

# 7

## Invention Throughout the Writing Process

Amy Hodges

---

Amy Hodges studies rhetoric and composition at Florida State University, where she is a graduate teaching assistant. She is amazed by her students, their writing, and the stories they share. The focus of much of her work is on letter writing and writing about personal experience.

---

Invention never stops.

—Kate Brown, writing teacher

Are you staring at your computer screen? Is it blank or filled with text you don't know how to revise? I am, too. Getting started again and again with an essay draft is difficult. The act of writing well is based on a process that begins and ends with invention.

Let's investigate the truth of this claim by considering possible invention tools we can use to get started without getting frustrated. Remember that the main point of invention is to generate ideas and then move those ideas onto paper. While invention allows you to create and then re-create your text, invention for getting started on a draft is most often the place where writers get stuck. Many beginning writers are afraid to share ideas for fear that their topic will prove less effective than topics their classmates generate. In order to begin writing, you have to let go of that fear, which every writer experiences. To do

this, make a list of five things you have successfully written, and make that list visible in order to explore possibilities. Here is my list:

1. a letter to my ex-boyfriend
2. a Classical Rhetoric paper
3. grocery lists
4. a personal experience essay to my dad
5. thank-you notes

Don't compare yourself with other writers, published or unpublished. Just allow yourself to experiment with ideas, topics, and words. Since it's not that easy to begin experimenting when you've been staring at a blank sheet of paper far too long, here are several invention-based steps to consider when starting to write.

## **Part I: Invention for Generating Ideas and Drafts**

### *1. Discovering a Topic*

The most effective topic will be the topic that interests you most. Generally, if you are interested in your topic, you will capture your reader's interest as well. Think briefly about your interests, passions, and curiosities. What would you like to explore? Are you really into fashion, sports, women's rights, toxic waste issues? Start by quickly making a list of at least ten ideas and topics that genuinely interest you, and don't analyze what pops into your head for effectiveness or information; just focus on listing at this point. Here is a student's initial topic list, composed to help her generate an essay focused on personal experience.

#### ***Pam's List***

1. the first time I skipped school
2. breaking up with Rob
3. Mom didn't show up for my dance recital
4. Peter's rejection
5. Dad and my homecoming dress
6. Matthew on the other side of the twin beds
7. Danielle's breakup with Tom
8. fight with Mom over Uncle Mike
9. Shannon's suicide attempt
10. the peanut butter incident

As you can see, Pam's list is somewhat haphazard and your list should be, too. Now, read back through your list at least three times, jotting down ideas

for elaboration beside each topic. After you have generated specific ideas that could move each topic into an essay, go back through and mark off the topics that seem limited or ridiculous (Pam marked off #10). Next, find the boring or general topics and mark them off the list (Pam marked off #7 and #2). Read back through your remaining topics and circle the topic that you can't seem to cut from the list.

## 2. *Talk It Out*

Still having trouble narrowing your topics list? Because writing can seem so solitary, sometimes vocalizing your essay ideas can be an effective invention tool. Try talking with a classmate, roommate, or friend about your topic choices and watch which topics they respond to and which make your interest level rise. Notice, too, which topic you spend the most time explaining—you can use your existing knowledge of the topic to build on in your writing. As writing teacher Nancie Atwell suggests, try to write down the ideas you share during the conversation for future reference. Also, encourage your conversation partner to ask questions about your possible topics. Allow him or her to tell you which idea seems the most interesting, and which topic seems limited or even impossible. Simply tell the story, describe the experience, or share the facts in conversation and see which topic wins your audience.

## 3. *Just Write*

Now that you have a tentative topic, begin writing. One of the most effective invention techniques is freewriting. Freewriting can help you continue thinking about the beginning stages of your writing process. Peter Elbow popularized this technique in *Writing Without Teachers* and suggests that freewriting helps writers escape from their self-consciousness and invites the mind to discover ideas and words, which, in turn, helps generate drafts. To begin this exercise, write your topic at the top of a blank sheet of paper or computer screen. Then just begin writing about your chosen topic and continue writing for twenty minutes without stopping your pen or your typing. Make sure you don't edit too soon, and allow yourself to simply write without distraction or proofing. The following freewrite was written during Lauren's invention stage of a personal experience essay:

Brad gets here in two days. YIKES! I am excited, but I've noticed that I'm getting used to our long-distance routine. The elation at seeing each other after two or three months apart, the whirlwind ten days together, a teary public good-bye right in front of the security checkpoint at the airport, and then two or three more months of waiting. But, as predictable as it is, I wouldn't give it up for anything. Those ten days make up for all of the waiting and day-dreaming and long distance phone calls.

