five or more entries. Each entry will include all your previous drafts about the paragraph as well as the brainstorming activities. Some of the graphic organizers will be handed to you in class.

Every entry is also related to the topics of each workshop.

A Rubric will be provided to evaluate the portfolio.

### **WRITING EVALUATION GUIDELINES A TOOL FOR ASSESSING WRITTEN ASSIGNMENTS**

#### A

(Outstanding) A 6 paper completes the task set by the assignment and is excellent in nearly all respects. It is well argued and well organized with a clear thesis stated or implied. It is well developed with content that is specific, accurate, interesting and appropriate. It demonstrates the writers ability to produce and synthesize complex ideas. Logical transitions contribute to its fluent style. It is virtually free from errors in mechanics, usage and sentence structure and shows evidence of excellent control of language.

#### B

(Very good) A 5 paper shares most of the characteristics of the 6 paper. It may not be as carefully reasoned as the 6 paper, but shows no serious errors in logic. There may be minor weaknesses in paragraphing, but the content is effectively organized into coherent units. The paper is well written and is largely free from errors in mechanics, usage and sentence structure.

#### C+

(Satisfactory) The 4 paper is generally competent. It may accomplish the assignment less completely than the 6 or 5 paper but it does come to terms with the basic task of the assignment. Compared to a ~ paper, it may have a weaker thesis and less effective or complete development. It may insufficiently develop minor points, but it does give evidence of the writers ability to support key ideas. It is organized well enough to allow the reader to move with relative ease through the discourse. The 4 paper may contain some awkward or ineffective sentences and may show some problems with

mechanics and usage but these errors are not serious or frequent enough to consistently distract the reader from the content.

C (Minimally satisfactory) .The 3 paper may show difficulty managing the task of the assignment. The thesis may be vague or too obvious to be developed effectively. It may lack adequate support for the thesis. There may be distinct weaknesses in paragraphing and organization but the total effect is not chaotic. Errors in mechanics, usage, and sentence structure interfere with readability.

D

(Poor) A 2 paper fails to come to terms with the assignment. The primary task is ignored, misconstrued, badly mis-handled or redefined to accommodate what the writer wants to say or is able to say. There may be a combination of the following defects: serious errors in reasoning, little or no development of ideas, or no clear progression from one part of the paper to the next. The 2 paper may have ungrammatical or poorly constructed sentences and serious, frequent errors in mechanics and usage which impede understanding.

F

(Unacceptable) .A 1 paper is seriously flawed. It is likely to have no clear thesis or central topic. Further, it may display random organization, lack adequate support or specific development, include irrelevant detail, fail to fulfill the assignment or be unduly brief. It may also contain major and repeated errors in mechanics, usage and sentence structure. Category 1 may also be used for the paper which is obviously 'off-topic" regardless of the writing quality. In this case the paper does not deal with the topic assigned and, therefore, does not fulfill the assignment.

Adapted from Teaching and Assessing Writing by Edward M. White, Jossey-Bass Publisher5, 1988. p 135-

Appendix C

# The Paragraph

The paragraph is a series of sentences developing one topic.

Courtesy of Capital Community College, Hartford, Connecticut

## The Topic Sentence

- The topic of a paragraph is stated in one sentence. This is called the *topic sentence*.

Courtesy of Capital Community College, Hartford, Connecticut

The rest of the paragraph consists of sentences that develop or explain the main idea.



main  
idea

Through the centuries rats have *managed to survive all our efforts to destroy them*. We have *poisoned* them and *trapped* them. We have *fumigated, flooded, and burned* them. We have tried *germ warfare*. Some rats even survived *atomic bomb tests* conducted on Entwetok atoll in the Pacific after World War II. *In spite of all our efforts, these enemies of ours continue to prove that they are the most indestructible of pests.*

concluding  
sentence

Courtesy of Capital Community College, Hartford, Connecticut

## Developing a Paragraph

A topic sentence  
may be developed  
by giving examples

A topic sentence  
may be developed  
by telling an incident

A topic sentence may be  
developed by giving details

Courtesy of Capital Community College, Hartford, Connecticut

# Unity in the Paragraph

Every sentence in a paragraph should support the main idea expressed in the topic sentence.



Courtesy of Capital Community College, Hartford, Connecticut

## The **concluding** or **clincher** sentence

**Restate** topic sentence in different words

A "**clincher**" or **concluding sentence** clinches the point made in the paragraph

It **summarizes** the paragraph.



Courtesy of Capital Community College, Hartford, Connecticut

## Coherence in a Paragraph

Stick to the point: The ideas have a clear and logical relation to each other.

