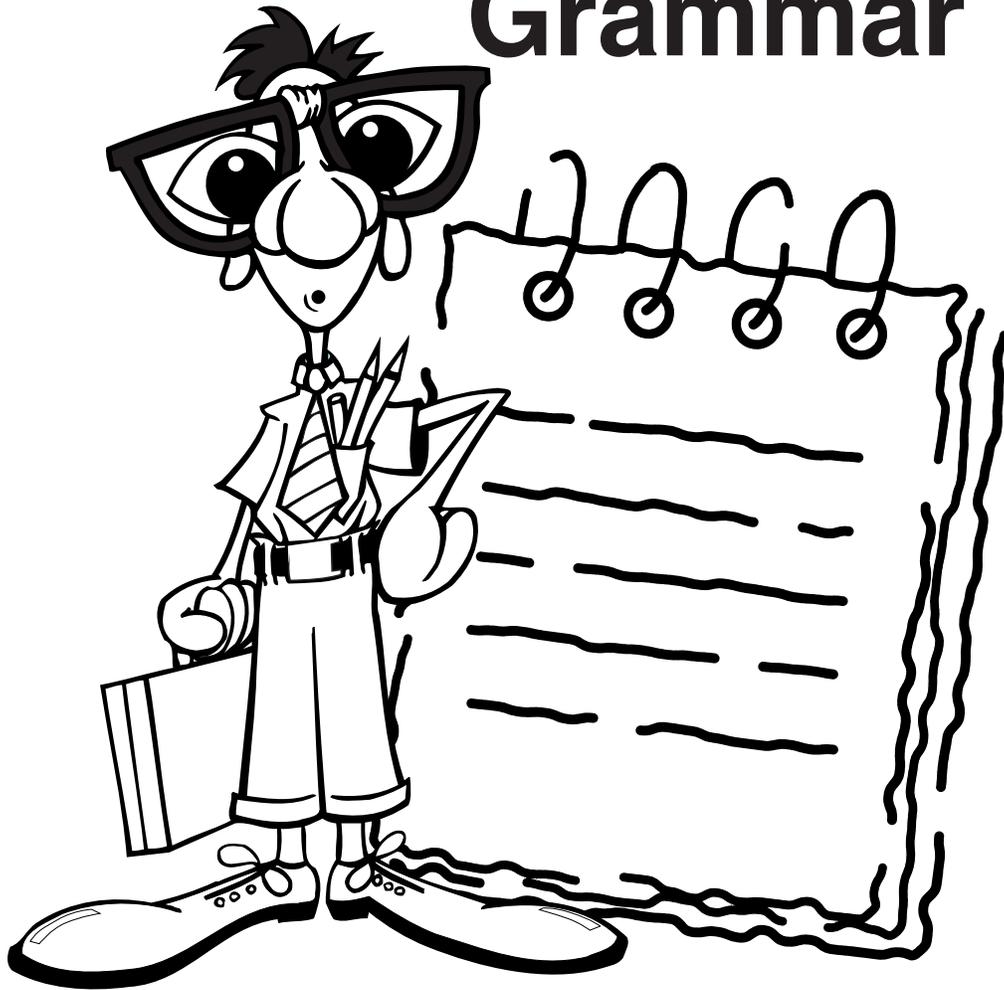


Precept Upon Precept Grammar



An LDS Approach to
Essential Grammar for Writing

Precept Upon Precept
Grammar



An LDS Approach to
Essential Grammar for Writing

Volume Two

by Tracy Elizabeth Willburn, Ph.D.

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This book is designed to provide basic information on the subject of English grammar. Every effort has been made to ensure the information contained herein is accurate and precise. However, this book is sold with the understanding that neither the author nor the publisher is to be held liable for any errors in content.

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Why These Books Are Different

This series of grammar books is very different from most approaches to teaching grammar. First, it uses a gospel context to invite the spirit and help students look at grammar in everyday situations with which they are familiar. Beyond the gospel context, this series of books seeks to use the principles of searching, pondering, and praying to help develop a student's critical writing ability by making them accountable for their own study and understanding.

Historically, grammar was not taught with the type of examples and exercises most of us are used to seeing in a grammar text. Rather, it was taught by reading and studying examples of good writing by various authors, then emulating those writing principles—in effect, searching and pondering. With this type of study, students not only learned to write, but they learned effective sentence structure, correct grammar, and proper punctuation to express a specific idea. Compared to the standard grammar lessons used in most schools today, current research is showing that a writing-based grammar program is more effective in teaching students to write well and to pass critical college entry exams.

Accordingly, this series is set up to coach a student to search, ponder, and pray about what will make their writing interesting and expressive while using standard grammar conventions. Each book in the series asks the student to think a little differently about how grammar is a part of writing: *Line Upon Line* focuses on sentence structure in writing; *Precept Upon Precept* looks at grammar as part of the writing process; *Here a Little* introduces grammar as a tool to make specific ideas more clear; and *Give Ear* discusses the history of English grammar and the way writing has changed over the years. The fundamental elements of grammar are included in each book so students have a yearly repetition of the most important concepts.

Each chapter in these books is divided into specific concepts with exercises (see pencil and eraser icon) and additional practice suggestions (see notepad icon) for each section. Space is provided in the book for students to complete the main exercises. Do not rush through these exercises. The goal of this book is not to fill in the right answers as fast and as easily as possible, but to study and internalize the concepts. The exercises ensure that students understand the concept being introduced. They are meant to be interactive examples. To ensure students understand what is being asked, the answers directly follow the exercises. Students are encouraged to cover the answers while they are completing the exercises, then to check their answers against the answers in the book.

If students still have questions after the exercises, they should write down their questions and then reread the section to see if they can find the answer. If not, they should ask a parent. If the questions are still not answered, the students need to go to the library or Internet and research their questions (see Tips for Searching Out Grammar Questions). This act of searching will not only answer the questions, but teach students critical thinking, studying, and working skills. Again, the research shows this approach is not as fast or convenient as simply filling in the blanks, but it teaches the student more effectively, giving a lasting understanding of the concepts and experience in seeking the answers to their questions.

After the exercises, practice exercises (notebook icon) further help the students ponder what they have been learning. These practice pages should be kept in a grammar notebook for later review. Many of these suggestions have the students turn to the scriptures or Church magazines to find examples of writing. Students may also go to one of the many internet sites for an interactive review of the grammar concepts (see list of suggested Internet sites below).

The glossary exercises (house with book icon) have students put key words and definitions in their grammar notebook. This acts as a quick reference for review and future writing. Not all sections have a glossary exercise.

Many of the grammar exercises ask students to look for good examples of grammar and style in the writing of other authors and then to look for these elements in their own writing. The notebook should be unique to each student and each entry should be long enough to ensure that the student not only understands the concept, but can recognize it in others' writing, and most importantly, use it in their own. This teaches key proofreading skills and direct application of the grammar concept. If at this stage your student has a question, follow the same process as with the practice exercises.

Finally, spelling lists and tests are at the end of each chapter. The spelling lists can be used as vocabulary lists, traditional spelling lists, or as inspiration for writing in their grammar notebook. Some of the words on the lists are old-fashioned or have more than one definition. Hopefully this will help your student think carefully about the words they choose and what those words mean. If you are working with your student on spelling, remember that everyone learns differently and the typical spelling test may not be the most effective way for your student to learn. For example, if your student learns best by hearing, they may need to spell the words out loud rather than write them. The chapter tests are simple reviews of the concepts discussed in the section. The answers to the tests are found in the back of the book.

Once students have searched and pondered the concepts in this series, they will have the tools necessary to write successfully in any situation.

Tips for Searching Out Grammar Questions:

At home: Simply look up the name of the concept in the dictionary; sometimes a simple definition is all a student needs for clarification.

At the library: Find several other grammar books and look up the concept in the indexes. Since most grammar books only provide two or three examples of any one concept, the more books you search, the better you will understand the concept.

On the Internet: Go to a college or university site or one of our favorites listed below. Look for an online help button or a research or writing button. Most of these sites have online grammar explanations and some have interactive practice exercises and tests.

Individuals, such as Dr. Diana Hacker (www.dianahacker.com), maintain websites devoted to grammar helps. These sites have explanations, exercises, and question and answer forums.

Typing something such as “grammar help,” “English grammar questions,” or “subject verb agreement” in a web search engine will help you find this type of site.

Some of our favorite sites for grammar helps with interactive exercises are:

www.dianahacker.com

www.better-english.com/exerciselist.html

www.learn4good.com/kids/index.htm (click on Grammar Exercises)

www.chompchomp.com/ (Grammar Bytes by Robin L. Simmons)

www.smic.be/smic5022/exercisesgrammar.htm

http://lc.byuh.edu/CNN_N/grammar.html (lessons from CNN Reports)

a4esl.org (an English as a Second Language site)

<http://depts.gallaudet.edu/englishworks/grammar/main/index.htm>

**Please note, websites go up and down without notice. At the time of publication, these sites were up and working.*

Icon Guide



**Helpful
Hints**

Hints that further explain shortcuts or rules for the concept or principle.



Example

Indicates an example which illustrates a concept or principle.



Answers

Answers to student exercises may appear on the same page as the exercises. Students are encouraged to cover the answers with a piece of paper and to complete the exercises before looking at the answers.



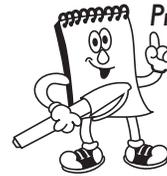
Spelling

There are separate spelling lists for Junior and Senior students.



Exercise

Student exercises which are to be completed for practice or to gain mastery of the concepts.



Practice

Student exercises which are to be practiced in grammar notebook until understanding of concept is complete.



Glossary

Students are to define glossary terms and answer questions in their own words in their grammar notebook.

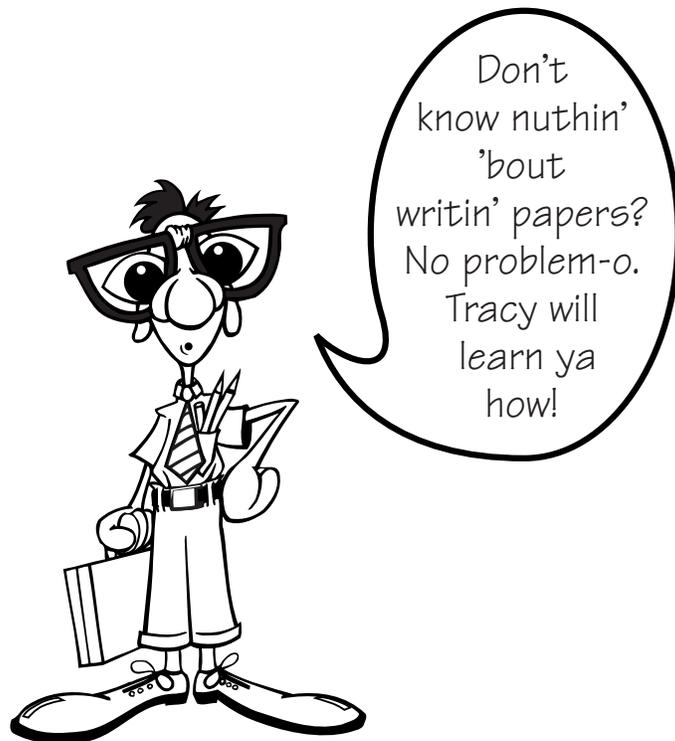


Tests are included at the end of each chapter. Answers are provided at the back of the book. Students are encouraged to complete the tests without referring to chapter material or to the answers.

Table of Contents

Chapter 1: Prewriting	1
1.1 Clustering	4
1.2 Critical Reading	7
1.3 Creating Summaries	10
1.4 Journal Keeping	13
1.5 Spelling Lists	15
1.6 Test	17
Chapter 2: Organizing	19
2.1 Classic Outlining.....	22
2.2 Analyzing a Classic Outline	27
2.3 Inverse Outlining	32
2.4 Informal Outlining	36
2.5 Spelling Lists	38
2.6 Test	40
Chapter 3: Punctuation Revision	41
3.1 Sentence Patterns	44
3.2 Comma Rules	47
3.3 Run-ons.....	51
3.4 Comma Splices	55
3.5 Spelling Lists	59
3.6 Test	61
Chapter 4: Faulty Sentence Patterns	63
4.1 Fragments	66
4.2 Faulty Parallelism.....	70
4.3 Faulty Comparisons	75
4.4 Spelling Lists	79
4.5 Test	81
Chapter 5: Non-Essential Parts of Speech	83
5.1 Non-Essential Elements	86

5.2	Interrupting Non-Essential Elements	89
5.3	Non-Essential Element Review	91
5.4	Spelling Lists	93
5.5	Test	95
Chapter 6: Quotes		97
6.1	Plagiarism	100
6.2	Indirect Quotes	103
6.3	Direct Quotes	106
6.4	Quote Marks vs Italics	109
6.5	Spelling Lists.....	111
6.6	Test	113
Chapter 7: Finishing		115
7.1	Bibliographies	118
7.2	Abstracts	120
7.3	Title Page	122
7.4	Spelling Lists	124
7.5	Test	126
Test Answers:		127



Chapter 1: Prewriting

You mean I'm supposed
to write before I write?



- 1.1 Clustering
- 1.2 Critical Reading
- 1.3 Creating Summaries
- 1.4 Journal Keeping
- 1.5 Spelling Lists
- 1.6 Test

Well, duh...



