

**Exercises: Use a different verb of attribution and the word that to give credit to the listed author.**

1. (Machiavelli) "it is much safer to be feared than loved, when, of the two, either must be dispensed with."

Answer 1: Machiavelli **claims that** "it is much safer to be feared than loved, when, of the two, either must be dispensed with."

Answer 2: Machiavelli **claims,** "It is much safer to be feared than loved, when, of the two, either must be dispensed with."

Answer 3: Machiavelli, **an Italian political scientist and philosopher during the Renaissance,** **claims that** "it is much safer to be feared than loved, when, of the two, either must be dispensed with."

**Teaching Tip:** If students follow directions, they will write something close to Answer 1. Answer 2 is also acceptable, if a student wishes to omit the relative pronoun that. Answer 3 includes the appositive, which they must somehow know or look up.

2. (William Sumner, an early proponent of Social Darwinism) "every effort to realize equality necessitates a sacrifice of liberty."

Answer 1: William Sumner, an early proponent of Social Darwinism, **concludes that** "every effort to realize equality necessitates a sacrifice of liberty."

Answer 2: William Sumner, an early proponent of Social Darwinism, **concludes,** "Every effort to realize equality necessitates a sacrifice of liberty."

**Teaching Tip:** Students should include the appositive, since it is given in the prompt. Logically, the verb "conclude" must follow from some sort of argument. I would give student some leeway here, though.

3. (Benjamin Franklin) if people want to convince someone else of their opinion, they should adopt the guise of "the humble inquirer and doubter."

Answer 1: Benjamin Franklin **maintains that** if people want to convince someone else of their opinion, they should adopt the guise of "the humble inquirer and doubter."

**Teaching Tip:** In this sentence, only a snippet of the original quotation is within quotation marks, mostly to teach students that they may use this technique in their own writing.

4. (Adam Smith, a classical economist) "The real price of everything ... is the toil and trouble of acquiring it."

Answer 1: Adam Smith, a classical economist, **states that** "the real price of everything ... is the toil and trouble of acquiring it."

Answer 2: Adam Smith, a classical economist, **states**, "The real price of everything ... is the toil and trouble of acquiring it."

**Teaching Tip:** Two things. First, note that the case of the word the changes from upper to lower in the answer. Students should be taught that the punctuation and capitalization of the attribution **MUST** flow and make sense. The student's sentence must be grammatically and syntactically correct. Also, students need not place brackets [ ] when they merely change the case of a word.

Second, the use of ellipses is perfectly acceptable in a direct quotation as long as the essential meaning of the original is not lost.

5. (Mrs. Goddard Orpen) "A grain of sand, or some such minute foreign substance, gets within the jealous valves of the [oyster] and causes great irritation to the soft body of the pulpy inhabitant."

Answer 1: Mrs. Goddard Orpen **explains that** "a grain of sand, or some such minute foreign substance, gets within the jealous valves of the [oyster] and causes great irritation to the soft body of the pulpy inhabitant."

Answer 2: Mrs. Goddard Orpen **explains**, "A grain of sand, or some such minute foreign substance, gets within the jealous valves of the [oyster] and causes great irritation to the soft body of the pulpy inhabitant."

**Teaching Tip:** For some reason, Answer 2, without the word that, leaves me uneasy in this case. Not the legitimate use of **brackets** [ ]. Explain to students that they must include brackets when they add a word or two to the original sentence, in other words, when they make a **minute** change to the original to clarify its meaning or to make it flow grammatically or syntactically with the students' own sentence.

6. (Frederick Douglass) he does "not remember to have ever met a slave who could tell of his birthday."

Answer 1: Frederick Douglass **asserts that** he does "not remember to have ever met a slave who could tell of his birthday."

Answer 2: Frederick Douglass **asserts**, "I do not remember to have ever met a slave who could tell of his birthday."

**Teaching Tip:** The original sentence from Douglass includes "I do." Impress upon students that they may make **MINOR** changes to quoted material so that it flows with the students' own writing, as in Answer 1.

7. (W. E. B. Du Bois) "education among all kinds of men always has had, and always will have, an element of danger and revolution, of dissatisfaction and discontent."

Answer 1: W. E. B. Du Bois **contends that** "education among all kinds of men always has had, and always will have, an element of danger and revolution, of dissatisfaction and discontent."

Answer 2: W. E. B. Du Bois **contends,** "Education among all kinds of men always has had, and always will have, an element of danger and revolution, of dissatisfaction and discontent."

8. (Susan B. Anthony) when people come together to form a nation, they do not relinquish their rights.

Answer 1: Susan B. Anthony **suggests that** when people come together to form a nation, they do not relinquish their rights.