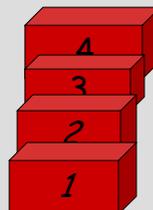
Put details or examples or incidents in logical order



chronological

in relation to each other

in order of importance



Courtesy of Capital Community College, Hartford, Connecticut

## Types of Paragraphs

- The **narrative** paragraph  
*tells a story*
- The **persuasive** paragraph.  
*tries to convince the audience*
- The **descriptive** paragraph  
*describes something*
- The **expository** or **explanatory** paragraph  
*gives information or explains something*



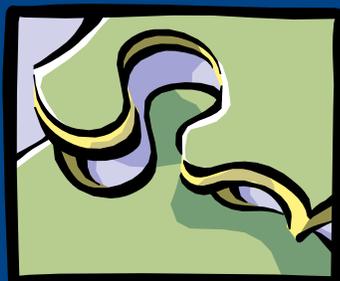
Courtesy of Capital Community College, Hartford, Connecticut

## Appendix D

Sentence Clarity and Combining  
A workshop brought to you by  
The Purdue University  
Writing Lab  
Sentence Clarity



# Sentence Clarity and Combining



A workshop brought to you by  
The Purdue University  
Writing Lab

Purdue University Writing Lab



# Sentence Clarity

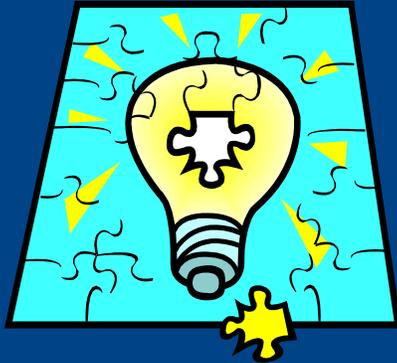
Why do we need to be  
concerned with sentence  
clarity?

- ◆ To communicate effectively to the reader
- ◆ To make writing persuasive
- ◆ To show credibility and authority as a writer



Purdue University Writing Lab

## Common clarity problems



- Misplaced modifiers
- Dangling modifiers
- Passive voice

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## Misplaced Modifiers



- ▣ a word or phrase that causes confusion because it is located within a sentence so far away from the word(s) to which it refers



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## Misplaced Modifiers



- Consider the different meanings in the following sentences:

The dog under the tree bit Carrie.

vs.

The dog bit Carrie under the tree.



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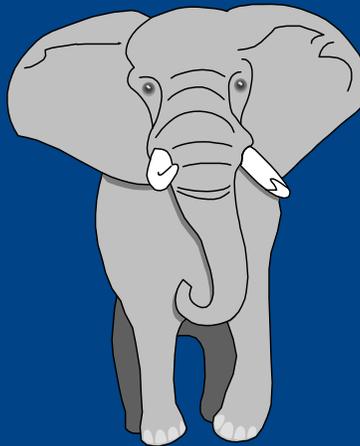
## Misplaced Modifiers



- Sometimes misplaced modifiers are used for comic effect:

The other day I shot an elephant in my pajamas. How he got in my pajamas I'll never know.

-- Groucho Marx



Purdue University Writing Lab

## How might you correct the following sentence?



Jennifer called her adorable kitten opening the can of tuna and filled the food bowl.

Better: Opening the can of tuna, Jennifer called her adorable kitten and filled the food bowl.



Purdue University Writing Lab

## How might you correct the following sentence?



Portia rushed to the store loaded with cash to buy the birthday gift.

Better: Portia, loaded with cash, rushed to the store to buy the birthday gift.



Purdue University Writing Lab

## Misplaced Modifiers



- Some one-word modifiers often cause confusion:

almost      just      nearly      simply  
 even      hardly      merely      only

Purdue University Writing Lab

## Explain the meaning of each sentence:



- Almost everyone in the class passed the calculus exam.



Everyone in the class almost passed the calculus exam.

- Which sentence indicates that everyone in the class failed the exam?

Purdue University Writing Lab

## Explain the meaning of each sentence:

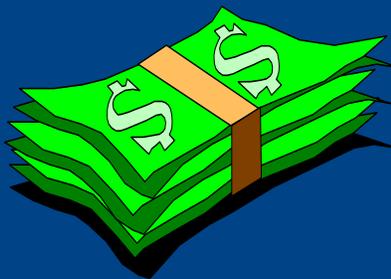


- ▣ John nearly earned \$100.



John earned nearly \$100.

- ▣ Which sentence indicates that John earned some money?



Purdue University Writing Lab

## Dangling modifiers



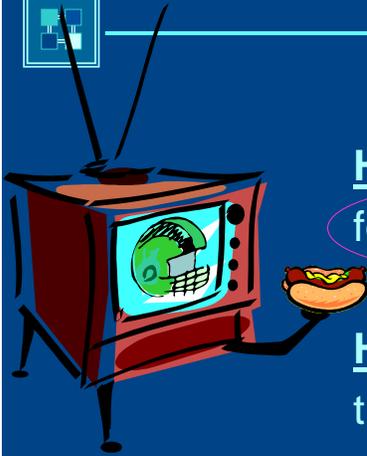
- ▣ a word or phrase that modifies another word or phrase that has not been stated clearly within the sentence

- ◆ often occur at the beginnings and ends of sentences
- ◆ often indicated by an *-ing* verb or a *to + verb* phrase



Purdue University Writing Lab

## Dangling modifiers



Having finished dinner, the football game was turned on.