Chapter 1

Prewriting

Grammar often has a way of getting in the way of your writing. This does not have to happen. Think of grammar as the icing on the cake; it is the finishing touch. Before you can ice the cake, you have to gather the ingredients, mix them together as directed and finally, bake the cake. Using grammar in the right way at the right time will actually help your writing, rather than stand in its way.

The first step in writing is **not** grammar. That comes later in the finishing and polishing stages. The first step in good writing is collecting your “ingredients.” Just like a good cake, a good paper is made up of individual parts. Gathering these parts—your ideas, thoughts and information—is called *prewriting*.

When prewriting, your focus should be on ideas. “*Brainstorming*,” or generating ideas for your paper, is a major part of the prewriting process. Having nothing to say or write in your paper is a direct result of not doing enough brainstorming or prewriting. So, when you are stuck, don’t sit at the computer with the cursor blinking at you. Get up, walk away from the computer and try one of the following brainstorming activities:

- Clustering
- Critical Reading
- Creating Summaries
- Journal Keeping

1.1

Clustering

One of the most common forms of brainstorming or prewriting is *clustering*. Clustering is simply gathering similar ideas together. It is an excellent way to get ideas to write about in a hurry.

The process is simple. Get a piece a paper and write down every idea that occurs to you about a topic. Don't worry about putting your ideas in order or making complete sentences. Just jot down the key ideas, you can expand them later.



Example

Assignment: Define *charity*.

Brainstorming:

love	1st Corinthians 13	Moroni
kindness	necessary	Christ
never fails	Nephi	service
doesn't judge	Joseph Smith	faith
hope		

Once you've created a list of ideas on a topic, you can group them into categories. Categories should contain ideas which are similar to each other in some way. The way you choose to group them together gives your paper structure and should be related to the assignment.

Category 1: Examples of people who had Charity:
Joseph Smith, Nephi, Moroni, Christ

Category 2: Characteristics of Charity:
love, kindness, never fails, necessary,
doesn't judge, service

Faith, hope, and 1st Corinthians 13 do not fit into one of my categories, so I'll leave them alone for now.

Since the assignment is to define charity, I will use Category 2 in my paper first. I will then use Category 1 as examples of people who have the characteristics of charity.

Remember there are many different ways to arrange and categorize your ideas. Pick the one you feel is best for the assignment.

Do a brainstorming exercise like the one demonstrated in the previous example. Assignment: Define faith. When you finish, you should have two or more main categories that explain faith. (If you need more room, continue on in your grammar notebook.)



Brainstorming: _____

Category 1: _____

Category 2: _____

Category 3: _____



Answers

Answers will vary, but should be similar to the following examples.

1. Brainstorming: Faith; hope; charity; necessary; first principle and ordinance of the gospel; things hoped for; things true but unseen; knowledge; moves mountains; always describe in a story; 1 Nephi 17, Acts, Doctrine and Covenants.
2. Category #1: Definitions—Things hoped for; things true but unseen; knowledge
3. Category #2: Usage—First principle of gospel; moves mountain; necessary
4. Category #3: Places in scriptures—Always in a story; 1 Nephi 17, Acts, Doctrine and Covenants



Practice

In the practice section of your grammar notebook, reorganize your clusters on faith into other groupings or categories. Continue to practice the brainstorming and clustering exercise until you feel comfortable with this process. Use the topics hope, charity, or other subjects of your choice.



Glossary

In the glossary section of your grammar notebook, define the following terms in your own words:

brainstorming

prewriting

clustering

1.2 Critical Reading

If your assignment is to write *about* a story, poem, essay, text book chapter or some other source material, the best brainstorming activity you can do is **critical reading**, or looking for patterns in the author’s ideas and writing as you read.

The subject itself can suggest a question or place to look for these patterns. For example, if you’re reading from a book on biology, look for a repetition of facts, similarities between species or systems, and differences between organisms or reactions. If you’re studying history, look for repetitions of events through time and in different cultures.

The assignment as described by your teacher, chapter headings and subheadings, and chapter review questions suggest questions or places to look for patterns.



Critical reading is a great way to study and take notes as well!



If given the question, “What are some key issues discussed by the author?” look specifically for the key issues while reading the chapter or source, and write them down as you find them. Chapter headings and subheadings really help with this one.



If given the question, “Why does the main character fail?” read the text to find the reasons for the character’s failure, which could include personality traits, the actions of another character, or other external events.

The answers to these questions form the outline of your paper. Once these ideas are identified, simply explain how what you have found in your reading answers the question.

Answers will vary, but should be similar to the following examples.

1. He gets up and goes with his father.
2. He goes to Jerusalem when asked.
3. He prays.



Think about this same passage, 1 Nephi 1–3. How would things be different if Nephi had not been obedient? In the practice section of your grammar notebook, list at least four consequences if Nephi had not been obedient.

If you need more practice, read an article from the *New Era* and practice listing the main points. Then ask yourself questions about these points. Continue to practice critical reading until you feel comfortable finding patterns and key issues in your reading.



In the glossary section of your grammar notebook, define the following term in your own words:

critical reading



1.3

Creating Summaries

Another way to generate writing ideas is to create a summary. *Summarizing* means restating in your own words what the author has said, then breaking the ideas into groups or categories.



As most teachers present their ideas in outline format, this is an excellent technique for taking notes.

Most text books are already broken into categories or main ideas. You can usually find the main category ideas by looking at the chapter headings and subheadings. Other places to look for groups or main categories are:

- Introductions
- Prefaces
- Numbered Sections
- Bold or Italicized words
- Conclusions
- Discussion or Review questions

If summarizing a story, use the events in the story as organizational groupings. Other important questions to answer are who, what, where, when, why, and how.

As with critical reading, your summary is going to form the body of your paper when it is written. Summarizing is also a good brainstorming technique for writing book reports and answering essay questions. It will provide good examples for the body of your paper.



Answers will vary, but should be similar to the following example.

Faith: Faith is like a seed that you plant in your heart. If nourished, good seeds will sprout and grow into a tree and bear fruit, and you will know that it is the truth. But if you don't take care of it, it will wither away and die.



In the practice section of your grammar notebook, summarize the different brainstorming techniques you have studied in this chapter. If you need more practice, read an article from the *New Era* and practice summarizing the story. You could also practice writing summaries of any books you've read or movies you've watched lately. Continue to practice until you feel comfortable summarizing what you've read.



In the glossary section of your grammar notebook, define the following term in your own words:

summary

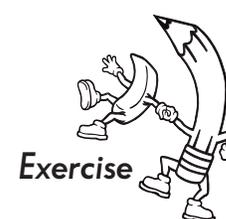
1.4 Journal Keeping

Journal keeping, or writing a daily record of events, thoughts and ideas, is another way to generate ideas. The more you write, the easier it will become to express yourself in writing. Remember, writing in a journal is a form of prewriting. Spelling, punctuation, and grammar do not yet apply. As long as you can understand what you have written, you have achieved your purpose.

Here are some guidelines to make your journaling more useful for writing:

1. Have a notebook to keep your “school thoughts” together.
2. As you read, write a summary of the key ideas. Be sure to include your own thoughts and impressions about what you’re reading. If you do not include your own ideas, your writing will only contain summary. Personal comments about the things you are reading will help you come up with original and interesting ideas for your papers.
3. When finishing a book, always jot down the plot outline, a few ideas on the meaning of the book or your impression of the characters. These notes will function as your own *Cliff Notes*, and can be excellent sources of ideas for many years to come.

Start your Book Journal by summarizing and commenting on five books you have read in the past year. Add to this journal whenever you finish a book and use it as a resource throughout your school career. Keep your journal in a 3-ring binder separate from your grammar workbook. This allows you to add to and expand your writings as desired. Create your book journal now. When finished, list the five titles in your Book Journal.





In the practice section of your grammar notebook, create a journal entry to explain the ways in which writing is difficult for you and ways in which it is easier. Make a list of places and things that help you come up with ideas. Refer to this entry when you are frustrated with your writing. Continue to use your personal journal to explore your thoughts and feelings or to record your observations. The more you write, the easier it becomes.



In the glossary section of your grammar notebook, define the following term in your own words:

journal

Junior Spelling List

asleep	screech	issue
beehive	sheepskin	pursue
canteen	speech	rescue
Cherokee	squeeze	residue
creek	steel	revenue
deep	streetcar	statue
engineer	sweepstakes	subdue
fifteen	argue	tissue
freeze	avenue	true
heel	barbecue	Tuesday
nominee	continue	undue
queen	due	value
referee	glue	virtue

1.5 Spelling Lists

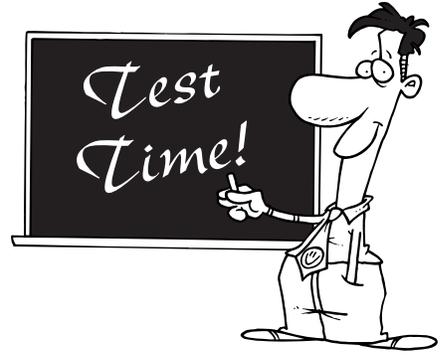


Senior Spelling List

appropriate (verb)	take for one's own use, acquire, set aside. Don't confuse with <i>appropriate</i> (adjective), meaning fitting or suitable.
arabesque	a complex, ornate design. Also a dance position.
arrant	in every way, being completely such.
attenuate	make thin; weaken, enervate.
beatify	to bless, make happy, or ascribe a virtue to; to regard as saintly. Don't confuse with <i>beautify</i> , meaning to make beautiful.
cadge	to beg; to get by begging.
consequential	pompous, self-important. Also having consequence, important. Also following as a result, or being an effect of some cause.
contumacious	insubordinate, rebellious.

decorum	propriety, properness.
enervate	weaken, deprive of strength, attenuate.
feckless	lacking purpose or vitality; ineffective; careless.
forbearance	patience, willingness to wait.
garrulity	talkativeness. Adjective is <i>garrulous</i> , meaning talkative.
impute	to attribute to a cause or source; to ascribe.
inveigh	to attack verbally, denounce, deprecate.
malingering	to fake illness or injury, in order to shirk a duty.
mettlesome	courageous, high-spirited. Don't confuse with <i>meddlesome</i> , meaning inclined to interfere.
obstreperous	noisy, loud.
paucity	scarcity, a lacking of.
penchant	strong inclination, a liking.
pith	heart of the matter; basic trait. Also force, strength or vigor.
pragmatic	practical, favoring utility.
precarious	uncertain, risky, dangerous.
precepts	rules establishing standards of conduct.
remonstrate	to protest, object.
seminal	like a seed; constituting a source, originative.
striated	striped, grooved, or banded.
supine	lying on the back. Also slow to act, passive.
truculence	aggressiveness, ferocity.
veritable	unquestionable, true.

1.6 – Chapter 1 Test



Possible 5 points per question.

1. Describe how to brainstorm using the clustering method.

2. Create a brainstorming cluster with at least two main categories describing prayer.

3. How can critical reading function as a brainstorming exercise?

4. Critically read 1 Nephi 17. Identify three times Nephi was obedient to the spirit.

5. Describe the process of summary and explain how it can function as a brainstorming exercise.

6. Summarize the main events of 1 Nephi 17.

7. Describe the process of journal keeping and how it can function as a brainstorming exercise.

Chapter 2: Organizing

Are you sure my paper
is one of those
“needful” things?



- 2.1 Classic Outlining
- 2.2 Analyzing a Classic Outline
- 2.3 Inverse Outlining
- 2.4 Informal Outlining
- 2.5 Spelling Lists
- 2.6 Test

D&C 88:119



Chapter 2

Organizing

After you have finished prewriting, or brainstorming, you will have a list of great ideas. The next step is to organize these ideas. **Organizing** is the process of arranging your ideas in an orderly and systematic way. It is a crucial step in writing a good paper. The best ideas in the world are worth very little to others when presented in an unorganized format. They will not make sense. Not only will disorganized ideas impact your grade, but no one will understand and appreciate all your great ideas.

Organizing is usually referred to as **outlining**. An outline is like the skeleton of your paper. When you write down and organize the bare bones of your paper, you will see where everything connects, and consequently, where things may be disconnected. An outline can do all kinds of things:

- it lists ideas
- it lists examples
- it shows a need for more, or fewer, ideas and examples
- it points out repetitive or missing ideas and examples

Taking the time to write an outline results in a paper that is 10 times better than a paper written without an outline.

2.1 Classic Outlining

A *classic outline* labels each sentence in the paper. Using this format reminds you to include the necessary information. Each main section of the outline forms a separate paragraph. Each indented number or letter of the outline represents a sentence within the paragraph. If you write your outline in complete grammatical sentences, you can complete your paper simply by stringing the sentences together to form paragraphs.

Classic outlines can also be used for longer papers. Each main section of the outline may represent a longer section of the paper, consisting of several paragraphs. Each indented number or letter of the outline may represent an idea which can be expanded into a full paragraph.



Example

Introduction Paragraph	3. Example Sentence
1. Hook Sentence	4. Conclusion Sentence
2. Transition Sentence	
3. Thesis Sentence	Body Paragraph #3
	1. Transition Sentence
Body Paragraph #1	2. Topic Sentence
1. Transition Sentence	3. Example Sentence
2. Topic Sentence	4. Conclusion Sentence
3. Example Sentence	
4. Conclusion Sentence	Conclusion Paragraph
	1. Restate Thesis Sentence
Body Paragraph # 2	2. Transition Sentence
1. Transition Sentence	3. Hook Sentence
2. Topic Sentence	

Classic outlines are more common in science than in English, but they have some very useful features for including specific detail.



