

## From Prison to Professor

### **ANSWERS Noticing Reduced Dependent Clauses: Adjective (relative), Adverb (subordinate), and Noun**

#### Full Adjective Clauses

1. As a formerly **incarcerated** person **who now is an endocrinologist and professor at two world renowned medical institutions** – Johns Hopkins Medicine and Howard University College of Medicine – I believe this move is a positive one. (paragraph 2)
2. While I am enthusiastic about the decision to remove the criminal history question from the Common Application, I also believe more must be done to remove the various barriers **that exist between formerly incarcerated individuals such as myself and higher education.** (paragraph 3)
3. I make this argument not only as a formerly incarcerated person **who now teaches aspiring medical doctors**, but also as an advocate for people with criminal convictions. (paragraph 4)
4. A person **who once sold illegal drugs on the street** could become tomorrow's medical doctor. (paragraph 5)
5. **Suffice it to say**, there were people in the drug world **who wanted me to keep moving drugs.** (paragraph 13)
6. Notably, I had a mentor from Saint Louis University **who served on the admission committee.** (paragraph 18)
7. Based on the difficulty I experienced in going from prison to becoming a college professor, I believe there are things that should be done to remove barriers for incarcerated or formerly incarcerated people **who wish to pursue higher education.** (paragraph 20)
8. This program is at-risk of being discontinued at the end of 2018. Historically, some have argued that allowing Pell dollars to be used by those in prison takes precious Pell dollars from people **who did not violate the law.** (paragraph 23)
9. Federal policymakers could increase opportunities by removing Question 23 on the federal student aid form **that asks if applicants have been convicted of drug crimes.** (paragraph 24)
10. A 2015 study found that nearly 66 percent of **would-be** undergraduates **who disclosed a conviction on their college application** did not finish their application. (paragraph 24)
11. Furthermore, the question runs the risk of making formerly incarcerated people feel isolated and less valuable than those **who've never gotten in trouble with the law.** (paragraph 26)

### Reduced Adjective Clauses

1. As a formerly **incarcerated** person who now is an endocrinologist and professor at two world renowned medical institutions – **(which are) Johns Hopkins Medicine and Howard University College of Medicine** – I believe this move is a positive one.
2. The organization I lead – **(which is called) From Prison Cells to PhD** – helped push for the change on the Common Application. (paragraph 4)
3. Despite these facts, education is **woefully** lacking among those **(who are) being held in America's jails and prisons**. (paragraph 16)
4. And less than 3 percent of the people **(who have been) released from incarceration each year** have a college degree, compared to 40 percent of the U.S. population. (paragraph 16)
5. I was rejected from all but one – **(which is called) Saint Louis University**. (paragraph 18)
6. I finished near the top of my graduate school class, **(which suggested) suggesting that I was likely qualified for the programs that rejected me**. (paragraph 19)
7. Based on the difficulty **(that) I experienced in going from prison to becoming a college professor**, I believe there are things that should be done to remove barriers for incarcerated or formerly incarcerated people who wish to pursue higher education. (paragraph 20)
8. Due to the federal ban on receiving **Pell grants** while incarcerated, most of those **(who are) serving time** are not able to afford to take college courses while in prison. (paragraph 21)
9. When the government removed Pell funding from prisons by issuing the “tough on crime” Law Enforcement Act of 1994, the vast majority of colleges **(who were) offering courses in prison stopped**. (paragraph 21)
10. However, the current Second Chance Pell pilot funding **(which was) being directed to prisons**, \$30 million, accounts for 0.1 percent of the total \$28 billion of Pell funding. (paragraph 23)

### Full Adverb Clauses

1. **While I am enthusiastic about the decision to remove the criminal history question from the Common Application**, I also believe more must be done to remove the various barriers that exist between formerly incarcerated individuals such as myself and higher education. (paragraph 3)
2. But this can only happen **if such a person, and the many others in similar situations, are given the chance**. (wrong verb) (paragraph 5)
3. **Although I was a successful student athlete and received a near full scholarship to play football for Lindenwood University**, a Division II college football program, I found it difficult to get out of the drug business. (paragraph 13)

4. And they made it clear that they would be extremely disappointed ***if I were to suddenly stop.*** (paragraph 13)
5. I had a bachelor's degree ***by the time I went to prison*** but never got the chance to put it to use. (paragraph 17)
6. Then something tragic happened ***while I was serving time*** that prompted me to see the need to further my education (paragraph 17)
7. ***When the government removed Pell funding from prisons by issuing the "tough on crime" Law Enforcement Act of 1994,*** the vast majority of colleges offering courses in prison stopped. (paragraph 21)
8. I felt discouraged myself ***when I was applying to graduate programs when I came across the question*** about whether I had ever been convicted of a crime. (paragraph 25)
9. This question also ***disproportionately*** affects people of color, ***since people of color are disproportionately impacted by the criminal justice system.*** (paragraph 26)
10. ***When people who have been incarcerated begin to feel like they don't belong and higher education is not for them,*** our nation will likely not be able to realize their potential and hidden talents. (paragraph 27)
11. It will be ***as if we have locked them up and thrown away the key.*** (paragraph 28)