Having finished dinner, Joe turned on the football game.

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## Dangling modifiers can be repaired by:



- ◆ placing the subject of the modification phrase as the subject of the independent clause:

Having finished dinner, Joe turned on the football game.

- ◆ placing the subject of the action within the dangling phrase:

After Joe finished dinner, he turned on the football game.

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## How might you correct the following sentence?



Playing solitaire on the computer for three hours, Michael's paper was not completed.

Better: Playing solitaire on the computer for three hours, Michael did not complete his paper.

Better: Because Michael played solitaire on the computer for three hours, he did not complete his paper.



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## How might you correct the following sentence?



Locked away in the old chest, Richard was surprised by the antique hats.

Better: Locked away in the old chest, the antique hats surprised Richard.

Better: The antique hats locked away in the old chest surprised Richard.



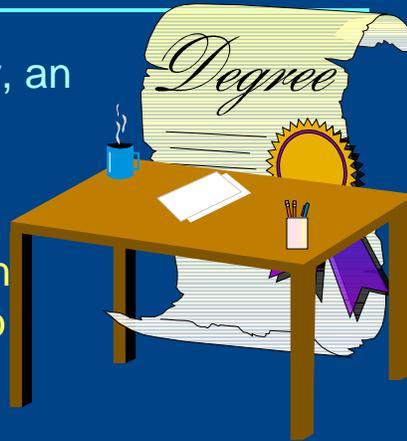
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## How might you correct the following sentence?



To work as a loan officer, an education in financial planning is required.

**Better:** To work as a loan officer, one is required to have an education in financial planning.



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## How might you correct the following sentence?



Being a process that still needs to be refined, scientists are searching for a more effective plan for chemotherapy treatment.

**Better:** Scientists are searching for a more effective plan for chemotherapy treatment, a process that still needs to be refined.



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## Passive Voice



- ◆ indicates what is receiving the action rather than explaining who is doing the action
- ◆ two indicators
  - ◆ "to be" verbs—is, are, was, were
  - ◆ "by \_\_\_\_\_"

Examples:

- ▣ Mistakes were made.
- ▣ The cats were brushed by Laura.

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## How might you improve the following sentence?



The decision that was reached by the committee was to postpone the vote.

Better: The committee reached the decision to postpone the vote.

Best: The committee decided to postpone the vote.



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## How might you correct the following sentence?



The disk drive of the computer was damaged by the electrical surge.

**Better:** The electrical surge damaged the disk drive of the computer.

**Best:** The electrical surge damaged the computer's disk drive.

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## Sentence Combining



- ▣ Why should we know about sentence combining?
  - ◆ To build clarity
  - ◆ To avoid wordiness
  - ◆ To avoid redundancy
- ▣ Keys to sentence combining:
  - ◆ Create adjectives
  - ◆ Create properly placed modifying clauses
  - ◆ Eliminate unnecessary or repetitive phrases

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## Consider the following paragraph:



The boy struggled to ride his bike. The boy is four years old and he is feisty. The bike is new and it is a light blue color. The boy received the bike for his birthday. He struggled for two hours. However, he was unsuccessful in riding the bike.

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## Sentence Combining



- ▣ The boy struggled to ride his bike. The boy is four years old and he is feisty. The bike is new and it is a light blue color. The boy received the bike for his birthday. He struggled for two hours. However, he was unsuccessful in riding the bike.
- ▣ The feisty four-year-old boy struggled unsuccessfully for two hours to ride his new light blue birthday bike.

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## Sentence Combining



The animal trainer dove into the pool. The trainer was skilled and athletic. She was excited when she dove into the pool. She swam with two dolphins. The dolphins were babies. The dolphins were playful. The trainer swam with the dolphins for over an hour. When the trainer swam with the dolphins, she was happy.

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## Sentence Combining



The animal trainer dove into the pool. The trainer was skilled and athletic. She was excited when she dove into the pool. She swam with two dolphins. The dolphins were babies. The dolphins were playful. The trainer swam with the dolphins for over an hour. When the trainer swam with the dolphins, she was happy.

- The skilled, athletic animal trainer excitedly dove into the pool and happily swam for over an hour with two playful baby dolphins.

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## Sentence Combining



The blizzard contained strong winds and heavy snow. During the snowstorm, the roof of the town library collapsed. The roof of the post office did the same. The blowing snow covered the county roads. Schools cancelled classes due to the white-out conditions.

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## Sentence Combining



The blizzard contained strong winds and heavy snow. During the snowstorm, the roof of the town library collapsed. The roof of the post office did the same. The blowing snow covered the county roads. Schools cancelled classes due to the white-out conditions.

- The blizzard, containing strong winds and heavy snow, caused the roofs of the town library and the post office to collapse, created white-out conditions on county roads, and forced schools to cancel classes.

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