	★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★
Hook	An attention-getting sentence to begin your paper; or the “so-what” conclusion for your paper.
Thesis	The main idea of your paper, summarized into one sentence.
Topic	The main idea of your paragraph.
Transition	A sentence that connects, or bridges, paragraphs or sentences.
Conclusion	Summarizes the main idea of your paragraph and provides easy transition to the next paragraph.
	★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Using your answers from the brainstorming exercise in section 1.1, turn your clustering of ideas on faith into a classic outline by plugging in a brief idea or phrase after each colon in the outline format below. (Pick your best ideas. You don't have to use every idea or example generated in your brainstorming as part of your paper.)



Introduction Paragraph

1. Hook: _____

2. Transition: _____

3. Thesis: _____

Body Paragraph #1

1. Transition: _____

2. Topic: _____

3. Example: _____

4. Conclusion: _____

Body Paragraph # 2

1. Transition: _____

2. Topic: _____

3. Example: _____

4. Conclusion: _____

Body Paragraph #3

1. Transition: _____

2. Topic: _____

3. Example: _____

4. Conclusion: _____

Conclusion Paragraph

1. Restate Thesis: _____

2. Transition: _____

3. Hook: _____

Answers will vary, but should be similar to the following examples.



Introduction Paragraph

1. Hook: *We all need faith.*
2. Transition: *But what is faith?*
3. Thesis: *Faith is something that needs to be described by example.*

Body Paragraph #1

1. Transition: *To describe faith, we first need to look to the scriptures.*
2. Topic: *One scripture says faith is something we hope for.*
3. Example: *If we hope for something, it means we are looking forward to it. For example, I am looking forward to a better and clearer understanding of Isaiah.*
4. Conclusion: *I know that if I study with faith, I can look forward to a deeper understanding of the scriptures, and I can find more descriptions to help me understand faith.*

Body Paragraph # 2

1. Transition: *Another scripture says that faith moves mountains.*
2. Topic: *This description of faith helps me understand the power of faith.*
3. Example: *If faith can move mountains, my faith can help me find an answer to my prayers.*

4. Conclusion: *By remembering this description of the power of faith, I can make my faith stronger.*

Body Paragraph #3

1. Transition: *When I think of someone with strong faith, I think of Nephi.*
2. Topic: *The description of what Nephi accomplished by faith in 1 Nephi 17 really inspires me.*
3. Example: *Because he had faith, Nephi was able to build a ship and persuade his difficult brothers to help him.*
4. Conclusion: *Thinking of all the things Nephi accomplished through faith makes me want to develop my faith.*

Conclusion Paragraph

1. Restate Thesis: *Each of these descriptions of faith makes me want to increase my faith.*
2. Transition: *Faith is best described in a story because it is something you do.*
3. Hook: *We will never really understand faith unless we do something.*



Look at the last paper you wrote. If you cannot find one, use an article from one of the Church magazines. In the practice section of your grammar notebook, outline your paper or article. Is there anything missing? What? Continue to practice outlining existing talks until you are comfortable with this process.



In the glossary section of your grammar notebook, define the following terms in your own words:

- | | |
|-------------------|------------|
| classic outlining | thesis |
| organizing | transition |
| outlining | hook |

2.2 Analyzing a Classic Outline

Several points become obvious upon analyzing a classic outline:

1. The structure of the paragraph is the same as the overall structure of a paper. A paragraph is simply a mini-paper.
2. Any time a crucial portion of a paper is missing, it will show up as a blank space in your outline. Did you include an example in body paragraph #2? A glance at your outline tells you. Filling in an omission is easy—just fill in the missing blanks in the outline.
3. Repetition and redundancy is likewise very obvious. Repeated ideas will pop out at you from the outline. If you have the same main ideas or the same examples in more than one place, get rid of them and find something different.



Things to remember:

1. Classic outlines use indentation to signify the different levels of the outline. Each level of indentation in the outline is labeled with a number or letter, alternating between the two. Begin with capitalized roman numerals, then move to capital letters, then regular numbers, then lower case letters, then small roman numerals.
2. A classic outline needs at least two items on each level. For example, if you have a level I, you must also have a level II; if you use level A, you must have level B, and so forth.

(See example on next page.)



The point of a classic outline is balance and clarity. By arranging your ideas in this outline format, you can easily determine where you have balanced and clear ideas, and where you need to re-organize.





Example

Example of a classic outline indentation format:

- I.
 - A.
 - 1.
 - a.
 - b.
 - i.
 - ii.
 - c.
 - 2.
 - a.
 - b.
 - B.
 - 1.
 - 2.
- II.
 - A.
 - 1.
 - 2.
 - B.
 - 1.
 - a.
 - b.
 - 2.
 - 3.
 - C.
 - D.



Using a classic outline is a great way to study your notes from class. After you have taken your notes in class, recopy and organize them into a classic outline.

B. Without charity in my heart:

1. Prophecies are as sounding brass and tinkling cymbal (v. 1)
2. Faith is not enough to remove mountains (v. 2)
3. I have no power; “I am nothing” (v. 2)
4. My good works “profiteth me nothing” (v. 3)

II. Attributes of Charity (vs. 4–8)

A. Suffereth Long (v. 4)

B. Is Kind (v. 4)

C. Envieth not (v. 4)

1. Vaunteth not itself
2. Is not puffed up

D. Does not behave unseemly (v. 5)

1. Seeketh not her own
2. Is not easily provoked
3. Thinketh no evil

E. Rejoiceth (v. 6)

1. In truth
2. Not in iniquity

F. Beareth and endureth all things (v. 7)

G. Believeth and hopeth all things (v. 7)

H. Never faileth; although other things may fail, charity will not (v. 8)

1. Prophecies shall fail
2. Tongues shall cease
3. Knowledge shall vanish

Your outline may be shorter, longer, or organized differently than this example, but this gives you a general idea of how to create a classic outline.

Find your favorite chapter in the Book of Mormon. Outline it in the practice section of your grammar notebook. List two new ideas you have had about your favorite chapter after outlining it. Continue to practice creating a classic outline until you are comfortable with this process.



2.3

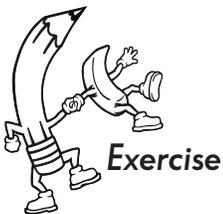
Inverse Outlining

The exercise we just completed in section 2.2 is actually **inverse outlining**, or making an outline from work which has been completed. You may wonder why we should bother. Inverse outlining points out exactly where you need revision. You can look through your outline for signs of redundancy, missing information or holes, disrupted flow, faulty logic, missing or unclear transitions, disorganized structure, missing material, unclear purpose or focus, and style.

Inverse outlining is also useful for those who have difficulty creating a formal outline at the start of a paper or project. Some people, myself included, must write the paper to find out what they think. If you are this type of writer, usually called a “free-writer,” an inverse outline is absolutely necessary to take your jumble of thoughts and turn them into something crisp, clean, and intelligible.

Several key ideas will help you with inverse outlining:

- **Thesis Statement:** Does it include all your main ideas?
- **Transitions:** Do your thoughts clearly flow from one idea to the next? Does it make sense?
- **Examples:** Are there examples when needed? Do you have unique examples to support each thought or idea? Do you give enough explanation for each example?



Create an inverse outline of Official Declaration—2 (found at the end of the *Doctrine and Covenants*). You do not have to make it as elaborate as the classic outline in the last exercise. The important thing is to understand the structure of the Official Declaration.



Answers will vary, but should be similar to the following example.

- I. (Introduction) Official Declaration—2
 - A. Revelation given to Pres. Spencer W. Kimball in June 1978
 - B. Received after much meditation and prayer in the temple
 - C. Presented to and approved by Quorum of Twelve Apostles and all General Authorities
 - D. Letter read to all members of the Church around the world
- II. (Body Paragraph #1)
 - A. (Transition/Topic) The work of the Lord is expanding over the earth
 - B. (Example) People of many nations have responded and joined the Church
 - C. (Conclusion) We have a desire to extend privileges and blessings to every worthy member
- III. (Body Paragraph #2)
 - A. (Transition) Prophets have promised that at some time, all worthy brethren may receive the priesthood
 - B. (Topic) We have witnessed the faithfulness of those from whom the priesthood has been withheld
 - C. (Conclusion) We have plead in behalf of our worthy brethren and supplicated the Lord for divine guidance
- IV. (Body Paragraph #3)
 - A. (Transition) He [the Lord] has heard our prayers and the promised day has come
 - B. (Topic) Every faithful, worthy man in the Church may receive the holy priesthood, without regard for race or color. Priesthood blessings include:
 1. (Example) Power to exercise its divine authority
 2. (Example) Enjoy every blessing that flows therefrom
 3. (Example) Blessings of the temple
 - C. (Conclusion) Priesthood leaders should carefully interview candidates to ensure they meet the standard of worthiness
- V. (Conclusion)
 - A. (Transition/Topic) Declared with soberness, the Lord has made known His will
 - B. (Thesis/Conclusion) The Lord blesses his children who hearken to the voice of his authorized servants

In the practice section of your grammar notebook, explain why you think writing is important. After writing, organize your ideas into an outline. Keep this outline as a study aid. Continue to practice outlining existing talks until you are comfortable with creating an inverse outline.



In the glossary section of your grammar notebook, define the following term in your own words:

inverse outlining



Answers will vary, but could include the following points:



- I. (Thesis) Outlining helps:
 - A. Organize ideas
 - B. Revise paper/ideas
- II. (Body) Organize
 - A. Put ideas in logical order
 - B. Creates structure for paper
- III. (Body) Revise
 - A. Shows missing elements
 - B. Shows repeated elements
- IV. (Conclusion) Results in better paper

In the practice section of your grammar notebook, make an outline of this chapter. Keep this outline as a study aid. Continue to practice outlining existing talks until you are comfortable with creating an informal outline.



In the glossary section of your grammar notebook, define the following term in your own words:

informal outlining



2.5 Spelling Lists



Junior Spelling List

amount	southwest	gown
bound	vouch	growled
cloudy	anyhow	grownup
couch	brow	howled
crouch	coward	known
groundhog	cowboy	pillows
loudly	crown	prowled
mouth	dowel	scowl
outcast	chow	snowplow
outsmart	downcast	sundown
outwit	fellow	towel
pouch	flow	tower
pounds	flower	townhouse
round	following	vow
slouch	frowning	vowel

Senior Spelling List

anachronism	something out of place for its time.
assiduous	diligent, hard-working, sedulous.
aver	affirm, assert, prove, justify.
craven	cowardly.
equivocate	lie, mislead, conceal the truth.
impair	worsen, diminish in value.
impassive	without feeling, not affected by pain.
intrepid	fearless, brave, undaunted.
lassitude	weariness, tiredness.
libertine	immoral person; one who defies established religious principles.

morose	gloomy, sullen.
nascent	coming into existence, emerging.
partisan	one-sided, committed to a party, biased or prejudiced.
perfunctory	superficial, listless, not thorough; acting with indifference.
phlegmatic	calm, sluggish temperament; unemotional.
picaresque	involving clever rogues or adventurers. Don't confuse with <i>picturesque</i> , meaning picture-like, charming, or quaint.
qualify	to limit, modify, or restrict.
quixotic	extravagantly chivalrous, romantically idealistic, impractical.
reprobate	person hardened in sin; one devoid of decency.
salient	conspicuous, highly relevant, prominent.
sedulous	diligent, assiduous, devoted to a task.
sycophant	flatterer, parasite; a suck-up.
tractable	easily influenced, obedient, docile.
transient	temporary, fleeting.

2.6 – Chapter 2 Test



1. True or False. A classic outline must have two of every subdivision. *(2 points)*
2. On a separate piece of paper, place the following ideas in a classic outline for a one page paper with an introduction, three body paragraphs, and a conclusion. Include examples for your body paragraphs. *(15 points)*

Faith is not to have a perfect knowledge.

Faith has to be of things that are true.

Faith is the first principle of the gospel.

Faith is something we need, though it is hard to explain.

Faith is hard to explain.

3. Name three times in which an outline can be helpful in your writing. *(3 points)*

Chapter 3: Punctuation Revision

Umm, excuse me,
but, didn't I learn,
correctly, the use of,
commas, last year?



3.1 Sentence Patterns

3.2 Comma Rules

3.3 Run-ons

3.4 Comma Splices

3.5 Spelling Lists

3.6 Test

Apparently
not...



Chapter 3

Punctuation Revision

The step between organizing your ideas and revising your paper is simply sitting down and putting your ideas into sentences. If you have nothing to say, go back to step one—prewriting, or step two—organizing. When your organized ideas are down on paper as complete sentences, you have a finished “first draft” of your paper. But you’re not done yet. The next step is revising what you’ve written.

During the revision process, you may find that you need to go back to the outlining stage to make sure everything is in your paper where it should be. Complete this part of the revision process first. When you are satisfied that your paper is put together well, the next task is punctuation revision.

In this chapter, we will look at the most common punctuation errors made by writers. These errors generally fall into the areas of:

- sentence patterns
- comma rules
- run-on sentences
- comma splices



One tip to guarantee correct punctuation is to only write sentences which you *know* how to punctuate. In other words, if you’re not sure how to punctuate your sentence, rewrite it a simpler way. Keep your writing simple and under control! Simple is elegant and never goes out of style.