And I'm not doing this all for fun. Someday I want us to be together. I wonder what that would be like. Will we be completely happy and in love, or will we annoy each other to death and go our separate ways, disappointed and heartbroken? I have no reason to believe that we will be anything but happy and in love, but years of bad relationships have conditioned me to expect the worst.

Unfortunately, it is not my nature to let things be. I want a part in it. I am 21 years old, about to graduate from college in two months, and one week ago I decided that I want to be a lawyer, too bad I have been training to be a reporter for the past year. I have even sent out tapes to get a reporting job and gone on an interview in Panama City . . . (YUCK). I think I always knew that it wasn't right for me. I mean, isn't it kind of a bad sign when you send away for a job and secretly hope that you don't get an offer? Yeah, that was a big clue. Hello. Big clue. Big . . .

Did you notice how Lauren was working to find meaning, reflectively and associatively? Finding possibility is the goal of freewriting, not perfectly worded sentences. Like Lauren's freewrite, your writing is rich with possibility. Go back through your freewrite and mark places, words, or ideas that you think could readily be shaped into an essay.

#### 4. *Question Yourself*

Are you wondering how Lauren moved her freewrite and discovery into an essay based on personal experience? She explained in her process memo that "the freewrite exercise helped me realize I wanted my readers to understand the scattered emotions that were caused by making a career change so late in my academic studies." Rediscovering personal and professional goals became the focus of Lauren's essay. How can your inventive writing lead you toward a draft? Once again, read through your freewrite and this time apply the reporter's formula to what you've just written; that is, ask: Who? What? When? Where? and Why?

#### *Lauren's Answers*

**Who?** myself, Brad, school

**What?** making a hard decision

**When?** two months and one week before graduation

**Where?** school, my house

**Why?** this experience is happening right now and it is powerful

These W questions, often used in journalistic writing, can help you decide *who* your audience should be and/or *who* will be involved in the essay, *what* your essay will focus on, *when* the event or facts took place, *where* the experience, setting, or argument was brought to fruition, and *why* this is an important essay either for you or for your audience.

Questioning should not stop here; in fact, continue asking questions about your text and topic throughout your drafting sequence. Remember, the more questions you ask, the more information you generate. Some questions you might ask include the following:

- What claim will you make about this topic?
- What is the scope of the overall topic?
- How will you focus?
- What knowledge must you provide to readers?
- How can this information lead to an effectively organized essay?
- Who is the audience for this essay?

After reading Bobby's list, create a list of specific questions you plan to answer through your essay.

### ***Bobby's List on Bullying in Schools***

- A. Why do kids kill in schools?
- B. Is bullying a universal experience for all kids?
- C. Are there organizations that support tolerance among children?
- D. How can I make my reader feel alienated, too?
- E. Can I share my experience without seeming like a loser?

## 5. *Moving Toward Drafting*

As you consider your chosen topic, think about its significance in your life, whether it is an argumentative essay on a controversial topic like marijuana legalization or a sensory observation exercise for a Psychology 101 class. Now we will work through some prompts that can help a writer get ready to write an initial draft a personal experience essay. If you fully elaborate on each response, Q-and-A prompting like this can be a very effective invention tool. In the following examples, Brian investigates his relationship to music. After you read Brian's responses, try the prompts using your topic.

### ***Writing Prompts***

- A. When did you discover your interest or love for your topic?  
***Brian's response:*** *Music has always been a strong part of my life. At first, I thought I would focus on how music has touched my life in this essay, but I think I will now focus on the music and how it is part of me.*
- B. Name the people, books, or events that have been influential in generating your interest in your topic.  
***Brian's response:*** *My mother enrolled me in a group piano class at five, probably because that is the age Parents Magazine suggested was most*

*appropriate for that sort of thing. Also, I have Anthony to thank. He was into music and we began playing together as kids. And my saxophone. And all of the countless bands I followed, their lyrics, the way their music brought me energy.*

- C. Explain how you are involved with your topic. How long have you been involved?

