Assignment 7 Worksheet - *“Cutting out the Dead Wood: Concision”*

1. Explain why writing with concision promotes comprehension and benefits readers.

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1. Demonstrate your understanding of revision indicators in Chapter 7 of *The Second Draft* by creating your own examples. Use the sample sentences in the chapter as models.

Revision Indicator #28 - A modifying “*to be”* clause, relative clause, or prepositional phrase could be transformed into an adjective.

Write a sentence with a modifying “*to be”* clause that could be transformed into an adjective. (Example #1 under indicator #28)

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Now, revise the above sentence by turning the clause into an adjective.

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Write a sentence with a modifying relative clause that could be transformed into an adjective. (Example #2 and #3 under indicator #28)

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Now, revise the above sentence by turning the clause into an adjective.

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Write a sentence with a prepositional phrase that could be transformed into an adjective. (Example #2 under indicator #28)

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Now, revise the above sentence by turning the phrase into an adjective.

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Revision Indicator #29 - Sentences contain useless metadiscourse and unnecessary words.

What is metadiscourse? When is it considered useless?

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Write a sentence that contains useless metadiscourse.

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Now, revise the above sentence to eliminate the useless metadiscourse.

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Revision Indicator #30 - Sentences contain overworked or meaningless common modifiers.

Write a sentence that contains an overworked common modifier communicating intensity, degree, or amount.

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Now, revise the above sentence by replacing the overworked/meaningless modifier and adjective phrase with a single more precise word. (See example for revision indicator #30 in the text.)

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Revision Indicator #31 - Sentences contain cliches or common phrases that can be replaced by single words.

Write a sentence that contains a cliche or common phrase that could be replaced by a single word.

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Now, revise the above sentence by replacing the cliche with a single word synonym.

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Revision Indicator #32 - Sentences contain redundancies

Write a sentence that contains a semantic pleonasm or redundant pair of adjectives/adverbs/verbs/nouns.

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Now revise the sentence to eliminate the redundant text.

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Revision Indicator #33 - “Question” words are used incorrectly as direct objects/complements of a verb.

Write a sentence that uses a “question” word incorrectly as the direct object.

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Now, rewrite the sentence by replacing the “question” word with a precise direct object that accurately defines the word.

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Revision Indicator #34 - Sentences begin with empty “throw away” starters.

Write a sentence that begins with a an empty “throw away” starter (i.e. *it or* an unspecified determiner —*this/these/those*—as the subject of a “to be” verb).

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Now, revise the sentence by rewriting it with the intended actor and crucial action.

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