3.1

Sentence Patterns

All punctuation rules are designed to separate specific sentence patterns. There are four basic sentence patterns which only require a period for punctuation.

They are:

1. **Subject** (noun: person, place, or thing) + **Verb** (action word).



Example

S *V*
Enos prayed.

Note: Only verbs with tense can complete a sentence. Verbs ending in *—ing* or beginning with the word “*to*” cannot complete a sentence by themselves.

2. **Subject + Verb + Object** (a noun receiving the action of the verb).



Example

S *V* *O*
Enos hunted with a bow.

3. **Subject + Verb + Object + Indirect Object** (a noun receiving the object when the verb is finished with it).



Example

S *V* *O* *IO*
Enos brought food to his family.

S *V* *IO* *O*
Enos brought his family food.

The order of the indirect object and the direct object does not matter. The direct object can come immediately after the verb, or the indirect object can come first. It does not change the sentence pattern.

4. **Subject + Verb + Subject Compliment** (a noun or adjective that tells something about the subject).

S V SC

Enos was a good man.

Note: A subject compliment usually comes after a verb, like *is* or *was*.

Label the parts of each sentence to discover the sentence pattern.

1. The brother of Jared was righteous.
2. He prayed to Heavenly Father.
3. His prayer gave hope to his family.
4. The brother of Jared was obedient.
5. He rocked.
6. His faith also helped him.
7. He moved a mountain with his faith.
8. His example teaches us many important lessons.





Answers

1. The brother of Jared was righteous. S V SC
2. He prayed to Heavenly Father. S V O
3. His prayer gave hope to his family. S V O IO
4. The brother of Jared was obedient. S V SC
5. He rocked. S V
6. His faith also helped him. S V O
7. He moved a mountain with his faith. S V O
8. His example teaches us many important lessons. S V IO O



Practice

In the practice section of your grammar notebook, write a sentence for each of the four sentence patterns. Look at an article from one of the Church magazines and identify all the sentence patterns on one page. Circle all the sentences that do not follow the sentence patterns. Do not feel bad if there are a lot of circles—remember that English is a crazy language that does not always follow its own rules. Continue to practice until you can recognize and identify sentence patterns without difficulty.



Glossary

In the glossary section of your grammar notebook, define the following terms in your own words:

subject

object

verb

indirect object

subject compliment

3.2 Comma Rules

If you write using only the sentence patterns from the last section, you will never need to use a comma. However, it can make your writing sound dry, boring, and overly simplistic.

Commas are nothing to be afraid of. Once you understand a few basic rules, you can use them as easily as you do periods. A comma serves one of three specific grammatical functions:

1. **List:** A comma sets off items within a list. This is the easiest comma rule. You use it all the time without thinking about it.

Nephi, Noah, and the brother of Jared all had to build ships.
Prophets *teach, lead, and tutor* the members of the Church.
I like reading *Habakkuk, Isaiah, and Jeremiah* in the Old Testament.

Example 

There is much discussion and differing opinion on whether or not to use a comma before the word “and” in a list. Many teachers and editors now consider it correct to leave the comma out. Although both ways are currently considered correct, you may have to conform your comma use to the way your teacher or editor prefers. The most important part of this argument is to pick one way and stick with it throughout your paper. Comma consistency can help you win the “to use” or “not to use” argument, no matter which side you’re on.

Correct: Nephi, Noah and the brother of Jared all had to build ships.
Correct: Nephi, Noah, and the brother of Jared all had to build ships.

Example 

2. **Introductory:** The introductory comma is used in sentences which do not begin with a subject. Notice all the sentence patterns in 3.1 began with the subject first, therefore there was no need for a comma. If you begin a sentence with anything other than the subject, you need to place the comma between the “introduction” and the subject in the sentence.

The introductory element of the sentence can be a word, a phrase, or a dependent clause starting with a subordinating conjunction—anything that by itself would be incomplete or a sentence fragment. However, it cannot be another complete sentence.



Example

Introduction, subject

Well, it's always better to follow the prophet.

Introduction, subject

Even if we don't understand, it is always better to follow the prophet.

- 3. **Interrupter:** The final comma usage is as an interrupter. The interrupter acts like a pair of parentheses—meaning the part of the sentence between the commas can be completely dropped out and the sentence will still make sense.



Example

Nephi, the first writer in The Book of Mormon, had many trials.

He, because of his older brothers, had to learn about forgiveness.

Again, like the introductory element, the part of your sentence between commas should be a word, phrase or dependent clause with a subordinating conjunction—something that by itself would be an incomplete sentence.

Also, a word of caution: Do not overuse interrupters. Too many interrupters, or very long interrupting phrases, can make your paper difficult to read. And if the interrupting word or phrase really does not need to be in the sentence, leave it out.



- Some types of words cannot be used with a comma. The most important of these is the **subordinating conjunction** (*because, when, if*). The subordinating conjunction is a dependent word, so it makes the sentence it is in dependent, usually called a **dependent clause**.

S V O

I was tired *when* I read my scriptures.

- This sentence pattern is actually Subject+Verb+Object. The object just happens to be the whole dependent clause. “*When I read my scriptures*” is incomplete by itself. Even though *I* is a subject and *read* is a verb, the dependent clause is an object, not a new sentence pattern. As it is not a new or irregular sentence pattern, you cannot use a comma or ending punctuation in front of the dependent clause.



Place commas in the following sentences where they belong. At the end of the sentence, name the usage of the comma that you included.



1. Jennifer my sister's best friend and her family are taking the missionary discussions.
2. Because she is shy my sister and I go over to Jennifer's house with the sister missionaries to help teach the family.
3. I always bring my scriptures *The Ensign* and my card with *The Articles of Faith*.
4. This helps me answer the questions Jennifer's family ask.
5. Being prepared I can listen more calmly to the promptings of the spirit.
6. With the help of the spirit anyone can share the gospel.
7. I did not think I could share the gospel because I was so young.
8. My experiences even though small give me faith to keep sharing the gospel.

1. Jennifer (,) my sister's best friend (, optional) and her family are taking the missionary discussions. *Interrupter*.
2. Because she is shy (,) my sister and I go over to Jennifer's house with the sister missionaries to help teach the family. *Introductory*.
3. I always bring my scriptures (,) *The Ensign* (, optional) and my card with *The Articles of Faith*. *Listing*.
4. This helps me answer the questions Jennifer's family ask. *No comma is necessary*.
5. Being prepared (,) I can listen more calmly to the promptings of the spirit. *Introductory*.

6. With the help of the spirit(,) anyone can share the gospel. *Introductory.*
7. I did not think I could share the gospel because I was so young. (*No comma is necessary. You do not need a comma in front of a because.*)
8. My experiences(,) even though small(,) give me faith to keep sharing the gospel. *Interrupter.*



Go back to exercise section 3.1. Look at the commas on that page. Identify them as listing, introductory, or interrupter commas. Circle the commas that you cannot name. Do not feel bad if there are a lot of circles. English does not always follow its own rules. In the practice section of your grammar notebook, write several sentences using each of the comma types. If you need more practice, look at an article from the *New Era*. Identify the comma types. Continue to practice until you can recognize and identify the three comma types without difficulty.



Glossary

In the glossary section of your grammar notebook, define the following terms in your own words:

introductory comma

interrupter comma

listing comma

3.3 Run-ons

Now that you understand basic sentence patterns and comma rules, you can avoid some common errors. The most common is a run-on sentence.

A **run-on sentence** is two or more sentence patterns which have not been separated with ending punctuation. You can end a sentence in three basic ways: with a period (.), a question mark (?), or an exclamation point (!).

There are two additional ways to end a complete sentence pattern, while indicating that the sentence needs to keep on going: the semicolon (;) and a comma followed by a conjunction. Using a conjunction by itself without the comma creates a run-on sentence. Using the comma by itself creates a comma splice (discussed in section 3.4).

There are seven coordinating conjunctions. Each coordinating conjunction must have a comma before it to separate the two sentence patterns. The seven coordinating conjunctions are **and, but, for, or, so, yet, nor**.

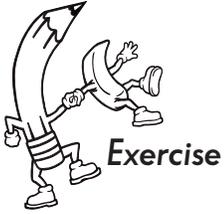
Incorrect: I forgot the refreshments for the activity tonight the guys were grumpy. (*Run-on sentence.*)

Example 

Correct: I forgot the refreshments for the activity tonight! The guys were grumpy. (*Uses ending punctuation.*)

I forgot the refreshments for the activity tonight; the guys were grumpy. (*Uses semi-colon.*)

I forgot the refreshments for the activity tonight, so the guys were grumpy. (*Uses comma, followed by coordinating conjunction.*)



Find and label the sentence patterns in each of the examples below. Insert any necessary comma. Explain comma usage. If the sentence is made up of more than one pattern, use some type of ending punctuation to separate the sentence patterns correctly.

1. The first principles and ordinances of the gospel are faith repentance and baptism.
2. I was baptized at eight and I also received the gift of the Holy Ghost.
3. Sometimes I wish I could be baptized again I make so many mistakes.
4. However I don't need to be baptized again I just need to repent.
5. If I repent it is like being newly baptized and my sins are forgiven.
6. I can use the sacrament each week to help me repent.
7. When I repent I feel so happy.
8. Joy and happiness always follow keeping the commandments.

- S V O IO*
6. I can use the sacrament each week to help me repent.
Subject+Verb+Object+Indirect Object. No comma or other punctuation is necessary.

- DC S V SC*
7. When I repent(,) I feel so happy.
Dependent Clause, Subject+Verb+Subject Compliment. Introductory comma.

- S V O*
8. Joy and happiness always follow keeping the commandments.
Subject+Verb+Object. No commas or other punctuation is necessary.



Look at your last paper or journal entry. Pick a page and identify the structure of each sentence. For fun, look at a newspaper for sentence structure errors. You will be surprised at how many you find. Copy a few examples into the practice section of your grammar notebook. If you need more practice, look at multiple articles in the newspaper. Circle all run-on sentences. Continue to practice until you can recognize and identify run-on sentences without difficulty.



In the glossary section of your grammar notebook, define the following term in your own words:

run-on sentence

3.4 Comma Splices

A **comma splice** occurs when you use a comma in the place of end punctuation. A comma is used to show a variation in the sentence pattern. You would never make a period do the job of a comma, right? So don't use a comma to do the job of a period. To fix a comma splice, replace the comma with the appropriate ending punctuation: a period (.), a question mark (?), or an exclamation mark (!). You may also replace the comma with a semicolon (;) or a comma followed by the word "but" or "so" (, but) (, so).

Incorrect: I forgot the refreshments for the activity tonight, the guys were grumpy. (*Comma splice.*)

Correct: I forgot the refreshments for the activity tonight. The guys were grumpy! (*period; ending punctuation*)

I forgot the refreshments for the activity tonight, so the guys were grumpy. (*, so*)

I forgot the refreshments for the activity tonight; the guys were grumpy. (*semicolon*)

Example 

Find and label the sentence patterns in each of the examples below. Explain any comma usage. If the sentence is made up of more than one pattern, use some type of ending punctuation to separate the sentence patterns correctly.

1. According to my seminary teacher, there are five steps to repentance, each one is important.
2. The first step is to realize that you have done something wrong.
3. The next step is to ask Heavenly Father for forgiveness, making sure your prayer is sincere.
4. The third step is to ask forgiveness from anyone your mistake has hurt.

Exercise 

S V O

4. The third step is to ask forgiveness from anyone your mistake has hurt.

Subject+Verb+Object. Again, one sentence pattern only needs one ending punctuation mark. There is no need for commas because the sentence pattern has not been altered from the standard pattern.

Intro S V O / DC

5. Next, you should try to fix your mistake the best you can, so if you have

S V O

stolen something, you need to give it back.

Introductory word, Subject+Verb+Object/ Dependent Clause, Subject+Verb+Object. The comma before the word “so” is not a comma splice, but an ending punctuation combination. The commas after “Next” and “something” are introductory commas.

Intro S V O /

6. Finally, you need to make sure to never make the same mistake again(.)

S V O

Now you have repented.

Introductory word, Subject+Verb+Object/ Subject+Verb+Object. Since you have two sentence patterns, the comma was a comma splice which needed to be replaced with appropriate ending punctuation.

S V

7. Then you have to keep being good.

Subject+Verb. No commas or other punctuation is necessary.

S V SC S V SC

8. This is enduring to the end, it is the hardest part.

Subject+Verb+Subject Compliment(;) Subject+Verb+Subject Compliment. The comma is a comma splice that needs to be replaced by end punctuation.



Pretend you will be teaching this section to someone who does not know the rules for comma splices and run-on sentences. Review your summarizing skills. In the practice section of your grammar notebook, write a summary explaining a comma splice and run-on sentence errors. Draw a picture to illustrate your explanation.