**Brian's response:** *Music has really shielded me through life, through my social inadequacies. I was safe from childhood games because I was always in a practice room and always got to play the hero on stage. Now when my music causes a strong audience reaction, I am surprised that what I love, others love.*

- D. Take ten minutes and write whatever you know about your concept or topic at this point. Write quickly, without planning or organizing.

**Brian's response:** *"Why don't you stop practicing, so we can hear the television?" It was never a question. They didn't understand, and I guess I couldn't have expected them to. After all, I have no better response than "Amanda Simpson" when people inquire about the source of my desire to learn the guitar. My intent wasn't so much to woo her with my jazzy melodies as much as it was to sit next to her in fourth-grade band class. In one of several attempts at winning the attention of my prepubescent dream girl, I chose the saxophone in the fourth grade band before the school ever did any of those tests to see which instrument was right for me. When I moved away a year later, I took with me the only thing that has lasted.*

- E. What possibilities are there for engaging the reader's interest?

**Brian's response:** *The passion that accompanies my love for music should interest my readers. Music drove me to spend more money than I possessed on a plane ticket to Philadelphia to see Sigur Ros in concert. For two and a half hours, I listened to music about my own humanity, love, death, and beauty in language I didn't understand. Enlightened, humbled, and inspired . . . that's how I want to leave my readers.*

After you have worked through these prompts, you have the makings of an essay. We will worry about sentence-level revision and snappy introductions and conclusions in a bit; for now, focus on writing an initial draft.

## 6. *Developing the Body*

You should now be ready to decide where you want your essay to go, how to start giving it life and shape. You may find yourself focused on developing the main part of the text, which is referred to as the *body*. Remember that the body of your essay will develop your writing plan.

When deciding how to present details to support your focus, you have many options. When you are writing from personal experience, readers expect you to employ concrete sensory details—recapture bright or dull colors, eerie sounds, pungent smells, images of soft touch, and bitter or sweet tastes that will make the experience real to your readers. Remember, sensory imagery is effective whether your essay is informative or expository. Here is an example of sensory imagery from Ruth's essay:

As I sit under a large shade tree, waiting for my next class, my eyes wander aimlessly about me. An occasional breeze passes by, as an attempt to apologize for such a dreadfully sticky day. I hear the never-ending traffic not too far away, and the unexplainably annoying crosswalk buzzer that screeches at the pedestrians every four minutes or so. A maintenance man picks up papers that have been scattered on the ground. I glance over and smile at him halfheartedly, so I don't come off as a snob. He notices but goes on with his task almost as halfheartedly as my smile. My stomach begins to growl, and I can smell food coming from somewhere. I'm nowhere near the cafeteria so I'm afraid it's all in my head. I chew a piece of Big Red in an attempt to calm my hunger. The sharp taste just makes me hungrier and now I'm out of gum.

Now revise one of your paragraphs to increase the sensory imagery.

If your essay is mainly based on factual evidence, it is important to draw on data to support your claims. Be sure to find statistics, facts, and cases that demonstrate your thesis or main point explicitly. Research is a technique you can use to create a new, richer version of your draft. For example, if you are writing an essay on the importance of driver's education courses, you might find a study that illustrates the drastic decline in teen driving accidents in cities where driver's ed courses are enforced. You also may consider using experts to help support your argument. In the driver's education essay, you could interview an expert with the department of transportation or state highway patrol. In a personal experience essay about your birth, the expert may be your mother. Depending on your topic, you will find a range of experts to use in support of the issue you are presenting.

Also, try to go beyond human experts when thinking of ways to support your essay's focus—think about the books and magazines you read, CDs and radio stations you listen to, the TV shows you watch, the classes you attend. You will add validity to your argument when you are able to present a well-developed, well-supported essay. Read the following data Evan used from a television documentary to support his essay on child abuse awareness:

It is startling how many children in the U.S. are abused within a twenty-four-hour period. On February 7<sup>th</sup>, in House Springs, Montana, a nineteen-year-old mother broke her five-month-old son's ribs in order to get him to stop crying. In Illinois, a twenty-one-year-old mother and her boyfriend forced

her daughter to sleep in the shower after beating the child with a belt and a wooden cutting board for wetting the bed. While this abuse took place, a twenty-seven-year-old mother starved her five-year-old son in New York, shortly before tying him to a chair and beating him to death with a wooden handle. These are publicly known cases, but what happens to the 969,000 cases that don't make headlines?

