

# Clarifying Sentences

- “Inadequate research comes from trying to get information for the sole purpose of finishing the paper and not necessarily making an excellent project.”
- What’s wrong with the previous sentence?
- “Inadequate research comes from trying to get information for the sole purpose of finishing **the** paper and not necessarily making **an** excellent project.”
- Becomes
- “Inadequate research comes from trying to get information for the sole purpose of finishing **a** paper and not necessarily making **an** excellent project.”
- Other changes . . .

# Clarifying Sentences

- “Inadequate research comes from trying to get information for the sole purpose of finishing **a** paper and not necessarily making **an** excellent project.”
- What else could be changed?
- “Inadequate research comes from trying to **get** information for the sole purpose of finishing **a** paper and not necessarily making **an** excellent project.”
- Becomes
- “Inadequate research comes from trying to **obtain** information for the sole purpose of finishing **a** paper and not necessarily making **an** excellent project.”
- Or **acquire, etc.**

# Clarifying Sentences

- The next topic Badke discusses is the difference between a journal that is scholarly and a journal that is popular.
- What is the problem(s)?
- The sentence is very wordy. How can this be fixed?
- ~~The Next, topic~~ Badke discusses is the difference between a journal that is scholarly and a journal that is popular.
- Next, Badke discusses the difference between a journal that is scholarly and a journal that is popular.
- Can this be refined further?
- YES

# Clarifying Sentences

- Next, Badke discusses the difference between a journal that is scholarly and a journal that is popular.
- Next, Badke discusses the difference between **a journal that is scholarly and a journal that is popular.**
- Becomes
- Next, Badke discusses the difference between **popular journals and scholarly journals.**
- Do you see the difference? The shorter sentence conveys the same meaning but does so more efficiently, which allows your readers to move more quickly through your paper (which will aid in keeping their attention).
- How much more efficiently?

# Clarifying Sentences

- Original Sentence:
- The next topic Badke discusses is the difference between a journal that is scholarly and a journal that is popular.
- 20 Words.
- Revised Sentence:
- Next, Badke discusses the difference between popular journals and scholarly journals.
- 11 Words.

# Clarifying Sentences

- Badke explains that the heart of a database is its collection of metadata (descriptive labels), and the key to a truly useful database is efficient metadata.
- What's wrong with the previous sentence?
- Badke explains that the **heart of a database** is its collection of metadata (descriptive labels), **and the** key to a truly useful database is efficient metadata.
- What's wrong with it? How do you fix it?
- Badke explains that the heart of a database is its collection of metadata (descriptive labels) and **that** the key to a truly useful database is efficient metadata.

# Clarifying Sentences

- Badke explains that the heart of a database is its collection of metadata (descriptive labels) and **that** the key to a truly useful database is efficient metadata.
- Can this be refined further?
- Badke explains that the heart of a database is its collection of metadata (descriptive labels) and that the key to a **truly useful** database is **efficient** metadata.
- Becomes
- Badke explains that the heart of a **truly useful** database is the **efficiency of its** metadata (descriptive labels).

# Clarifying Sentences

- How to cite quotes correctly for the book review:
- Badke defined plagiarism as “passing on someone else’s work as your own.”
- When adding a page number (which is required when you quote), the position of the period moves:
- Badke defined plagiarism as “passing on someone else’s work as your own” (190).
- As you can see, even though commas and periods ALWAYS go *inside* quotation marks, the period goes outside the quotation mark in the preceding example because the “sentence” is not yet over.

# Clarifying Sentences

- First time you give a term and then abbreviate it, place the abbreviation in parentheses after the term so your reader knows which abbreviation you are using.
- Example:
- Badke discussed the World Wide Web (WWW) in chapter 37. Badke postulated that the WWW was cool.

# Clarifying Sentences

- The following sentence shifts from third to second person because of the quote. How can this be fixed? Here is the original sentence:
- Once a person has chosen a specific issue, he should gain a working knowledge of the subject, or enough knowledge to be able to “talk about it for one minute without repeating **yourself**” (28).
- Becomes
- Once a person has chosen a specific issue, he should gain a working knowledge of the subject, or enough knowledge to be able to “talk about it for one minute without repeating **[himself]**” (28).
- You can modify words and phrases in quotes to fit the context of the larger sentence by changing a word or phrase and indicating the change with brackets.
- The researcher[] ate cake.