In the glossary section of your grammar notebook, define the following term in your own words:

comma splice



Junior Spelling List

Titles

Pres.—President
 V.P.—Vice-President
 Sec.—Secretary
 Treas.—Treasurer
 Gov.—Governor
 Adm.—Admiral
 Gen.—General
 Sgt.—Sergeant
 Jr.—Junior
 Sr.—Senior
 M.D.—Doctor of
 Medicine
 Ph.D.—Doctor of
 Philosophy

Time

sec.—second
 min.—minute
 hr.—hour
 wk.—week
 mo.—month
 yr.—year

A.M.—before noon
 (ante meridiem)
 P.M.—after noon
 (post meridiem)
 DST—daylight
 savings time
 B.C.—before Christ
 A.D.—in the year of
 our Lord (Anno
 Domini)

Date

Jan.—January
 Feb.—February
 Mar.—March
 Apr.—April
 May—(no abbr.)
 June—(no abbr.)
 July—(no abbr.)
 Aug.—August
 Sept.—September
 Oct.—October
 Nov.—November

Dec.—December

Measurement

in.—inch, inches
 ft.—foot, feet
 yd.—yard
 mi.—mile
 cu.—cubic
 gal.—gallon
 lb.—pound
 doz.—dozen
 bu.—bushel

Place

Ave.—avenue
 Blvd.—boulevard
 Hwy.—highway
 Rd.—road
 St.—street
 Bldg.—building
 Co.—company
 P.O.—post office
 R.R.—railroad

Senior Spelling List

alloy	to debase by mixing with something inferior.
apotheosis	deification, glorification to godliness.
acarpous	effete, no longer fertile, worn out.
bedizen	to adorn, especially in a cheap, showy manner.
broach	bring up, announce, begin to talk about.
cogent	convincing.
doggerel	trivial, poorly constructed verse.

episodic	loosely connected, not flowing logically.
exculpate	to clear from a charge of guilt.
fecund	fertile.
gainsay	to deny, declare false, to oppose.
gregarious	sociable, outgoing.
iconoclastic	attacking cherished beliefs.
ineluctable	certain, inevitable.
inherent	ingrained within one's nature; firmly established; natural part of; definitionally so.
judicious	sound in judgment; wise.
mendicant	a beggar.
mollify	to soothe.
nadir	bottom, the lowest point.
obtrusive	prominent, undesirably noticeable.
officious	meddlesome, pushy in one's services.
panegyric	formal praise, eulogy.
paradigm	a model, example or pattern.
pedantic	bookish, showing off learning.
peregrination	traveling about, wandering.
peripatetic	walking.
profligate	wasteful, prodigal, licentious, extravagant.
propitiatory	conciliatory, appeasing, mitigating.
ramify	to be divided or subdivided; to branch out.
recidivism	relapse into antisocial or criminal behavior.
recondite	profound, abstruse, obscure.
salubrious	healthful.
sinuous	winding, undulating, serpentine.
spurious	false, counterfeit.
torpid	sleeping, sluggish, lethargic, dormant.
zenith	top, the highest point.

3.6 – Chapter 3 Test



Find and label the sentence patterns in each of the examples below. Explain any comma usage. If the sentence is made up of more than one pattern, use some type of ending punctuation to separate the sentence patterns correctly. (5 points each.)

1. Joseph Smith had to learn how to be a prophet, he was not perfect overnight.

2. Sometimes he made mistakes, but he always repented quickly.

3. One thing that made him such a powerful prophet was his humility, he was always willing to repent.

4. He was always ready to apologize to people, sometimes he had not really done anything wrong.

5. Joseph, because of his humility, is a wonderful example for us to follow.

Chapter 4: Faulty Sentence Patterns

It's not my fault—
no way, no how,
and no nevermind!



4.1 Fragments

4.2 Faulty Parallelism

4.3 Faulty Comparisons

4.4 Spelling Lists

4.5 Test

Wanna bet?



Chapter 4

Faulty Sentence Patterns

Now that we have looked at correct sentence construction and punctuation, we need to examine three common errors in the structure of the sentence, or *sentence pattern*. These errors make your sentences difficult to understand and may bring your reader to incorrect conclusions concerning the subject you're presenting. When these errors occur, the sentence will not make sense. Sometimes these errors can be very amusing, but they are never very impressive.

The three most common sentence structure errors are:

- fragments
- faulty parallelism
- faulty comparisons



- One way to proofread your paper for sentence structure errors, as well as most punctuation errors, is to read the paper backwards. Start with your conclusion and read your last sentence first. Reading this way helps you to focus on the logic of the sentence, rather than the overall logical organization of your paper.



4.1

Fragments

A *fragment* is a piece of something. It is incomplete by itself. In composition, a fragment refers to an incomplete sentence. The sentence pattern is missing either the subject (noun: person, place or thing) or the verb (a word describing action) with tense.



Example

Fragment: playing the hymns.

Complete: I enjoy playing the hymns.

Fragment: I going.

Complete: I am going.

Correcting this type of sentence fragment is easy. You simply need to supply the missing subject or verb.



Helpful Hints

Verbs ending in *-ing* (example: going) or with the preposition “*to*” (example: to go) do not have tense. There must be another verb with tense to complete the sentence pattern.

A sentence pattern is also a fragment if it includes a *subordinating conjunction* and does not have a second sentence pattern to complete the dependent idea of the dependent clause. A subordinating conjunction is a word or phrase which links an independent clause (a complete sentence pattern) with a dependent clause (sentence fragment).



Example

Incomplete: Because I am late for church. (“because” is a subordinating conjunction)

Complete: I am late for church.

You can fix this type of sentence error in two ways:

- Add a comma and an independent clause as a second sentence pattern after the subordinating conjunction. With the dependent clause first, you *must* supply an introductory comma before the subject in the following independent clause.

Dep. Clause *Ind. Clause*
Complete: Because I am late for church, *I will have to hurry.*

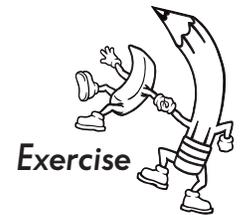


- Add a complete sentence pattern before the subordinating conjunction. Do *not* put a comma in front of the subordinating conjunction when the dependent clause comes after the independent clause.

Ind. Clause *Dep. Clause*
Complete: I will have to hurry because I am late for church.



Label each sentence as a complete sentence pattern or as a sentence fragment. If the sentence is a fragment, explain why it is a fragment and correct the error.



1. I reading pioneer journals.

2. Because their journals add lots of detail to the historical events.

3. Without their journals, history would be a lot less real and a lot less interesting.

4. I grateful to the faithful saints who kept these records.

5. From their examples, I can see why I should keep a journal.

6. My own journal.

7. There are all kinds of journals.

8. May even keep more than one.



Answers

Answers will vary.

1. I reading pioneer journals.

Fragment. The sentence is missing a verb with tense.
Possible correction: *I am reading pioneer journals.*

2. Because their journals add lots of detail to the historical events.

Fragment. The sentence pattern is a dependent clause because of the subordinating conjunction “because.”
Possible correction: *Their journals add lots of detail to the historical events.*

Possible correction: *Because their journals add lots of detail to the historical events, they are popular reading today.*

3. Without their journals, history would be a lot less real and a lot less interesting.

Complete. The comma is an introductory comma.

4. I grateful to the faithful saints who kept these records.

Fragment. The sentence pattern is missing a verb with tense.

Possible correction: *I will always be grateful to the faithful saints who kept these records.*

5. From their example, I can see why I should keep a journal.

Complete. The comma is an introductory comma.

6. My own journal.

Fragment. The sentence pattern is missing a verb.

Possible correction: *My own journal is important.*

7. There are all kinds of journals.

Complete. No other punctuation is necessary.

8. May even keep more than one.

Fragment. The sentence pattern is missing the subject.

Possible correction: *I may even keep more than one.*

Find a journal entry and look for sentence fragments. Circle each fragment. In the practice section of your grammar notebook, answer the question: Is there ever a time that it might be okay to use a sentence fragment? Explain why or why not. If you need more practice, circle sentence fragments in the newspaper. Continue to practice until you can recognize and identify sentence fragments without difficulty.



In the glossary section of your grammar notebook, define the following terms in your own words:

sentence fragment

sentence pattern



Glossary

4.2

Faulty

Parallelism

When a sentence is *parallel*, all the similar grammatical elements are going to look like each other. In other words, all the elements of a subject will match.

The idea of parallelism comes from the innate human desire to classify and group things that are similar together. Grammarians thought this would be a great idea to insure that like parts of the sentence look and feel like they naturally belong together. *Faulty parallelism* occurs when this natural grouping is disrupted.



Example

Incorrect: My three favorite scripture chase scriptures are found in 1 Nephi 3:7, Matthew 25:40, and *also located in* Moses 1:39.

Correct: My three favorite scripture chase scriptures are found in 1 Nephi 3:7, Matthew 25:40, and Moses 1:39.

The phrase “also located in” breaks up the parallelism. It stands out and makes the last part of the list look different. This phrase needs to be deleted to make the sentence correctly parallel.

When you use a semicolon or other subordinate sentence patterns, it is considered good parallelism to make both the subordinate and the independent clause in the sentence similar. If you make one different from the rest, you should have a good reason for drawing attention to it.



Example

Parallel: $S \quad \quad \quad V \quad O \quad \quad / \quad S \quad \quad V$
Sunday School is not fun to teach when one person has a
 O
bad attitude.

This sentence is parallel because both the first independent clause and the following dependent clause follow the sentence pattern of Subject+Verb+Object. Moreover, both objects are the only elements with modifiers.

6. I would definitely not want to live in Gadianton Robber Ville; scary.

7. I think the a town named after Captain Moroni or a town named after Helaman would be more preferable.

8. Zion would be the best place to live.



Answers

Answers will vary.

1. A lot of the good guys in the *Book of Mormon* have cities named after them: Teancum, Zeezrom, and Moroni.

Correct.

2. Laman and Lemuel only got a valley and a mountain named after them; poor guys.

Possible Correction: Laman and Lemuel only got a valley and a mountain named after them.

“Poor guys” is not parallel with the half of the sentence before the semicolon. The sentence could be rewritten to be more parallel.

However, you could assert that this places a specific emphasis on the last part of the sentence and should be left alone.

3. Teancum and Moroni were great war heroes, and Zeezrom was a powerful convert missionary.

Correct.

4. Laman and his brother Lemuel are only famous for murmuring.

Possible Correction: Laman and Lemuel, his brother, are only famous for murmuring.

Possible Correction: Laman and Lemuel are only famous for murmuring.

The phrase “his brother” makes Lemuel grammatically different from the first part of the subject. It should be deleted to make the sentence more parallel. If this phrase is needed because an audience does not know the relationship between the two, “his brother” could be placed between interrupter commas to make the sentence correct.

5. Who would want to live in the city of Laman where they murmur all the time?

Correct.

6. I would definitely not want to live in Gadianton Robber Ville; scary.

Possible correction: I would definitely not want to live in Gadianton Robber Ville; it would be too scary.

Possible correction: I would definitely not want to live in Gadianton Robber Ville.

The word scary after the semicolon is not a complete sentence and should be deleted or made into a parallel element.

7. I think the a town named after Captain Moroni or a town named after Helaman would be more preferable.

Possible correction: I think a town named after Captain Moroni or a town named after Helaman would be more preferable.

The “the” before the “a” does not fit.

8. Zion would be the best place to live.

Correct.



In the practice section of your grammar notebook, write a paragraph explaining faulty parallelism. Give an example of faulty parallelism and explain why it is confusing. If you need more practice, find faulty parallelism in the newspaper. Continue to practice until you can recognize and identify parallelism, both faulty and correct, without difficulty.



In the glossary section of your grammar notebook, define the following terms in your own words:

parallel

faulty parallelism

4.3

Faulty

Comparisons

A *faulty comparison* occurs when the sentence does not follow the established rules of comparative and superlative adjectives.

A *comparative adjective* (ending in *—er* or beginning with the words “*more*,” “*worse*,” “*better*,” etc.) can only be used when a sentence is talking about two things. A comparative adjective can never be alone in a sentence, nor can it be used when three or more things are being discussed.

Correct: Christ’s plan was better than Satan’s plan.

This is correct because two different plans are being compared.

Incorrect: Satan’s plan was worse.

This is incorrect because you do not know with what Satan’s plan is being compared.

When making a comparison with *superlative adjectives* (ending in *—est* or beginning with the words “*most*,” “*worst*,” “*best*,” etc.) you must have only one thing in the sentence, or a choice of three so one can be the best.

Correct: Christ’s plan was the best.

Correct: Satan’s plan was the worst.

These are correct. Because only one idea is being discussed in each sentence, the superlative is appropriate.

Correct: If I have to choose between my plan, Christ’s plan, or Satan’s plan, Christ’s plan is always best.

This is also correct because it is choosing the best from between three options.

Incorrect: If I have to choose between Satan’s plan and Christ’s plan, Christ’s plan is best.

In this case, “best” should be “better” because only two options are presented in this sentence. (Although Christ’s plan is always best!)

Example 

Example 



If the sentence draws a comparison correctly, label the sentence as “correct.” If the sentence draws a faulty comparison, rewrite the sentence so it draws the comparison correctly.

1. Paul was a better man after he took a trip to Damascus.

2. Seeing Christ made him better.

3. I think most of us would have more charity and best intentions after seeing Christ.

4. I also think we would realize how much we had to repent—just like Paul did.

5. However, we should repent even if we do not see angels, visions, or Christ.

6. Anyone can be better.

7. It is always difficult to make good choices.

8. But we don't need to be better than anyone else.

1. Paul was a better man after he took a trip to Damascus.

Correct.

2. Seeing Christ made him better.

This leaves us asking the question, better than what?

Possible Correction: Seeing Christ made him better than he was before.

3. I think most of us would have more charity and best intentions after seeing Christ.

Replace the word "best" with the word "better". You should never mix comparative and superlative assertions.

