**EDITING PRACTICE: BAUERLEIN**

**Here are all of the sentences we looked at in class. Please read my comments in bold and examine the adjustments.**

1. As quoted “To earn a diploma and then find a few months later that you need more high-school level training is dispiriting and probably contributes to the high drop out rate[Bauerline 28.”]

2. Bauerlein says, “to earn a diploma and then find out a few months later that you need more high school-level training is dispiriting ad probably contributes to the high school dropout rate” (28).

**Here is the fix for #1 and #2:**

Bauerlein asserts, “To earn a diploma and then find a few months later that you need more high school level training is dispiriting and probably contributes to the high dropout rate” (28).

3. Bauerlein correctly when he says “when teachers fill the syllabus with digital texts, having students read and write blogs, wikis, Facebook pages…do little to address the primary reason that so many students end up not ready for college-level reading” (28).

**The choppy quote in #3 above does not work.**

**Here is a fix for #3:**

Bauerlein correctly proposes that “when teachers fill the syllabus with digital texts, having students read and write blogs, wikis, Facebook pages . . . they do little to address the primary reason that so many students end up not ready for college-level reading” (28).

**I see no reason to leave off the few words that were removed where there are ellipses. I would put them back:**

Bauerlein correctly proposes that “when teachers fill the syllabus with digital texts, having students read and write blogs, wikis, Facebook pages, multimedia assemblages, and the like, they do little to address the primary reason that so many students end up not ready for college-level reading” (28).

4. I also agree with Bauerlein when he says “An 18 year old who has maintained a person profile page for five years, created 10 cool videos, and issued 90 text messages a day many not be inclined to read 10 of the *Federalist papers* and summarize each one objectively.”

**Essayists must pay attention to copying quotes correctly. If a dialogue quote set up does not work well, change it to a narration style quote as the one below. Notice that the word *an* got pulled out of the quote, so I didn’t have to bracket it. You may take extremely small liberties with tiny words. I also fixed a couple of typos. The word is *personal*, not *person*, and both words of the *Federalist Papers* need to be capitalized.**

**Here is a fix for #4**

Bauerlein correctly espouses that an “18-year-old who has maintained a personal profile page for five years, created 10 cool videos, and issued 90 text messages a day may not be inclined to read 10 of the *Federalist Papers* and summarize each one objectively” (31).

5. Bauerlein argues this point to bring up the sad fact that teens who continue this “flashy” path, and are suddenly hit with a complex text, will stumble when faced with a slow, complex paper. The truth is “decelerating their reading when complex texts come up in class becomes nearly impossible” (30).

**The above example is wordy. I wasn’t able to locate the word *flashy*, so I have no comment on that right now. It is probably an acceptable quote structure. Notice that I shortened *The truth is* to one word *Truly*. Here is a fix for #5**

Bauerlein argues that teens who continue this “flashy” path will stumble when suddenly hit with a complex text. Truly, “decelerating their reading when complex texts come up in class becomes nearly impossible” (30).

6. By doing so they “likewise avoid the primary cause of unreadiness” (qtd. In Bauerlein)

**First of all, the above passage is not “quoted in Bauerlein.” Bauerlein is not quoting anyone; he is presenting his view. In addition, the page number should be provided. I would also avoid vague references like “they”; however, this sentence obviously follows another in which the reference was probably made clear, so I’m fine with the pronoun here. I’m not fine with the missing comma.**

By doing so, they “likewise avoid the primary cause of unreadiness” (28).

**Essayists also need to be careful with the accuracy of their quoting. In the passage above, the quote is found on page 28. The word *they* is part of the quote, so this would have to be re-structured thus:**

By doing so, “they likewise avoid the primary cause of unreadiness” (28).

**Another option would be this:**

By doing so, students “likewise avoid the primary cause of unreadiness” (28).

7. Mark Bauerlein states “Complex text reading requires few interruptions” (30). I agree with the statement he makes; students should be lock in a room with no technology what so ever.

**The announcement of a speaker must be followed by a comma. And in more sophisticated or formal writing, people usually avoid or limit the use of informal pronouns. Insert your agreement or disagreement into your sentences by using judgment language and then you won’t have to write that you agree. I also changed the word *lock* to *locked* and the words *what so ever* to *whatsoever*.**

Mark Bauerlein astutely states, “Complex text reading requires few interruptions” (30). Students should be locked in a room with no technology whatsoever.

8. Even though, “A high school diploma is supposed to signify college readiness” (Bauerlein), a great deal of students must complete remedial course in order t be placed in the required college course.

**The above quote needs a narration structure but appears to be set up like a dialogue quote. And even then, the speaker has not been announced. There is likely no need to put Bauerlien’s name in the parenthesis. But the page number is required. If you reread this passage on page 28, you will see that the essayist has included an entire quote, which has been embedded into his/her sentence. There are also some typos that need to be fixed. I would recommend the following:**

Even though Bauerlein believes that a “high school diploma is supposed to signify college readiness,” a great number of students must complete remedial courses in order to be placed in the required college course (28).

**The page number in the above passage belongs at the end of the sentence since all of the passage can be attributed to Bauerlein: the quote and what follows are both Bauerlien’s ideas.**

9. In today’s world, teachers try to engage with the ever increasingly cyber generations by assigning work that involved on-line activities. “…teachers fill the syllabus with digital texts, having students read and write blogs…do little to address the primary reason that so many students end up not being ready for college level reading.”

**The above quote is choppy and relies too much on ellipsis. You do not need to put ellipses before or after a quote unless you feel strongly that doing so is necessary. Essayists rarely do this for an English class.**

**You also may not begin a sentence with a lowercase word – even in a quote. If that is the case, use a capital letter and put it in brackets.**

**Incorrect:**

“…teachers fill the syllabus with digital texts, having students read and write blogs

**Correct:**

“[T]eachers fill the syllabus with digital texts, having students read and write blogs . . .

**Try adding more of your own words between chunks of quotes, so you don’t have to use ellipses.**

“[T]eachers fill the syllabus with digital texts, having students read and write blogs,” which does “little to address the primary reason that so many students end up not being ready for college level reading” (28).

**The beginning of the passage is wordy. I also changed the verb to present tense. Mostly, we write about literature in present tense. Below, I shortened it:**

Today, teachers try to engage with the ever increasingly cyber generations by assigning work that involves on-line activities. “[T]eachers fill the syllabus with digital texts, having students read and write blogs,” which does “little to address the primary reason that so many students end up not being ready for college level reading” (28).

**Now I would make another adjustment to be rid of the repetition of the word *teacher*. I would also take out the word *with* after the word *engage*.**

Today, teachers try to engage the ever increasingly cyber generations by assigning work that involves on-line activities. They “fill the syllabus with digital texts, having students read and write blogs,” which does “little to address the primary reason that so many students end up not being ready for college level reading” (28).

**The next thing to consider is the need to add judgment language.**

Today, teachers try to engage the ever increasingly cyber generations by assigning work that involves on-line activities. Unfortunately, they “fill the syllabus with digital texts, having students read and write blogs,” which does “little to address the primary reason that so many students end up not being ready for college level reading” (28).