# Clarifying Sentences

- Avoid the use of “one.” Read the following sentences.
- Grammatically correct:
- Badke concluded his book with several useful tips that can help **one** improve his research.
- Better:
- Badke concluded his book with several useful tips that can help **a researcher** improve his research.
- Even better (most cases):
- Badke concluded his book with several useful tips that can help **researchers** improve **their** research.

# Clarifying Sentences

- NOTE: While the plural “researchers” is often better because it allows you to use “their” instead of “his or her,” the one thing your **MUST NEVER DO** is rotate these within the same paragraph without justification. In other words, do not use the singular “researcher” in one sentence and then shift to talking about the plural “researchers” in the next sentence.
- NOTE 2: There will be a few exceptions to the above note when the context or material requires, but do not do this accidentally as you are writing. Just as passive voice is not always wrong if you are using it intentionally (for emphasis, etc.), so also circumstances may arise where you need to change the number. However, **the key is to think through these and only do them for a reason (Not just out of habit or from a lack of proofreading).**

# Other (Important) Observations

- You CANNOT robotically change what I have marked. If you simply replace the edited words with my suggestions, your paper may actually be *less* clear.
- Your Book Review MUST have a blank page, a brief summary of who the author is (2-3 sentences—this is your INTRODUCTION section), and the required bibliographic citation at the top of the first page.
- DO NOT use any templates for Turabian papers that you find online. Their end will be in accordance with Matthew 13:42.
- All headings for the book review will be BOLD and ALL CAPS (INTRODUCTION, SUMMARY, CRITICAL ANALYSIS, etc.). Additionally, these are considered Section Titles as explained in the *CHST Manual*, so there will be a triple space both before and after these headings.

# Other (Important) Observations

- You may NOT quote in the Summary of the book review, but you may quote *very* sparingly in the Critical Analysis if (and only if) you need to illustrate some type of error in logic, grammar, etc.
- You may quote in your biblical city papers, but quotes should still be used very sparingly (no more than 5% of your total paper unless you obtain preapproval from me).

# Other (Important) Observations

- Do NOT quote simply to avoid putting something in your own words. All of us have a tendency to quote if something is difficult for us to understand in the hope that our readers can discern what the quoted author is saying; however, this often does much more harm than good because not only will our readers likely not understand the quote, but the flow of our papers may also be affected.
- Similarly, you should not quote out of laziness, as this will also interrupt the flow of your paper. Take the time to put something in your own words. Only use quotes that are either (1) so good and memorable that they will truly help your reader or (2) when you are trying to *build support* for an argument that you are making. NEVER let the quote be the argument.

# Other (Important) Observations

- Some professors contend that students must always write in the past tense when referring to what an author has written (e.g., “Piper explained . . .” as opposed to “Piper explains . . .”); however, other professors require students to write in the present tense when relaying what an author has written. While I tend to prefer the present tense, the only requirement for PTRW is that you be consistent with whatever tense you choose. It is a **GREIVOUS MISTAKE** to switch inadvertently between tenses within a paragraph or section without justification (e.g., going from “Piper argues” in one sentence to “Piper asserted” in the next). This is one of the most common errors that can reduce your grade *substantially* if not corrected, so take the time to ensure that your tenses are consistent.

# Meat > Fluff



# Concision > Wordiness

It is more difficult to write 10-12 pages that are “meaty” than 10-12 pages that are fluffy.

I can easily recognize fluff because I was a master fluffer. Do not attempt to fluff.

Fluff begins with the letter “F.” The greater the fluff, the closer your grade will be to an “F.”

# Concision > Wordiness

- When words are many, transgression is not lacking, but whoever restrains his lips is prudent (Proverbs 10:19 ESV).
- I tell you, on the day of judgment people will give account for every careless word they speak, for by your words you will be justified, and by your words you will be condemned (Matthew 12:36-37 ESV).

# Concision > Wordiness

- “My son, beware of anything beyond these. Of making many books there is no end, and much study is a weariness of the flesh” (Ecclesiastes 12:12b ESV).
- “The Library of Congress is the largest library in the world, with more than 151.8 million items on approximately 838 miles of bookshelves. The collections include more than 34.5 million books and other print materials, 3.3 million recordings, 13.4 million photographs, 5.4 million maps, 6.5 million pieces of sheet music and 66.6 million manuscripts.” [Library of Congress Website](#)
- Make sure your words are worth reading!!

Don't be the fat teddy