Possible Correction: I think most of us would have more charity and better intentions after seeing Christ.

Possible Correction: I think most of us would have the best intentions after seeing Christ.

4. I also think we would realize how much we had to repent—just like Paul did.

Correct.



5. However, we should repent even if we do not see angels, visions, or Christ.

Correct.

6. Anyone can be better.

This still leaves us asking the question, better than what?

Possible correction: Anyone can try to be a little bit better today than yesterday.

7. It is always difficult to make good choices.

Correct.

8. But we don't need to be better than anyone else.

Correct.



In the practice section of your grammar notebook, write a paragraph comparing two of your favorite things. List at least three ways they are similar and three ways they are different. If you need more practice, find faulty comparisons in the newspaper. Continue to practice until you can recognize and identify comparisons, both faulty and correct, without difficulty.



Glossary

In the glossary section of your grammar notebook, define the following term in your own words:

faulty comparisons

comparative adjective

superlative adjective

Junior Spelling List

advantage	fudge	exchange
carriage	hedgehog	hinge
engage	lodge	passenger
enrage	lodging	plunge
language	nudging	stranger
outrage	sledgehammer	barge
village	sludge	bulge
arrange	smudge	indulge
budget	change	oblige
dredge	changing	

4.4

Spelling Lists



Senior Spelling List

abrogate	abolish or annul by authority; put down.
alacrity	cheerful promptness.
bane	cause of injury, poison, source of harm.
brook	to tolerate, endure.
burnish	to polish, rub to a shine.
chastened	corrected, punished.
conciliatory	reconciling, soothing, comforting, mollifying.
denigrate	blacken, belittle, sully, defame.
detraction	slandering, verbal attack, aspersion.
dissolution	disintegration, looseness in morals.
effluvia	outflow in a stream of particles; a noxious odor or vapor.
enormity	excessive wickedness; evilness. Don't confuse with <i>enormousness</i> , meaning great size. <i>Enormity</i> does not mean <i>bigness</i> or <i>great size</i> .

fatuous	complacently stupid.
ignominious	shameful, dishonorable, undignified, disgraceful.
insularity	narrow-mindedness, isolated.
maverick	rebel, nonconformist.
obdurate	hardened and unrepentant; stubborn, inflexible.
odium	contempt, dislike, aversion.
paean	a song of praise or triumph.
perverted	twisted, corrupted, turned from normal course.
prolix	long and wordy.
repudiate	disown, disavow, reject as untrue.
sophomoric	self-assured though immature, affected, bombastic, overblown, lacking maturity.
tenuous	unsubstantial, flimsy, weak.
turpitude	wickedness, shamefulness.
untoward	perverse, unruly, unseemly.

4.5 – Chapter 4 Test



If the sentence has no construction errors, label it as “correct.” If the sentence is a fragment, has faulty parallelism, or faulty comparisons, rewrite the sentence so that it is correct. (5 points each.)

1. Esther who lived in the time Ahasuerus.

2. She was judged to be more beautiful by Ahasuerus.

3. Obviously Ahasuerus made the best choice.

4. In this story, Ahasuerus is the king and a good guy, Mordecai is Esther’s uncle and a good guy but Haman is a bad guy.

5. As in all good stories, Haman gets himself killed in the end because he is a bad guy.

6. This is also a good story because the good guy, who is Esther, saves the day and the lives of many of her Hebrew people.

Chapter 5: Non-Essential Parts of Speech

Who are
you calling
non-essential???



5.1 Non-Essential Elements

5.2 Interrupting Non-Essential
Elements

5.3 Non-Essential Element Review

5.4 Spelling Lists

5.5 Test

No comment.



Chapter 5

Non-Essential Parts of a Sentence

Now that we have looked at the necessary or essential parts of a paragraph, we need to pay a little attention to the non-essential parts. If something is *non-essential*, it means that grammatically it is not part of the sentence pattern—it is not the subject, verb, or object. Writers include non-essential elements where they feel the audience might need some outside information, such as:

- an introductory phrase
- descriptions placed between interrupter commas

As I mentioned before, if it is not really part of the sentence, you should be very careful where and when you decide to include non-essential elements. Too many non-essential elements will confuse your audience and is an inappropriate way to write in formal situations.

5.1 Non- Essential Elements

Non-essential is a fancy word for a sentence fragment. It refers to that part of the sentence which is additional to the actual grammatical parts of the sentence. Parts of a sentence which are set off from the sentence pattern by an introductory comma are a type of non-essential element.



Example

Now, I will tell you my favorite scripture story.

Being very young, I liked exciting stories.

Because this story was exciting, it was my favorite.

Each of the italicized elements in the above sentence are non-essential because they are not the subject, verb, or object of the sentence.

Sometimes judging non-essential elements is difficult. A phrase may sound like a non-essential element when in actuality it is functioning as one of the essential grammatical parts of the sentence.



Example

Losing my scriptures was really sad.

The phrase “Losing my scriptures” sounds like a non-essential introductory phrase, but it is actually the subject of the sentence and very essential. Without this element, you would have a sentence fragment.



Exercise

Underline all non-essential phrases in the following sentences. If a sentence needs an introductory comma, supply it. If the sentence is correct, label it as “correct.”

1. Even though it makes the weekend long I love general conference.

2. Every April and October brings some anticipation.
3. In preparation for conference I get a new notebook for taking notes.
4. When conference is over I always have a list of things I can do better in my notes.
5. It's like having another set of New Year's resolutions in October and April.
6. I learn even more when I reread the talks.
7. My favorite talk is always one of President Hinckley's.
8. Not only is he funny, but I always feel the spirit when I listen or read his words.

1. Even though it makes the weekend long (,) I love general conference.



2. Every April and October brings some anticipation.

Correct.

3. In preparation for conference (,) I always get a new notebook for taking notes.

4. When conference is over (,) I always have a list of things I can do better in my notes.

5. It's like having another set of New Year's resolutions in October and April.

Correct.

6. I learn even more when I reread the talks.

Correct. You need the dependent clause to finish the comparison.

7. My favorite talk is always one of President Hinckley's.

Correct.

8. Not only is he funny (,) but I always feel the spirit when I listen or read his words.



Choose an article in one of the Church magazines. Underline all the non-essential phrases. If you need more practice, find and underline non-essential phrases in additional articles or in the newspaper. Continue to practice until you can identify non-essential phrases without difficulty.



In the glossary section of your grammar notebook, define the following term in your own words:

non-essential phrase

5.2 Interrupting Non- Essential Elements

When a part of a sentence is between interrupter commas, it is also considered non-essential. When using interrupter commas, you must be sure that no important, or essential, parts of the sentence are included in the non-essential element.

Correct: George, my oldest brother, is on his mission.

Incorrect: The person, who lost the wallet, may not return it.

Since “wallet” is the antecedent of a pronoun (or what the “it” is referring to) it is an essential part of the sentence. The phrase “who lost the wallet” cannot be put between interrupter commas.

Underline the non-essential elements in each sentence. Add any necessary commas. If the sentence needs no alteration, label it as “correct.”

1. King Benjamin a great Nephite leader taught his people.
2. He was king and prophet at the same time.
3. King Benjamin felt his people who were in need of repentance required some instruction.
4. He built a tower so everyone could see him in preparation for his address.
5. His address which lasted several days comprises some of my favorite chapters in the Book of Mormon.

Example 

Exercise 

6. I always think of general conference when I read this chapter.
7. King Benjamin in my imagination looks a lot like President Hunter.
8. I think he would have been kind, sweet, and powerful.



Answers

1. King Benjamin (,) a great Nephite leader (,) taught his people.
2. He was king and prophet at the same time.
Correct.
3. King Benjamin felt his people (,) in need of repentance (,) required some instruction.
4. He built a tower (,) so everyone could see him (,) in preparation for his address.
5. His address (,) which lasted several days (,) comprises some of my favorite chapters in the *Book of Mormon*.
6. I always think of general conference when I read this chapter.
Correct.
7. King Benjamin(,) in my imagination(,) looks a lot like President Hunter.
8. I think he would have been kind, sweet, and powerful.

Correct.



In the practice section of your grammar notebook, write a paragraph explaining why you sometimes want to have non-essential elements in your sentences.

5.3 Non- Essential Element Review

So far this had been pretty straight forward, almost just a review of comma usage. Obviously, since this is English, there has to be a wrinkle. The wrinkle comes with indefinite pronouns. An *indefinite pronoun* is a word like “each” or “every” which needs another noun to make them specific. Since an indefinite pronoun needs a phrase to go with it to make the pronoun specific, the clarifying phrase is an essential element.

Correct: The boy standing by the door is passing out programs.

Incorrect: The boy, standing by the door, is passing out programs.

“The boy” is non-specific. The phrase “standing by the door” clarifies who the boy is, making it an essential element. Because it is essential, this phrase cannot be placed between interrupting commas.

Underline the non-essential elements in each sentence. Put in any commas or other punctuation that is necessary. If there is no non-essential element, label the sentence as “correct.”

1. Ammon a great Nephite missionary is my brother’s hero.
2. The boy reading the scriptures aloud said his favorite missionary is Captain Moroni.
3. Later in Nephite history Helaman was a great missionary and general.
4. In our dispensation Parley P. Pratt was a great missionary.
5. But I think Abinadi who was killed by wicked King Noah was the most amazing missionary ever.

Example 

Exercise 

6. I wonder who will be remembered as great missionaries in the future?
7. I remember my Grandfather as a great missionary.
8. The youth growing up today will also be great missionaries.



Answers

1. Ammon (,) a great Nephite missionary (,) is my brother's hero.
2. The boy reading the scriptures aloud said his favorite missionary is Captain Moroni.
Correct.
3. Later in Nephite history (,) Helaman was a great missionary and general.
4. In our dispensation (,) Parley P. Pratt was a great missionary.
5. But I think Abinadi (,) who was killed by wicked King Noah (,) was the most amazing missionary ever.
6. I wonder who will be remembered as great missionaries in the future?
Correct.
7. I remember my Grandfather as a great missionary.
Correct.
8. The youth growing up today will also be great missionaries.
Correct.



In the practice section of your grammar notebook, write a paragraph explaining how non-essential elements can be confusing in your writing.

Junior Spelling List

climb	kneecap	wrath
comb	kneeling	wreath
crumbling	knife	wreck
dumb	knight	wreckage
numb	knit	wren
thumb	knock	wriggle
tomb	knothole	wrinkling
doorknob	knowledge	written
knapsack	knuckle	wrong
knead	shipwreck	
knee	wrapped	

5.4 Spelling Lists



Senior Spelling List

abstruse	difficult to comprehend; obscure.
baneful	causing harm or ruin, pernicious, destructive.
calumniate	to slander, present false accusal.
capricious	fickle, whimsical, given to change, unpredictable.
contentious	argumentative, pugnacious, combative, quarrelsome.
derivative	unoriginal, obtained from another source.
desultory	aimless, haphazard, digressing at random.
detumescence	diminishing or lessening of swelling.
edifying	enlightening.
elegy	a lament, a melancholy composition.
expatiate	to roam, wander freely.
facetious	humorous, funny, jocular.
flout	reject, mock, to go against (as in going against tradition or conventions).

foment	to stir up, arouse, incite.
forestall	prevent by taking action in advance, preempt.
incursion	a raid, a sudden attack.
indomitable	not easily discouraged or subdued.
inscrutable	incapable of being discovered or understood.
intransigence	unwillingness to compromise, stubbornness, intractability.
irascible	irritable, easily angered.
maladroit	clumsy, bungling.
mercurial	quick, changeable in character, fleeting.
mitigate	appease, lessen, propitiate.
mundane	worldly as opposed to spiritual; commonplace, everyday.
noisome	unwholesomely bad-smelling, putrid; (not <i>noisy</i>).
obfuscate	to darken, make obscure, muddle.
occult	hidden, concealed, beyond comprehension.
philistine	a smug ignorant person; one who lacks knowledge.
propitiate	appease, mitigate.
sanctimony	self-righteousness, hypocritical, with false piety.
slake	to assuage, to satisfy, allay.
splenetic	bad-tempered, irritable.
stygian	gloomy, dark.
stymie	to hinder, obstruct, or block.
sundry	various, miscellaneous, separate.
supercilious	disdainful; characterized by haughty scorn.
trenchant	forceful, effective, vigorous; extremely perceptive, incisive.

5.5 – Chapter 5 Test



Underline all non-essential elements. Place commas in the sentences where appropriate. If the sentence is incomplete, label it as a “fragment” and rewrite it as a complete sentence. If the sentence needs no alteration, label it as “correct.” (5 points each.)

1. Whenever I read the New Testament I read Third Nephi.

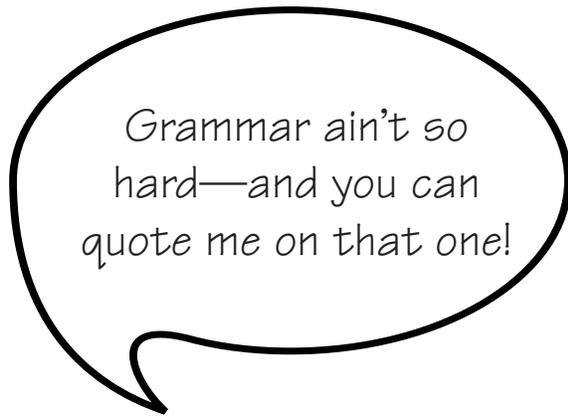
2. Christ in both accounts explains some of the most important parts of the gospel.

