**Instructions:**

**Do step 1 on your own, then review steps 2-5 in groups of 3-4 (in break-out rooms) and complete the tables below, paying attention to the instructions listed. Try to get 2 examples for each exercise.**

1. **Read the Provided Passage on your own**: Pay attention to instances of wordiness and flow.
2. **Identify Wordiness:** Indicate areas in the passage where the language is unnecessarily verbose, redundant, or uses filler words/phrases.
3. **Evaluate Flow:** Note where the passage transitions smoothly between ideas and where connections between sentences and paragraphs could be improved for better coherence.
4. **Provide Feedback:** Using the categories of wordiness and flow discussed, provide feedback on the passage. Identify specific examples and explain why they are considered wordy or how they impact the flow of the text.
5. **Offer Suggestions for Improvement:** For each identified instance of wordiness or flow issue, suggest revisions or re-phrasings that would enhance clarity, conciseness, and coherence. Consider using active voice, clearer transitions, and eliminating unnecessary phrases.

**Exercise 1: Omitting unnecessary words (fillers, redundancy) – original sentence / your improved version.**

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| --- | --- | --- |
| **Original Sentence** | **What is the Problem?** | **Revised Sentence** |
|  |  |  |
|  |  |  |

**Exercise 2: Revising wordy sentences (larger revision than just deleting a word or two).**

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| --- | --- | --- |
| **Original Sentence** | **What is the Problem?** | **Revised Sentence** |
|  |  |  |
|  |  |  |

**Exercise 3: An example of a good transition (flow) (linking sentences, connectors, pattern repetition, emphasis).**

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| --- | --- |
| **Sentence(s) demonstrating good flow** | **What makes it good?** |
|  |  |
|  |  |

**Exercise 4: An example of a bad transition (flow) – note what doesn’t work and provide an improved version or a suggestion to improve flow**

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| --- | --- | --- |
| **Sentence(s) demonstrating bad flow** | **What is the Problem?** | **Revised Sentence(s)** |
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