Assignment 6 Worksheet - *“The Long and Short of It: Sentence Length and Complexity”*

1. Complete the following statement from the text: ”Sentence length and complexity should be evaluated by the impact they have on \_\_\_\_\_\_

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1. Explain why Guiding Principles of Revision #4, #5, and #6 should motivate writers to join sentences during revision.

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| Principle #4  Principle #5  Principle #6 |

1. According to the text, what does “equally important” and “unequally important” mean when describing information in clauses?

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1. Which sentence joining mechanism combines clauses containing “equally” important information? What punctuation can be used to combine clauses when using this mechanism? Which type of connecting words are used to combine clauses when using this mechanism?

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1. Which sentence joining mechanism combines clauses containing “unequally” important information? What punctuation can be used to combine clauses when using this mechanism? Which type of connecting words are used to combine clauses when using this mechanism?

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1. Which process turns a modifying clause into a modifying phrase?

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1. What type of information should be contained in phrases or dependent clauses (as opposed to independent clauses) whenever possible? Why?

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1. Demonstrate your understanding of revision indicators in Chapter 4 of *The Second Draft* by creating your own examples. Use the sample sentences in the chapter as models.

Revision Indicator #17 - Two (or more) nearby sentences contain equally important information about a single event.

Write two (or more) sentences that contain equally important information about a single event that would be more effectively understood by readers if they considered the information as part of a single conceptual unit (i.e. in a single sentence).

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Now, join the above sentences into a single sentence using a semicolon so they are part of the same conceptual unit. Make sure both clauses remain independent when they are joined.

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Revision Indicator #18 - An important relationship between equally important sentences has been left unstated.

Write two sentences in which an important, unstated relationship exists between the information in the sentences.

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Now, join the two sentences using coordination so the relationship is clear to the reader. Indicate what type of relationship it is (ex: cause/effect, contrasting, conflicting, etc.)

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Revision Indicator #19 - Information in one sentence provides an example, explanation or illustration of an idea presented in an adjoining sentence.

Write two sentences in which one sentence merely provides an example, explanation, or illustration of an idea presented in an adjoining sentence.

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Now, join the information in the two sentences using a colon so the explanatory nature of the information is clear to the reader. You may write the explanatory information as an independent clause, phrase, or single word.

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Revision Indicator #20 - Two (or more) sentences have the same intended actor performing different crucial actions.

Write two sentences that have the same intended actor performing different crucial actions.

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Now, join the information into one sentence with a single actor and compound predicate.

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Revision Indicator #21 - Two (or more) sentences have different intended actors performing the same crucial action.

Write two sentences that have different actors performing the same crucial action.

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Now, join the information into one sentence with a compound subject (two actors) performing a single crucial action.

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Revision Indicator #22 - One sentence conveys information that merely modifies an adjoining sentence (“ungracious” sentence)

Write two sentences in which one sentence conveys information that merely modifies an element in the other sentence.

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Now, revise the two sentences by incorporating the modifying information as a relative clause within the sentence it modifies. (Example 1 under Indicator #22 in the text)

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Write two sentences in which one sentence conveys information that merely modifies an element in the other sentence.

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Now, revise the two sentences by incorporating the modifying information from one sentence as a prepositional phrase, participle phrase, adverb/adverbial phrase, or parenthetical modifier within the sentence it modifies . (Indicate which revision strategy you used.) (See examples 2 - 7 under indicator #22 in the text.)

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Write two sentences in which one sentence conveys information that merely modifies an element in the other sentence.

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Now, revise the two sentences by incorporating the modifying information as an adjective within the sentence it modifies. (See example 8 under indicator #22 in the text)

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Write two sentences in which one sentence conveys information that merely modifies the other sentence.

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Now, revise the two sentences by incorporating the modifying information as an appositive within the sentence it modifies. (See example 9 under indicator #22 in the text)

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Revision Indicator #23 - Two clauses have been coordinated that are not closely related

Write a compound sentence with two coordinated clauses that are not closely related.

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Now, separate the clauses into two sentences and add information that explains the relationship between them.

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Revision Indicator #24 - Faulty subordination has diminished important information

Why does subordinating information reduce its importance in readers’ minds?

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Write a complex sentence in which important information (as determined by you, the author) has been incorrectly subordinated (i.e.written in a dependent clause).

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Now, revise the sentence so both pieces of important information are contained in independent clauses, either as separate sentences or coordinated clauses.

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**OPTIONAL**

Revision Indicator #25 - Over-subordination has created a lack of clarity

Write a bloated, multi-clause sentence (or sentences) in which important information has been over-subordinated in dependent clauses.

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Now, revise the clauses by placing the most important information in independent clauses and the modifying information in dependent clauses or phrases. Feel free to separate the clauses into multiple sentences and/or reduce the number clauses if you think it aids comprehension.

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**OPTIONAL**

Revision Indicator #26 - Over-coordination has overstated the importance of modifying information

Write a multi-clause sentence in which less important, modifying information has been written in independent clause(s), thus misrepresenting its relative importance.

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Now, revise the sentence by writing the less important, modifying information in dependent clauses and/or phrases.

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**OPTIONAL**

Revision Indicator #26 - A short bold sentence would add useful emotion, drama, or emphasis.

Write a sentence that could be rewritten as a shorter sentence for emphasis or drama.

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Now, rewrite the sentence as a bold, shorter sentence or summary sentence.

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