

CONCEALING A LACK OF IN-DEPTH UNDERSTANDING THROUGH THE USE OF VERBOSE, OBFUSCATING, VAPID AND/OR REDUNDANT LANGUAGE

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“I thought some of the metaphysical imagery was really particularly effective. The interesting rhythmic devices seemed to counterpoint the surrealism of the underlying metaphor of the humanity of the poets compassionate soul-- which contrives through the medium of the verse structure to sublimate this, transcend that, and come to terms with the fundamental dichotomies of the other. One is left with a profound and vivid insight into... whatever it was the poem was about!”

-- Douglas Adams, *The Hitchhiker's Guide to the Galaxy*

Your Thesaurus and You

- * The thesaurus is your friend. It holds countless synonyms and if it weren't for it, your BS'ed paper would sound horribly repetitive and uncreative.
- * Use a long word even when a diminutive one is adequate.
- * Make sure you know what it means; don't use Microsoft Word's suggestions recklessly.

Generalize

- * Be vague.
- * Expand on what you do know.
- * Use whatever details you remember, although it's possible to get a decent grade without them.

Uti Aliis Linguis



* Phrases in French and Latin are good filler and add to your vocabulary:

* *Ipsa facto*

* *Et al*

* *Avant garde*

* *Bourgeois*

* Words with accents are usually impressive:

* *Touché*

* *Déjà vu*

* *Raison d'être*

* *Exposé*

Repeat, Restate and Reiterate

- * Repeat your main points in the introduction and conclusion.
- * Don't worry about being concise; succinctness is a bad thing when you don't understand the things about which you're writing.
- * Restate the central arguments at the beginning and end.
- * Doing the aforementioned helps reinforce your thesis (ostensibly) and, don't worry, teachers do this all the time.
- * Reiterate the vital ideas in the opening and closing paragraphs.

Stop, Grammartime.

- * Use lots of adjectives.
- * Use complicated punctuation (parentheses, semicolons, lots of commas, dashes, et cetera).
- * Long sentences are key considering that they induce confusion and are complicated to understand. Most teachers will assume you're right especially if they're skimming.

Words to Use: English

- * Metaphor
- * Symbolism
- * Imagery
- * Irony
- * Rhetoric
- * Argument/claim
- * Author/narrator/writer
- * Perspective
- * ...is vital to the meaning of the work as a whole.
- * Anything but “unique”

Both settings, albeit contrasting, equally contributed to the meaning of the work as a whole in the sense that they allowed the reader to view the protagonist on a multitude of levels. While the narrator was in the South, his potential was hindered by the oppressive nature of his surroundings. It was not until he moved to Harlem and joined the Brotherhood that the reader was exposed to the narrator's true being. The countless differences that exist between the two places, in terms of ideologies, are central to the meaning of the work since racism is a key obstacle in regards to the narrator's search for an individual identity.