Now I invite you to consult one or more sources and use data to rewrite a section of your current draft.

## Collaborative Invention

Now that your essay is taking shape, you may find sharing your writing with fellow writers a very effective tool. Peer reviewing (having fellow writers read and critique your essay) can be a great way to invent new possibilities for your essay. Be sure to arrive at the workshop prepared with specific questions about your text. You should deal with large concerns like the essay's focus and development at the workshop. Many composition teachers will incorporate peer review workshops into the writing classroom, but here are a few important questions to ask your reviewers if you consult with them outside of class:

- What part of the essay do you want to know more about?
- What do you wish I would leave out in the next draft?
- If this were your essay, what would you do to revise?
- Invent four questions specific to your essay.

After you workshop your essay, you should return to the text and revise it in light of the suggestions your fellow writers provided. Like research, peer review is a form of collaborative invention that helps you continue experimenting with your focus, drafts, and ideas.

## Part II: Inventing Drafts and Revision

Most textbooks focus on invention of ideas and topics in the initial writing stages, but invention is rarely mentioned in connection with the drafting and revising stages of writing. Does invention stop with the creation of an idea or a first draft? It shouldn't. Remember the quote from the writing teacher that opens this chapter? "Invention never stops." Creating and re-creating your text throughout the writing process will help you produce a stronger final text. The majority of writers depend on rewriting to compose well. It is very seldom that even the most successful writer simply writes one brilliant, thorough essay draft. Try to think of drafting as constant invention and revision. Now, let's consider some writing options. Are you having trouble inventing your introduction or conclusion? Are you having trouble moving from writing to editing? Try some of the following options.



### *Inventing Opening Ideas*

Invention should not stop now that you have a draft. As you write and rewrite your essay, continue narrowing and elaborating on your focus. If you can't find a focus, think about the following options to help you create an effective introduction.

Remember that many writers use introductory paragraphs to trigger a start, while others wait and develop their introductions after half of the essay is complete, or come back to create the introduction after the rest of the essay has been written. As you think of possible openings, keep in mind that choosing your focus may be the most crucial element in the inventing process.

When considering the most effective way to introduce your essay, think back to your interest in the subject. There are many ways to invent an introduction; consider the following options:

1. Try using an example from a published source or from a dramatic anecdote or an example from your own life. Here is an excerpt from Evan's introduction:

*Whap! I can still remember the gust of breeze that would be taken away and then pushed down onto my bottom as I leaned over my mother or father's knees, waiting in apprehension for the next sting to take place. Wham! And that was only the beginning.*

2. You may also start by providing background information for the reader. You may need to set up the concept, describe a situation, or set up a scene for what is to come in the essay. Now, read Bill's opening, and try this yourself.

*I remember watching classic television western shows like The Lone Ranger, Have Gun Will Travel, The Rifleman, and my all-time favorite, Roy Rogers. Besides being filmed in black and white, these great shows all had two things in common; in the end the good guys always got the bad guys, and the star would always return ready for a new adventure in the next episode. It always impressed me how those rugged cowboys survived hardships such as fistfights, desert thirst, snakebites, and the ever-suspenseful gunfight always ready for the next adventure. I do not remember ever seeing blood from the wounds of a dying bad guy. Nor did the good guys ever seem to show remorse or any psychological trauma after killing a bad guy. Clean and easy, just like the movies, became my youthful and innocent understanding of death.*

3. You may also begin with a question or problem that will engage your readers in your topic. Lucy's opening is vivid:

*The year was 1968. Karen Hubbard, a twenty-two-year-old woman from Miami, Florida, with grassy green eyes was approaching her third year and final stint in the United States Air Force, but was faced with nowhere to*

*transfer. Except Vietnam. The war was increasing its strength, but with faith in her abilities as a nurse, Karen transferred to Cam Rahn Bay, Vietnam.*

### *Inventing the End*

Does your conclusion seem like a rerun of what you've already written? Are you out of ideas? You aren't alone in your frustration. For many writers, writing a conclusion is the most difficult step in the drafting process. Your conclusion may be the first section you write, or it may come to you after multiple drafts and collaborative consultations, or perhaps after a writing conference with your teacher. Regardless of how you find your conclusion, try to keep in mind that your reader just read your entire essay, so there is no need to summarize all of your main points in the conclusion, and most writers advise against opening up too many new doors. Instead readers seek some closure, a sense of review, connection, or resonance in the conclusion.