3. The children of both continents were the recipients of his great love.

4. Reading these scriptures.

5. Since I frequently told the story of Christ's appearance on my mission I now often think of it in Portuguese.

Chapter 6: Quotes



6.1 Plagiarism

6.2 Indirect Quotes

6.3 Direct Quotes

6.4 Quote Marks vs Italics

6.5 Spelling Lists

6.6 Test



Chapter 6

Quotes

Once you have constructed your sentences completely and correctly, you get to worry about how you have quoted your sources of information.

Narrative writing is the only style of writing that does not require the use of *objective information* (information from someone or something that is reliable). All other writing, and sometimes even narrative writing, is greatly enhanced by the use of supporting objective details, or *quotes*.

However, including this objective information in your paper can lead to some hazards of its own. You must be sure to quote correctly and to give proper credit to all your sources. As we cover the topic of quotes in this chapter, we will focus on:

- plagiarism
- indirect quotes
- direct quotes
- using quote marks and italics

6.1

Plagiarism

When you *cite*, or quote, someone's ideas or work, you must give them credit. This is the moral, honest, and legal requirement of using objective details. Not doing so is called *plagiarism*, or stealing someone else's words, work or ideas (intellectual property). However, you do not need to cite things that are general knowledge. So how do you know how much to cite? That is a really good question, and three key points provide the answer.

First, consider your audience. The knowledge level of your audience guides what you cite and who you cite. If your audience is not likely to know the information, you need to cite the source. If it's common knowledge to your audience, you don't need to cite it. For example, your chemistry teacher does not need you to cite your source for the fact that water freezes at 32 degrees.

Second, consider your reputation as a scholar. As you gain more education you are credited with knowing more and, consequently, you have to cite less. The general rule of thumb is the more research you had to do to write your paper, the more citations you need to use.

Third, ask yourself if the information you're including in your paper is someone's unique idea? If the idea you are quoting is someone's unique discovery or thought, it must be cited.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★



Follow the homage: "When in doubt, cite it out." What this means is, if you have any doubt as to whether or not you should cite the source of a fact in your paper, do it.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Look at the following list of ideas and decide if you need to cite them or not. If you need to cite them, write “YES” on the line beside it; if not, write “NO.”



1. Theory of Relativity _____
2. Gravity _____
3. The Uncertainty Principle _____
4. The steps of repentance _____
5. The Articles of Faith _____
6. Faith is like a seed. _____
7. Deconstruction Theory _____
8. $5 - 3 = 2$ _____
9. Laman and Lemuel were not righteous. _____
10. Penicillin cures a bacterial infection. _____
11. Babe Ruth was a great baseball player. _____
12. Every worthy young man should serve a mission. _____

1. Yes. It's Einstein's unique idea. While you do not need to quote it word for word, you do need to give him credit for it.
2. No. Gravity is a law of nature. It was discovered, but not created, and therefore is not a unique thought. Also, most people are aware of the existence of gravity at an early age.
3. Yes. It's Hisenberg's unique idea.
4. No. Repentance is God's law. The steps of repentance are illustrated many place in various scriptures and in various ways. The general public is aware that the steps of repentance exist, and they can be freely referenced without citing the source.



5. Yes. The Articles of Faith are considered a unique thought, attributed to Joseph Smith, Jr. in his attempt to define the basic beliefs of The Church of Jesus Christ of Latter-day Saints. They are not well known outside the LDS community, therefore, the source should be cited.
6. No. This is a general phrase which has been used by many people in many ways.
7. Yes. It's Derrida's unique philosophical theory.
8. No. Simple mathematical equations do not need to be cited.
9. Yes or No, depending on your audience. If your audience is LDS, the information does not need to be cited. If it is a non-LDS audience, the information should be cited to provide a frame of reference for your statement.
10. No. Basic scientific facts do not need to be cited.
11. No. Opinion does not need to be cited, unless you are quoting the specific opinion of a person other than yourself.
12. Yes or No, depending on your audience. If your audience is LDS, the information does not need to be cited. If it is a non-LDS audience, the information should be cited to provide a frame of reference for your statement.



In the practice section of your grammar notebook, write a summary paragraph explaining how to tell whether or not you need to cite a quote or phrase in your writing. If you need more practice, read through some conference talks in the *Ensign*, noting when they cite and when they do not. Continue to practice until you can determine what needs to be cited without difficulty.



In the glossary section of your grammar notebook, define the following terms in your own words:

cite

objective information

plagiarism

quotes

6.2 Indirect Quotes

Once you've determined the quotes you want to use in your paper, you need to decide how to quote them. You can include quoted material in your own work using several methods. Each method requires a different level of supporting citation.

Indirect quotes, or providing a summary of what someone has said in your own words, require the least supporting citation.

Characteristics of indirect quotes are:

- You do not use quotation marks; rather, you put someone else's idea in your own words.
- You must include the author's name and the title of the text you are summarizing in an introductory sentence to your summary.
- You will usually summarize an author's thesis and main points (found in the topic and concluding paragraphs of their work), not the supporting detail of the paragraph's body.
- A summary will often answer important questions, such as who, what, where, when, and why.

A good way to introduce a summary is with the word “that.”

President Hinckley said that youth should not mutilate their bodies with multiple piercing and tattoos.

The word “that” indicates this is what President Hinckley meant, even if he did not use this particular sentence.

A summary is a good way to quote someone if you want to include a lot of their ideas or text in your work. If you had to quote all that information, you would end up with one big quote and no writing of your own.

Remember: Never use the exact words from a text and call it a summary—that is plagiarism.

Example 

Answers will vary, but the first sentence should contain the appropriate information. For example:



Joe Johnson, in the article entitled “Do It Right” said that...

In the practice section of your grammar notebook, write a summary paragraph explaining when it would be better to use indirect quotes in your writing. If you need more practice, read through some newspaper interviews, noting when they use indirect quotes. Continue to practice using indirect quotes in your writing until you can use them without difficulty.



In the glossary section of your grammar notebook, define the following term in your own words:

indirect quote



6.3

Direct

Quotes

Most of you are much more familiar with direct quotes than indirect ones. A *direct quote* is the traditional construction where you introduce a speaker and then put what they said within quotation marks.



Example

President Benson said, “Beware of pride.”

In this sentence, several important features of direct quoting are demonstrated:

- The speaker’s name is separated from what they have said by a comma (,) or a colon (:). A dash can be used, but it is not preferred.
- The first word of the actual quotation is capitalized.
- The period goes on the inside of the last quotation mark.

Other facts to know about using direct quotes are:

1. *You can use a direct quote as a grammatical part of your sentence.*
In the first example below, the quote is functioning as the subject of the sentence; thus, you need no comma between “mile” and “is.” In the second example, the quote functions as the object of the sentence; hence, you need no comma between “tried” and “going.” Also, quotes used in this way are not capitalized when they start in the middle of a sentence, thus “going” is not capitalized.



Example

“Going the extra mile” is an important concept to learn.

I have tried “going the extra mile.”

2. *Quotes require special punctuation rules.*
Periods and commas *always* go on the inside of the quotation mark. (See second example sentence above.)
Question marks, exclamation marks, colons, and semicolons go inside the quotation mark if they punctuate the quote only. (See first example sentence on next page.) Notice in the example below, there is not a comma between “sing” and “Lead” and the question mark is outside the last quotation mark.
If they punctuate the entire sentence, they go outside the quotation mark. (See second example sentence on next page.)

You could sing “Have I Done Any Good in the World Today?”

Example 

If you are depressed, could you sing “Lead Kindly Light”?

Correctly punctuate the following sentences using quotation marks, commas, colons, or other punctuation.

Exercise 

1. Christ said suffer the little children to come unto me.
2. Isaiah said that we need to come to Christ and repent.
3. Alma asked us have ye been spiritually born of God.
4. Nephi worked diligently to persuade our children and also our brethren to believe in Christ.
5. If any man will do His will, he shall know of the doctrine, whether it be of God, or whether I speak of myself Christ told the Jews in the temple.
6. And Moses said this is the thing that the Lord commanded.
7. Then Jonah prayed unto the Lord his god out of the fish’s belly.
8. Jeremiah said that I cannot speak for I am a child.

1. Christ said (,) (“)Suffer the little children to come unto me. (”)
Direct quote from Christ.
2. Isaiah said that we need to come to Christ and repent.
Indirect quote. No quotation marks needed.

Answers 

3. Alma asked us (“ have ye been spiritually born of God?”) ?
Direct quote is the object of the sentence. No comma needed. Because question mark punctuates entire sentence, it goes outside quotation.
4. Nephi worked diligently (“) to persuade our children and also our brethren to believe in Christ. (”)
Direct quote is the object of the sentence. No comma is needed; periods always go inside the quotation.
5. (“) If any man will do His will, he shall know of the doctrine, whether it be of God, or whether I speak of myself (,) (”) Christ told the Jews in the temple.
Direct quote. Original punctuation is included in the quote. Commas always go inside the quotation.
6. Moses said (,) “This is the thing that the Lord commanded.”
Direct quote from Moses.
7. “Then Jonah prayed unto the Lord his god out of the fish’s belly.”
Direct quote from the Bible.
8. Jeremiah said that I cannot speak for I am a child.
Indirect quote. No quotation marks needed.



In the practice section of your grammar notebook, write a summary paragraph explaining when it is necessary to use a direct quote in your writing. If you need more practice, read through some newspaper interviews, noting when they use direct quotes. Continue to practice using direct quotes in your writing until you can use them without difficulty.



In the glossary section of your grammar notebook, define the following term in your own words:

direct quote

6.4 Quote Marks vs Italics

When quoting or citing the title of any work in your writing, you have to decide if the title belongs in quotes or in italics. The convention for this decision is based on length. The titles of shorter works go in quotes, and the titles of longer works go in italics.

- *Book of Mormon*
- *Pride and Prejudice*
- *The Ensign*
- “Come, Come Ye Saints”
- “Jane Austen’s Discourse”
- “Somebody”

Example 

As a general rule, titles of novels, magazine titles, newspaper titles, movies, biographies, and other long works are put in *italics*. If you are writing by hand or on a typewriter where italics are not available, underlining may be substituted for italics, but do not do both. Titles of articles, poems, songs, and other short works are put in quotation marks.

All words, except prepositions (small words that describe where), are usually capitalized in a title.

Decide if the following titles should be put in quotes or in italics.

1. The Bible _____
2. The Friend (magazine) _____
3. The Hobbit (novel) _____
4. The New York Times (newspaper) _____
5. Lead Kindly Light (hymn) _____
6. The Church News (newspaper) _____
7. The Life of George Washington (biography) _____
8. Patterns (poem) _____
9. Christmas Hymns (non-fiction book) _____
10. Why the Chimes Rang (short story) _____

Exercise 



1. Italics
2. Italics
3. Italics
4. Italics
5. Quotes
6. Italics
7. Italics
8. Quotes
9. Italics
10. Quotes



In the practice section of your grammar notebook, write a summary paragraph explaining the difference between using quote marks and using italics. If you need more practice, read through some bibliographies or notice the footnotes for conference talks in the *Ensign*. Continue to review these sources until you can determine when to use quote marks and when to use italics without difficulty.

Junior Spelling List

airmail	grandfather	playground
anybody	grandmother	sidewalk
anything	handkerchiefs	snowball
anywhere	keyboard	sunshine
background	moonlight	teamwork
ballpoint	nearby	Thanksgiving
baseball	newspaper	tonight
classmate	outfit	typewriter
countdown	outline	underpass
everyone	peanut	understand

6.5

Spelling Lists

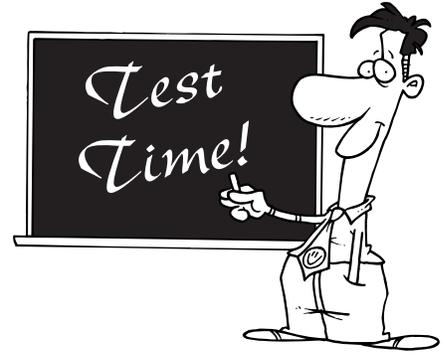


Senior Spelling List

abeyance	suspended action.
antipathy	aversion, dislike.
apprehension	misgiving, dread. Also a stopping or arrest. Also an understanding.
approbation	approval.
apropos	appropriate to the situation; apt.
castigate	to chastise, correct by punishing.
contentious	quarrelsome, competitive, quick to fight, pugnacious.
countenance	(n) mien, face; (v) approve of.
diaphanous	transparent, gauzy.
discomfit	to defeat, put down.
disingenuous	sophisticated, artful, trying to deceive, cunning.
dogmatic	positive, certain, arbitrary, without room for discussion.

epitome	representative, a summary or abstract, a typical example.
erudite	learned, scholarly.
felicitous	apt; suitably expressed, well chosen, apropos.
gainsay	deny.
hapless	unlucky, unfortunate.
insensible	unconscious, unresponsive, unaffected.
lachrymose	causing tears, tearful.
laconic	brief, to the point, terse.
misanthrope	one who hates mankind.
misogynist	one who hates women/females.
ossify	to turn to bone; to settle rigidly into an idea or practice, become closed-minded.
prevaricate	stray from or avoid the truth; equivocate.
prosaic	dull, tedious, commonplace.
pungency	sharpness; stinging quality, usually associated with taste or smell.
quiescent	at rest, dormant, torpid.
recreancy	cowardice, a cowardly giving up.
refractory	stubborn, unmanageable, intractable.
saturnine	gloomy, dark, sullen, morose.
squalid	foul, filthy.
strut	a supporting bar.
turbid	muddy, having the sediment stirred up.
venal	corruptible, bribable, unprincipled.
welter	turmoil; a bewildering jumble.