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Words to Use: History

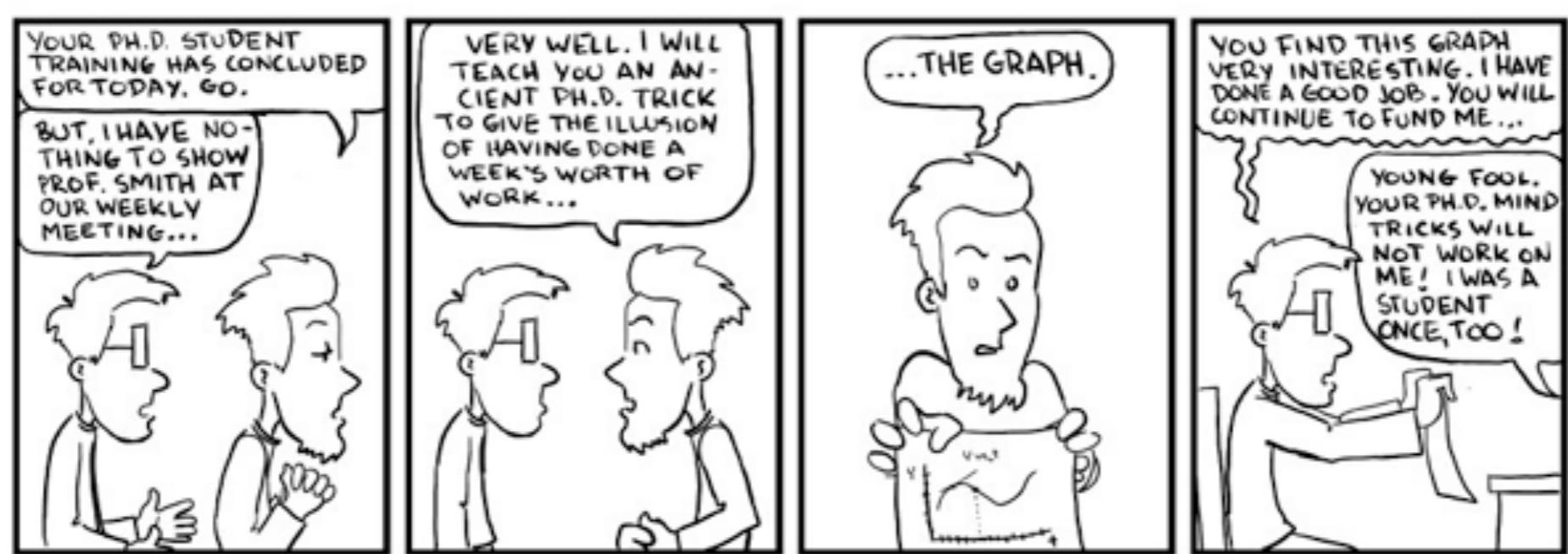
- * Era
- * Influence
- * Corrupt
- * Significant
- * Perceive
- * Scandal
- * Destitution
- * Ideology
- * Words that end in “-ism”

The antiwar movement, made up predominantly of middle class and well educated antiwar dissidents who could afford to dodge the draft, was successful in revealing the corrupt incentives that led the United States' government entanglement in the Vietnam War, however people of little means were powerless to oppose the Vietnam War in which they were destined to play a part. A NAACP Resolution that was filed in 1967 stated that any "attempt to merge the civil rights movement with the peace movement, or to assume that one is dependent upon the other, is, in our judgment, a serious tactical mistake. It will serve the cause neither of civil rights nor of peace." It was clear that African-Americans, at that point in time, were more militant in fighting for civil rights such as voting rights and full integration.

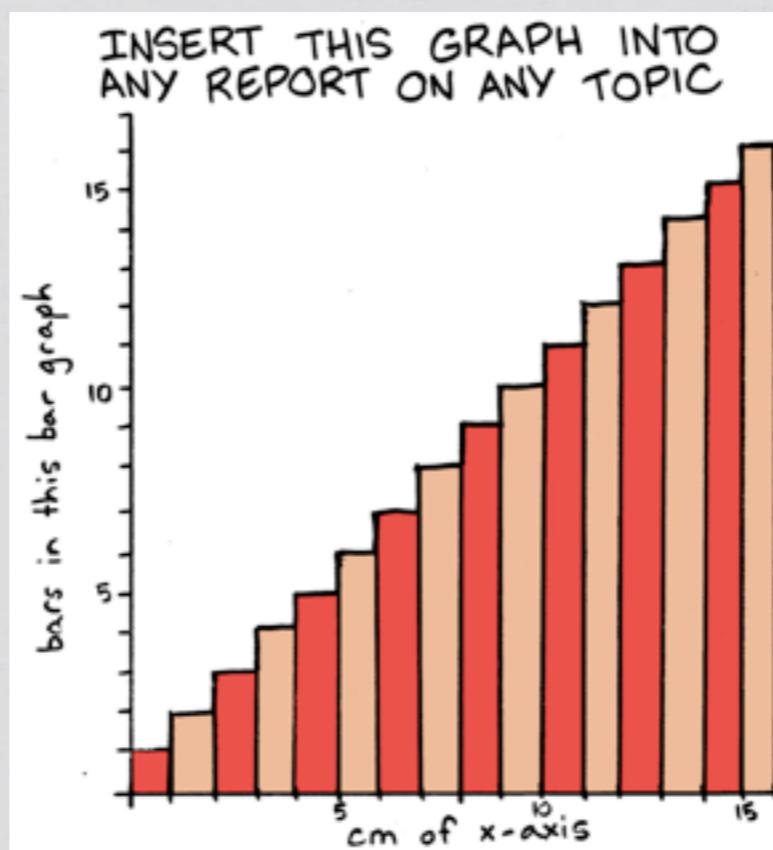
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Words to Use: Science and Math

- * Approximation
- * Equivalent
- * Theoretically
- * Thus/therefore/ergo
- * Quod erat demonstrandum
- * Pictures, charts and diagrams are great accompaniments.