The ideas below should help you avoid the predictable "In this paper, I discussed Point A, Point B, and Point C." Experiment with the following possibilities if you are having trouble inventing a conclusion on your own:

1. Encourage your reader to become involved in the broader context of issues you are presenting. You may also end with a call for action. The following conclusion comes from Evan's essay on child abuse:

*Acknowledgment by society, by you, that the problem of child abuse and neglect does exist and is on the increase might help save a child's life. There are many organizations like Our Kids, Inc. and Guardian Ad Litem that are in need of volunteers to help in child protection. On May 1st, a woman was sentenced to a twenty-five-year prison term for beating her malnourished grandson to death with a cutting board after catching him looking in the pantry. The child weighed twenty-eight pounds and was severely scarred from belt and electrical whippings when his body was found. The boy was removed from his mother and placed with his grandmother, even though he begged not to be sent with his grandmother. If nothing else, always be ready to listen to a child.*

2. Share an anecdote or illustration that will cause your reader to continue thinking about the subject you are presenting. You may want to revisit images you have used throughout the essay or even repeat wording used earlier in your text. The following is the conclusion to Bill's essay:

*I stayed with Dooly as the other guys milled around the wrecked car looking at all the damage. I watched as Dooly opened his eyes again, looked around, exhaled his last breath, dropped his head to one side, closed his eyes, and died. It was that fast. "Clean and easy, just like the movies," I thought. . . . Then it hit me. This was not the movies. This man would not be back next week for a new adventure. There would be no sequel movie,*

Vehicle Accident, Part II. *There was no director to shout, "Cut! That's a wrap, Dooly. You can go home now." There in the cold, I finally felt the sting of death. I realized for Dooly, this truly was THE END.*

3. You may want to end with a question, a quote that is especially compelling, or a prediction. Notice how Karen's use of a quotation carries her conclusion:

*"The first step toward healing is learning who Vietnam Veterans are," Gail said. I learned who Vietnam Veterans are. I learned they are men and women. They are dead and alive, whole or maimed, sane or haunted. They grew from their experiences or were destroyed by them. They were the Army, Navy, Marines, Air Force, Red Cross, and civilians. Some enlisted to fight for our country. Some volunteered. Others were drafted. They drove Jeeps, operated bulldozers, built bridges. They spent their time in high mountains drenched by monsoon rain or the dry plains or in hospital wards or at the most beautiful beaches in the world. They got vaccines constantly, but have diseases no one can diagnose. They feared they would die or they feared they would kill. They feared they would keep the wrong one alive. They simply feared. Do they still?*

### **Part III: Inventing the Final Draft: The Process of Revision**

After you have written a complete essay, it is important to get away from it. You may not be able to budget a large chunk of downtime in your schedule, but try to at least put the essay aside and have dinner or take a walk. Unless you divorce yourself from your text, you will be unable to invent new ideas. Without distance from the text, you may only see what you intended to be on the page, not what actually *is* on the page. When you do return to the essay, reinvent yourself as a reader or analyzer; distance yourself from your writer role. One more thing: Don't be afraid to make major changes to your essay in the final revision stage of the writing process. You may decide to change your introduction and open with a letter or a recipe rather than the standard opening you have in front of you. You may choose to move the conclusion paragraph up to paragraph 2. Allow yourself to experiment, delete, and add information and ideas, up until the last print job.

#### *1. Altering the Big Picture: The Second-to-Last Look*

Read through the complete essay, noting gaps in detail or uneven transitions between paragraphs. To begin revision, print out a draft of your essay and read it aloud like you would a short story or a movie script. Once you've read through the draft, write down at least three details that are missing from the

text. Here is what Lucy thought was missing from her survival guide for women living alone for the first time after college:

1. safety concerns
2. how to cook for one
3. meeting the neighbors/socializing

Now go back through your entire draft again with a pen, making note of places that need further elaboration and where you will include your newly developed ideas. Then, mark the sections that need to be cut from the essay entirely. Also, you may choose at this final stage of the writing process to rejoin your workshop group for one final review of your essay.