6.5 – Chapter 6 Test



Questions 1–6 are 2 points each.

1. Define plagiarism. _____

2. Discuss how to avoid plagiarism. _____

3. When must you quote someone? _____

4. When should you use summary? _____

5. How do you cite a summary? _____

6. When do you put a title in quotes and when do you put a title in italics?

(Continued on next page.)

- 7. Put in the correct punctuation from this section of the Book of Mormon's introduction. After you have finished your punctuation, compare it to the version printed in the Book of Mormon. Is it the same? Can you justify the differences? (10 points)**

Concerning the record the Prophet Joseph Smith said I told the brethren that the Book of Mormon was the most correct of any book on the earth and the keystone of our religion and a man would get nearer to God by abiding by its precepts than by any other book.

In addition to Joseph Smith the Lord provided for eleven others to see the gold plates for themselves and to be special witnesses of the truth and divinity of the Book of Mormon. The written testimonies are included herewith as The Testimony of Three Witnesses and The Testimony of Eight Witnesses.

Chapter 7: Finishing

Whew! My paper is
finally finished!



7.1 Bibliographies

7.2 Abstracts

7.3 Title Page

7.4 Spelling Lists

7.5 Test

Not quite...



Chapter 7

Finishing

We've reached the end of the writing process. We've brainstormed, outlined, and created the first draft. We've checked our punctuation to be sure we've obeyed all the comma rules, fixed our run-on sentences and comma splices. We've defragged our fragmented sentences, corrected our parallelism and comparisons. All of our non-essentials are now essential to our message and all of our quotables are quoted. Whew!

Now it's time to finish. Finish?!? What else is there? The final step is to make everything tidy and pretty, and package it all together. The format and appearance of the document is important. How your document looks and following the final directions of your teacher is almost as important as what you have said.

To add the final polish to your document you must:

- **Spell check.** With the advent of computers, word processors and the spell checker, a misspelled word is often viewed as laziness, not an honest mistake.
- **Proofread.** It's good to have someone else read through your paper before you turn it in. A fresh set of eyes can help you find and correct last-minute mistakes.
- **Bibliography.** List your sources according to the specific requirements of your teacher.
- **Abstract.** This summary of your ideas is a requirement for many scientific and research papers.
- **Title page.** Any report will be perceived better with a little window dressing.

Since spellchecking and proofreading are self-explanatory—just do it!—we'll jump right into the final pieces of your paper.

7.1

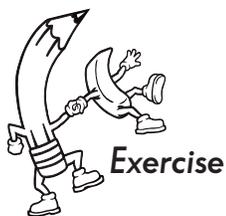
Bibliographies

A ***bibliography*** is a list of the sources you have quoted or referred to in your paper.

All bibliographies have certain things in common, though there are many styles of punctuation and presentation. Make sure you have *explicit directions* from your teacher for the preparation of a bibliography.

If you are given no explicit directions, you can choose from several standard formats. The two most popular are MLA (Modern Language Association) and APA (American Psychological Association). Directions on these formats are available on-line or in manuals from the library or bookstore.

Whichever form you choose, each entry will include the following information: author, title, and publisher of the text, as well as additional information. Use periods to separate the three main pieces of information. Standard punctuation, capitalization, and italics/quotes conventions apply.



Follow these directions *exactly* to create a bibliography.

- Choose five books and three magazine articles of your choice. Alphabetize your bibliography by author's last name, listing all the books together first, then listing the magazines last.
- Write the author's name, last name first, followed by a comma, then the first name and middle name or initial. Put a period after the author's name.
Example: Hinckley, Gordon B.
- Write the title. Put book titles in italics and magazine article titles in quotes. Put a period after the title.
Example: *The Hobbit*.
"Do It Now."
- For books, write the place of publication, followed by a colon. Then write the name of the press. Put a period at the end. (This information is usually found on the title page or copyright page.)
Example: Pleasant Grove, Utah: Liahona Publishing.
London: Random House.

- For magazines, write name of the magazine, in italics, and the date of publication for the issue. Do not punctuate the space between the title and publication date. Add a colon, then the page numbers of the article. Do not put “pg.” before the numbers, just list them after the colon. Put a period at the end.

Example: *Ensign* June 2001:2–5.

Lists will vary, but should follow the conventions below.



Books:

Albom, Mitch. *Tuesdays with Morrie*. New York: Doubleday.

Hinckley, Gordon B. *Standing for Something*. New York: Times Books/Random House.

Tolkien, J.R.R. *The Hobbit*. London: Random House.

Wilburn, Tracy Elizabeth. *Line Upon Line Grammar*. Pleasant Grove, Utah: Liahona Publishing.

Williams, Margery. *The Velveteen Rabbit*. Marshfield, MA: Vermilion, Inc.

Articles:

Anderson, Leslie C. “Farewell, Nauvoo.” *The Friend* July 2001:4–7.

Baker, Matthew and Laury Livsey. “A Temple of Our Own.” *The New Era* July 2001:20–26.

(Note: When there are two authors, list alphabetically by the first author (last name first), then list the second author (first name first, last name last).

Hinckley, Gordon B. “Behold Your Little Ones.” *Ensign* June, 2001:2–5.

Find a bibliography in a book from home, the library, or the Internet. Does it follow the rules you have learned in this section? If not, copy them correctly into the practice section of your grammar notebook.



In the glossary section of your grammar notebook, define the following term in your own words:

bibliography



Glossary

Answers will vary. Possible example:

The book of Habakkuk is about a prophet who is not excited about his calling because the people around him are wicked. Habakkuk prays and begins to work. Heavenly Father blesses him with a miraculously changed attitude. In the end, he blesses God for the opportunity to serve Him.



In the practice section of your grammar notebook, explain how outlines and abstracts are similar. Then explain how they are different. If you need more practice writing abstracts, select your favorite story from the scriptures and write an abstract for it. Continue to do this until you can write abstracts without difficulty.



In the glossary section of your grammar notebook, define the following term in your own words:

abstract



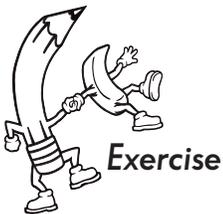
7.3

Title Page

A *title page* is a page at the beginning of your paper listing the title, your name and other details, such as the date and class for which it was written. The information included on the title page and the format of this page will vary, depending on the individual teacher or class. Be sure to follow the directions for creating your title page with exactness.

Just as with bibliographies, there are MLA and APA standard formats for your title page. If given no explicit direction, you should choose one of these. Be sure to use the same style you used for your bibliography. For example, use both MLA or both APA styles throughout your paper. Don't put an MLA title page with an APA bibliography.

In general, title pages are only appropriate for papers that are five pages or longer. Otherwise, just put your name and the requested information at the top of your first page of text. However, if your teacher asks for a title page for a two-page paper, go ahead and provide one. *The individual teacher in the individual case is always right.*



Follow the directions to create a title page:

- Create a title page that is centered in the middle of the page. (Use a made-up title for a paper.)
- List your name.
- List the date due. Use March 23 of this year.

A Paper to End All Papers

Tracy E. Willburn

March 23, 2001

In the practice section of your grammar notebook, write a summary paragraph explaining how a title page helps your paper.



In the glossary section of your grammar notebook, define the following term in your own words:

title page



7.4 Spelling Lists



Junior Spelling List

arches	goddesses	boxes
beaches	messes	fixes
benches	misses	foxes
ditches	mosses	mixes
inches	passes	prefixes
latches	presses	suffixes
patches	princesses	taxes
ranches	bushes	waxes
bosses	dashes	buzzes
classes	pushes	quizzes
dresses	flashes	

Senior Spelling List

abysmal	extreme; low, like an abyss.
adamant	hard and inflexible; unyielding.
apostate	one who abandons long-held religious or political convictions.
ardor	warm interest, passion, enthusiasm, zeal.
audacious	daring; bold.
demur	to hesitate, raise objections.
desiccate	to dry up, dehydrate.
dross	waste product, sludge; something worthless, common, or trivial.
dulcet	melodious, harmonious.
equipoise	equal distribution of weight; equilibrium.
harrow	to distress, create stress or torment.
hirsute	hairy, shaggy.

imprecation	an invocation of evil; a curse.
insouciant	unconcerned, carefree.
loquacious	talkative, garrulous.
mellifluous	sweetly flowing; usually used to describe the use of words (sweetly flowing words, as when the speech is characterized by high volubility).
multifarious	varied, motley, greatly diversified.
pariah	an outcast; a rejected and despised person.
pellucid	transparent, easy to understand.
pillory	to punish, hold up to public scorn.
piquant	agreeably pungent, stimulating.
perplex	resentment at being slighted.
raffish	low, vulgar, base, tawdry.
taciturn	untalkative, silent.
tawdry	cheap, gaudy, showy, tacky.
tenacity	firmness, persistency, adhesiveness, tending to hang on.
torpor	lethargy, sluggishness, dormancy.
turgid	excessively ornate; swollen or bloated.
volubility	fluency, verbosity, easy use of spoken language.

7.4 – Chapter 7 Test



Congratulations! You now know how to write a paper. Writing a paper is your true test.

Use what you have learned to write a paper. Follow the directions of your teacher, or use the directions listed below:

Topic: Any topic of your choosing.

Length: 3 to 5 pages.

Format: Papers should be typed; double-spacing between lines; 1" margins.

Organize your paper as follows, and submit it in a folder.

Page 1: Title Page; Use the format shown in section 7.3.

Page 2: Abstract; Include a one paragraph abstract.

Pages 3+: Body of your paper.

Last Page: Bibliography; Use the format shown in section 7.1.

Test Answers

Have you finished
your test yet?



Caught ya
lookin!



Test Answers

Chapter 1:

Answers will vary, but should contain the following key ideas.

1. List as many ideas as occur to you.
Don't worry about neatness, spelling, punctuation, and grammar.
Group your ideas into categories.
2. Your clustering should be similar to the example in 1.1.
3. Critical reading identifies key ideas. These key ideas can be used as examples or main categories in a paper.
4. He prays; he finds the ore to build the tools; he get his brothers to help, after some persuasion. (These are my three favorite, but there are others in the chapter.)
5. Process: Summarizing is putting someone else's idea in your own words and adding personal commentary about what you think it means.
Function: You can use your summary as part of an example or explanation in the body of your paper.
6. Nephi prays and is told to build a ship.
His brothers challenge him.
Nephi shocks them with the power of God.
After being humbled, his brothers help him build the ship.
7. Process: Keeping a journal is writing about the events and feelings in your life.

Function:
Keeps track of main ideas in what you are reading.
Helps you keep track of everything you have read.
Encourages you to comment on what you are reading.

3. *Correct.*
4. *Faulty Parallelism. To make the sentence parallel, Haman needs an identifying modifier just as Mordecai and Ahasuerus have.*
Possible Correction: In this story, Ahasuerus is the king and a good guy, Mordecai is Esther's uncle and a good guy, but Haman is the king's assistant and a bad guy.
5. *Correct.*
6. *Correct.*

Chapter 5:

1. Whenever I read the New Testament (,) I read Third Nephi.
2. Christ (,) in both accounts (,) explains some of the most important parts of the gospel.
3. *Correct. "Of both continents" clarifies who the children are, so the phrase is essential.*
4. *Fragment.*
Possible Correction: Reading these scriptures inspires me to be a better person.
5. Since I frequently told the story of Christ's appearance on my mission (,) I now often think of it in Portuguese.

Chapter 6:

Answers will vary for numbers 1–6.

1. Plagiarism is taking credit for ideas or writing that is not your own.
2. You avoid plagiarism by citing your sources and giving credit by acknowledging the author and text for both direct and indirect quotes.

3. You must use a quote or cite a source when the idea or writing is unique to someone else and/or is not common knowledge.
4. Use a summary when there are several ideas you want to include from a text.
5. Cite a summary by introducing the author and the source at the beginning of an indirect quote.
6. Titles of long works go in italics. Titles of short works go in quotes.
7. Concerning the record the Prophet Joseph Smith said: (“ I told the brethren that the Book of Mormon was the most correct of any book on the earth, and the keystone of our religion, and a man would get nearer to God by abiding by its precepts, than by any other book. (”)

In addition to Joseph Smith, the Lord provided for eleven others to see the gold plates for themselves and to be special witnesses of the truth and divinity of the Book of Mormon. The written testimonies are included herewith as (“ The Testimony of Three Witnesses (”) and (“ The Testimony of Eight Witnesses. (”)

Chapter 7:

Submit your paper.

About the Author

Tracy is one cool chick!



Tracy Elizabeth Willburn is a graduate of Brigham Young University with a Bachelors in English and Classics and a Masters in Comparative Literature. She also holds a Doctorate from the University of Utah. Her publications include several articles on developmental education. She is fluent in five languages, served an LDS mission to Portugal, and moved around the world with her family because of her father's military career.

Tracy is currently on staff at Liahona Academy and Utah Valley State College. Tracy is dyslexic and disgraphic, which gives her empathy and insight into the frustrations associated with acquiring grammar and writing skills.