JORGE CHAM ©THE STANFORD DAILY



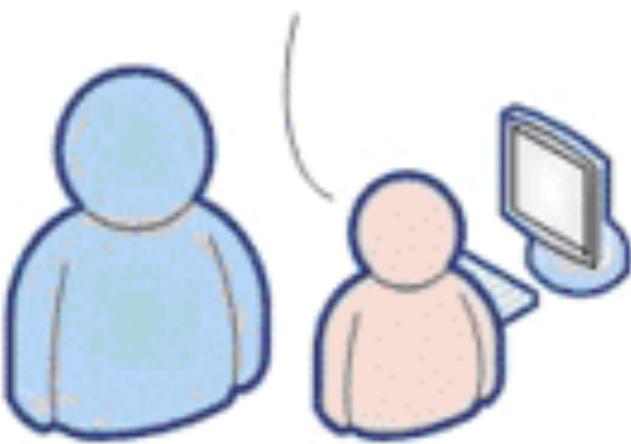
How to Plagiarize and Not Get Caught (It's Called Citing)

- * Quotations make for great filler.
- * Always cite reputable sources.
- * Wikipedia is not to be trusted, Wikipedia's article citations on the other hand...
- * You can also use Amazon and Google Books for quotes.

If You Get Caught

- * Try to shift the blame.
- * Just admit to it - your teachers may be old but they're usually not stupid.
- * If you're caught plagiarizing (which we neither recommend nor condone) give up, there is really nothing you can do. Accept the zero and move on.

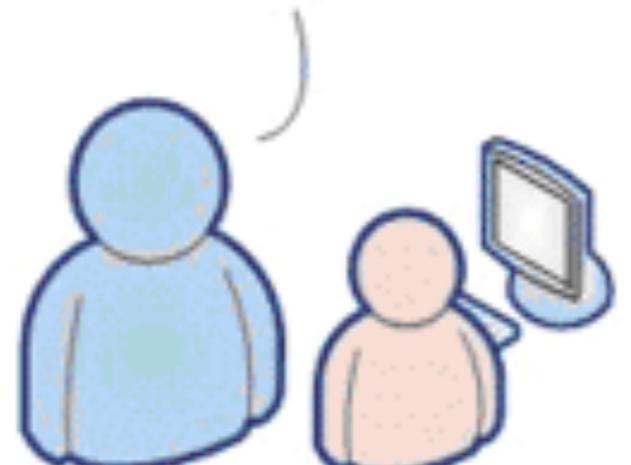
DADDY, DADDY, COME SEE
THE POWERPOINT
PRESENTATION I MADE AT
SCHOOL.



ON THIS SLIDE, I WASN'T
SURE WHAT TO SAY, SO I
JUST ADDED A BUNCH OF
ANIMATIONS. AND ON THIS
SLIDE, I HAD WAY TOO
MANY
WORDS, SO
I MADE
THEM
REALLY,
REALLY
SMALL.



OH, MY.... WHAT DID YOUR
TEACHER SAY WHEN HE
SAW THIS?



HE SAID I HAVE A BRIGHT
FUTURE IN MARKETING.



Powerpoints

- * Powerpoints are a great way to present something you don't understand.
- * Teachers see so many terrible presentations, they'll be grateful for mediocrity.
- * DO NOT READ FROM THE SLIDE.
- * If you can, turn off the lights.

QUESTIONS?*

***Certain restrictions apply.
(Yes, Sephora, that means you.)**

If Desperate, Guess

- * Super effective for English!
- * Can work for history if you have some understanding of the material.
- * Should be used only as a last resort for science.
- * Don't even bother with math.
- * Don't worry about sounding stupid. It's better than a zero, and your teachers have seen worse. Much, much worse.

In conclusion...

- * Use long accented words and foreign phrases.
- * Adhere to the three R's.
- * Cite everything.
- * If all else fails, everybody loves chocolate.