## 2. *Final Touches: The Last Look*

Sentence-level invention takes place last, after you have filled in all of the gaps and feel confident in your paper overall. When editing or proofreading your essay, try new ways to look at your text; for example, you may read your essay backward (last sentence first) to catch sentence problems like fragments or comma splices. As you review each sentence, make sure that you have chosen the clearest wording. Many readers base clarity on sentence structure so if a sentence seems awkward, change it. If you are struggling with how to best state an idea, try writing at least five variations of the same sentence and then choose the most effective sentence. The following list shows five variations of a sentence from Meg's personal experience essay on her decision to attend medical school:

1. My love of science was fostered by my second-grade teacher.
2. I have loved science since the second grade.
3. My second-grade teacher fostered my love for science.
4. Mrs. Scott, my second-grade teacher, fostered my love for science.
5. I love science, which began in Mrs. Scott's second-grade class.

It is also important to consider the effectiveness of your focus throughout the essay. I invite my students to write the main idea of each paragraph in the margin of their draft, and then I ask them to underline the sentences that support that focus. Read Lee's example and then complete this exercise with your own essay.

In the huddle of two parents, three older sisters, two dogs, three cats, five houses, four towns, one church, four schools, one bankruptcy, and twenty-two birthdays, it is important to remember the growth—the good with the bad—because the past becomes inconsequential. A family's love forgets the discouragement, mistakes, and disappointments. As a member, it becomes a duty to encourage, forgive, and most of all, move on. I barely recall my childhood

with two older sisters. The youngest of them has a nine year seniority on Colleen and me.

Lee's last two sentences do not belong in this paragraph. What did Lee do with those last two sentences? He moved them into another paragraph and invented new sentences to support the paragraph on his relationship with his sisters. You, too, may need to invent new words, sentences, or paragraphs even during final editing. Here's a useful checklist to use at this point:

1. Do you have repetitive sentences, words, or details?
2. Can you find fragments or places where commas are needed? Do you have any run-on sentences?
3. Are your paragraphs in the most effective order? Do you need to rearrange the order of your essay?
4. Where do you need to add sentences? Is your verb tense consistent?
5. List one thing you wish you could include to make your essay complete. Is it information necessary to the final essay? Invent a way to include it.

This checklist suggests the many ways that writers continue revising and inventing all the way to the final print job of the final draft. Remember, invention never stops.

## Works Cited

- Atwell, Nancie (1998). *In the Middle: New Understandings About Writing, Reading, and Learning*. Portsmouth, NH: Heinemann.
- Elbow, Peter (1973). *Writing Without Teachers*. New York: Oxford University Press.

---

## Sharing Ideas

- Amy's advice in this chapter intersects with advice found in several other chapters in this book. Use Chapters 1, 5, 8, and 9 to add to Amy's observations about invention. How does advice from these authors contradict, enrich, add to her discussion? Explain. Freewrite on any two of her observations that struck you as new or unusual.
- Highlight the practices in this chapter that you have never followed, always followed, regularly follow. In a group, compare your lists. Make an effort to try several of the practices in your "never" column on your next paper.
- Take a paper you finished some time ago (for another class, a year ago, earlier this term) and invent some new directions you could take if you had one hour, one week, one month, or one year to expand this paper. What could and would you do?

- Speculate on published authors' writing lives. Do you think invention stops for them? Find two versions of a published story and compare the changes the author made. (Hint: Raymond Carver's "The Bath" and "A Small Good Thing" are examples that might come to hand fairly easily. Or, look up a variorum edition of an author's work and study early and later drafts; for example, look at the two drafts of a W. B. Yeats poem.) How did invention during revision seem to take place?
  - Interview campus authors in order to discover if it is common for them to revise previously published work. Do they consider that they're reinventing their work along the lines suggested in this chapter?
  - Look at two drafts of a peer essay (or one of your own earlier essays). What changes were made? Were they mechanical (technical, editorial) or did the writer invent new directions, ideas, and material? Characterize what you find.
  - What are the perils and pleasures (as you've experienced them) of using Web research to invent a next draft? How reliable are the sites that may be sparking your ideas? What about the problems of borrowing too freely? When does invention turn to theft? Tell some stories of Web- and non-Web-related plagiarism. As a class, discuss the ways writers acknowledge influence yet also use it to good effect in their writings.
-