

Prompt: *In no fewer than 500 and no more than 1000 words, share how you have encountered at UR (perhaps earlier) voices that put you off, as Glaser describes. Have you felt forced into those voices? If possible, reflect on how academic writing has worked against your own development as the sort of writer you'd like to be. No professorial names, please, but you are invited to make this personal and "I" is most welcome.*

Today, your partners and you are working on writing that I will grade. So here are some ideas to consider as you assess/respond. I'll try to practice what I preach when I start running through your drafts Sunday.

- Begin with the positive. Which parts of your partner's work do you most like? Why? Conversely, where do you still want more? Why?
- Both Nicholas and Glaser dislike academic writing that must be so dense that, to paraphrase Nicholas, it needs someone else to explain its explanations. So:
 - Do you see any moments like that in your partner's piece? What don't you understand? Politely point out where and why.
 - Check their professional jargon, if any. Does it fit the audience and occasion?
- Conversely, are their stylistic choices too informal? If so, where and how so?
- Do you find your partner slipping into "Creative Genius" territory? Do anecdotes and evidence from sources serve more to show off the writer's skills with words than to help the reader see why the claims matter?

Conversely, does your partner address Judith Butler's counterargument (Nicholas 14:50) that style can be somewhat beyond our control and "not entirely a matter of choice"?

Here I'm thinking Butler and I agree: certain topics and fields of study demand complex syntax and vocabulary that typify Glaser's "Professional Professional." Additionally, I suspect that using "I" (and I encourage it) lies behind much writing that falls into the Creative-Genius trap. Thus the ban many high-school teachers place upon it.

- Check for my House Rule about too many verbs of being (is/are/was/were). Help your partner replace them with active voice and action verbs. Aim: No more than five verbs of being in the entire essay.
- You may find these two materials from Writers Web useful:

[Faculty Pet Peeves](#) &
[Sounding Academic, Not Fake](#)
Anthropic Claude [Sonnet AI](#)