### Reduced Adverb Clauses

1. Due to the federal ban on receiving ***Pell grants while (they are) incarcerated,*** most of those serving time are not able to afford to take college courses while in prison. (paragraph 21)

### Full Noun Clauses

1. My own story stands as a testament to the fact ***that today's incarcerated person could become tomorrow's professor.*** (paragraph 5)
2. I'd say ***that I have changed.*** (paragraph 7)
3. And they made it clear ***that they would be extremely disappointed*** if I were to suddenly stop. (paragraph 13)
4. A 2013 analysis of several studies found ***that obtaining higher education reduced recidivism – the rate of returning to prison – by 43 percent and was four to five times less costly than re-incarcerating that person.*** (paragraph 15)
5. This experience made me want to learn more about ***how to fight this disease.***
6. I finished near the top of my graduate school class, suggesting ***that I was likely qualified for the programs*** that rejected me. (paragraph 19)

7. A 2015 study found **that nearly 66 percent of would-be undergraduates** who disclosed a conviction on their college application **did not finish their application.** (paragraph 24)
8. I felt discouraged myself when I was applying to graduate programs when I came across the question about **whether I had ever been convicted of a crime.** (paragraph 25)

#### **Reduced Noun Clauses**

1. <sup>2</sup>As a formerly **incarcerated** person who now is an endocrinologist and professor at two world renowned medical institutions — Johns Hopkins Medicine and Howard University College of Medicine — I believe **(that) this move is a positive one.** (paragraph 2)
2. While I am enthusiastic about the decision to remove the criminal history question from the Common Application, I also believe **(that) more must be done to remove the various barriers that exist between formerly incarcerated individuals such as myself and higher education.** (paragraph 3)
3. The bottom line is **(that) education increases personal income and reduces crime.** (paragraph 16)
4. Based on the difficulty I experienced in going from prison to becoming a college professor, I believe **(that) there are things** that should be done to remove barriers for incarcerated or formerly incarcerated people who wish to pursue higher education. (paragraph 20)
5. Historically, some have argued **that allowing Pell dollars to be used by those in prison takes precious Pell dollars from people who did not violate the law.** (paragraph 23)

## From Prison to Professor

### **ANSWERS Practice with Reducing Dependent Clauses: Adjective (relative), Adverb (subordinate), and Noun**

*(For deeper explanation of the terms in this exercise, please refer to the ESL95 Sentence Structure Glossary.)*

**Reduce the clauses in the following sentences**

#### **Full Adjective Clauses**

1. While I am enthusiastic about the decision to remove the criminal history question from the Common Application, I also believe more must be done to remove the various barriers **existing between formerly incarcerated individuals such as myself and higher education.** (paragraph 3)
2. I make this argument not only as a formerly incarcerated person **now teaching aspiring medical doctors,** but also as an advocate for people with criminal convictions. (paragraph 4)
3. A person **once selling illegal drugs on the street** could become tomorrow's medical doctor. (paragraph 5)
4. **Suffice it to say,** there were people in the drug world **wanting me to keep moving drugs.** (paragraph 13)
5. Notably, I had a mentor from Saint Louis University **servicing on the admission committee.** (paragraph 18)
6. Based on the difficulty I experienced in going from prison to becoming a college professor, I believe there are things that should be done to remove barriers for incarcerated or formerly incarcerated people **wishing to pursue higher education.** (paragraph 20)
7. A 2015 study found that nearly 66 percent of **would-be** undergraduates **disclosing a conviction on their college application** did not finish their application. (paragraph 24)

#### **Full Adverb Clauses**

1. **While enthusiastic about the decision to remove the criminal history question from the Common Application,** I also believe more must be done to remove the various barriers that exist between formerly incarcerated individuals such as myself and higher education. (paragraph 3)
2. Then something tragic happened **while serving time** that prompted me to see the need to further my education (paragraph 17)
3. I felt discouraged myself **when applying to graduate programs when I came across the question** about whether I had ever been convicted of a crime. (paragraph 25)

## Full Noun Clauses

1. I'd say ***I have changed.*** (paragraph 7)
2. And they made it clear ***they would be extremely disappointed*** if I were to suddenly stop. (paragraph 13)
3. A 2013 analysis of several studies found ***obtaining higher education reduced recidivism – the rate of returning to prison – by 43 percent and was four to five times less costly than re-incarcerating that person.*** (paragraph 15)
4. I finished near the top of my graduate school class, suggesting ***I was likely qualified for the programs*** that rejected me. (paragraph 19)
5. A 2015 study found ***nearly 66 percent of would-be undergraduates who disclosed a conviction on their college application *did not finish their application.**** (paragraph 24)