

CHAPTER ONE

CHAPTER ONE

Correction Symbols

agr-s/v	agreement—subject/verb
agr-p/ante	agreement—pronoun antecedent
wr/pro	wrong pronoun
apos	apostrophe needed
napos	no apostrophe needed
awk	awkward/confusing sentence structure
good	good parallel structure
f //	faulty parallelism—no pattern maintained
cap	capital letter/s needed
lc	use lower case letter/s
coh	coherence
cs/ro	comma splice/run on
dm	dangling modifier
any/det?	can you provide specific details?
frag	[fragment here]
mm	correct misplaced modifier
pv	passive voice
sp	spelling error
wr/vb	wrong verb
v/con	incorrect verb consistency
wdy	too wordy
?	make clear
^	omitted word/s
rep	repetitious
ms	poor manuscript form
dict.	needs more appropriate language; avoid slang/jargon/cliches trite expressions (do not use common formal writing)
wr/punc	correct the punctuation error:
add	(,); (;) (?)
delete	(n,); (n,); (n?)

CORRECTION SYMBOLS & REVIEW

CORRECTION SYMBOLS—A BRIEF REVIEW

Some of you will need only a brief review of grammatical errors. Thus, this is why this section is at the front of the book. If you need more detailed explanations, then, you should consult chapters that provide a detailed discussion.

Please notice that the symbols on the following pages follow on the first page of this chapter.

agr-s/v subject-verb agreement error

Definition: If the subject is singular, the verb must be singular. If the subject is plural, the verb must be plural. A “subject” is the noun or pronoun that is doing the action or the noun or pronoun the sentence is about. If the subject and verb do not agree in number, you have an agreement error :0!

There are four main instances when this error occurs:

1. when you use a singular indefinite pronoun as the subject and use a present tense plural verb
2. whenever you use a noun or pronoun that is singular as the subject and you use a present tense plural verb
3. whenever a sentence begins with an adverb and the subject is plural and the verb is singular
4. whenever you use a plural noun or plural pronoun as the subject and you use a present tense singular verb

The Rule: If the subject is SINGULAR, the verb that complements it must be SINGULAR, too! And, if the subject is PLURAL (that means more than one), the verb that complements it MUST BE PLURAL. Thus, the subject and verb must AGREE in NUMBER.

ERROR 1: SINGULAR INDEFINITE PRONOUN AS THE SUBJECT AND PLURAL VERB**Examples of Error 1:**

A1 Everyone sees me.

CHAPTER ONE

Explanation: Indefinite pronouns do not state the gender (male or female). And like any pronoun, it is a word that takes the place of a noun. You may recall that a noun is the name of a person (girl), place (school), thing (desk), or feeling (joy). There are singular indefinite pronouns that can take the place of a noun. Those singular indefinite pronouns are “another,” “anyone,” “anybody,” “each,” “everybody,” “no one,” “one,” “somebody,” & “someone.”

There is another key point you must remember: ALL 3rd person singular present tense verbs end with “S.” You may be wondering what does that

mean? Anytime that a verb is completing the action of a singular subject or indefinite pronoun, or singular subject pronoun (he, she, it), the verb must end with the letter “S.” This is how the singular subject and verb will AGREE.

So let’s correct the “Examples of Error 1”:

A1 Correction: Everyone **sees** me.

A2 Correction: Everybody **likes** Johnny.

A3 Correction: Each of the men **helps** the old lady cross the street.

Um, does the 3rd correction confuse you a bit? Remember that the subject of the clause or sentence is the noun or pronoun that is actually doing the verb. Also, the subject **CANNOT** be in a prepositional phrase.

Oh dear—what is a prepositional phrase? A **prepositional phrase** starts with a preposition (there is a list in Chapter 3, but for this chapter, it name-ends with a noun or pronoun. Words that are **prepositions** are: “at,” “of,” and “in.”

So, the last correction has a sentence that contains a prepositional phrase. The noun, men, **CANNOT** be the subject because it is in the prepositional phrase. So, the subject is “Each.” And “Each” is a singular indefinite pronoun that requires that the verb **ALSO** be singular. The only way this present tense verb can be singular, it **MUST** end with “s.” And so, that is the reason why the verb ends with an “s.”

Now, all three sentences have sentences that have the correct subject and verb.

CORRECTION SYMBOLS & REVIEW**Examples of Error 2:**

B1. The girl see me.

B2. She like Johnny.

B3. The man help the old lady cross the street.

Explanation: In each sentence the subject is singular. So, the verb completes its action must also be singular.

So, let's correct the "Examples of Error 2":

B1 Correction: The girl **sees** me.

B2 Correction: She **likes** Johnny.

B3 Correction: The man **helps** the old lady cross the street.

Now, all three sentences have the correct subject-verb agreement.

ERROR 3: ADVERB BEGINNING THE SENTENCE AND THE AGREEING IN NUMBER WITH THE SUBJECT**Examples of Error 3:**

C1. There are a group of people in the room.

C2. Here begin the lesson.

C3. There are a number of books that we need to buy.

C4. The child said, "There's balloons!"

Explanation: Each sentence begins with an adverb. Adverbs start or explain how a verb functions. Adverbs are NEVER the subject. The subject can only be a NOUN or a PRONOUN. So, these adverbs ("here" or "there") begins the sentence, then, the sentence will FOLLOW the verb. So, again, the verb MUST be the SUBJECT. If the subject is SINGULAR, the verb MUST BE SINGULAR.

So, let's correct the "Examples of Error 3":

CHAPTER ONE

C4. The child said, “There **are** the balloons!”

More Explanation: The subject of C1 is “group”; “group” is a singular noun, so the preset tense verb **MUST** be singular. And the subject of C2 is “group,” which is singular. So, the verb **MUST** be “begins,” NOT “begin.” The subject of C3 is “number,” so the verb must be “is,” NOT “are.” The subject of C4 is “balloons.” “Balloons” is plural. “There’s” is a contraction of “there is” (a shortened form of a word containing a verb and an apostrophe). Although there is a non-standard contraction for “there are,” “there’re”; it is better that you write out the adverb and verb—“there are.” **And that is the reason for the correction for C4.**

Now, all four sentences—C1, C2, C3, & C4—have the correct subject and verb.

ERROR 4: PLURAL NOUN OR PRONOUN AS THE SUBJECT WITH A SINGULAR VERB

Examples of Error 4:

- D1. The girls sees me.
- D2. Pete and Sally has been friends for years.
- D3. They likes Johnny.
- D4. Few of us is not going to be successful.

Explanation: Now, to make a verb plural, you do **NOT** add “s.” This is the opposite of how a noun functions. With a noun, you do add “s” to make it plural, most times, but with the verb you do not. Also, with a plural personal pronoun (they), the verb must be plural. Finally, use plural indefinite pronouns (“both,” “few,” “many,” & “several”), the verb must be plural; the verb will **NOT** end with “s.”

So, let’s correct the “Examples of Error 4”:

- D1. Correction: The girls **see** me.
- D2. Correction: Pete and Sally **have been** friends for years.
- D3. Correction: They **like** Johnny.

CORRECTION SYMBOLS & REVIEW

agr-p/ante pronoun-antecedent agreement error

Definition: A pronoun takes the place of a noun or another noun. If the noun or pronoun it is replacing is singular (the “replacer pronoun” must be singular. If the antecedent is plural, then the “replacer pronoun” must be plural. If the antecedent and the “replacer pronoun” do not agree in number, you have a pronoun agreement error :0!

There is more to this error. Sometimes, the antecedent is not clear. If the sentence does not clarify whom the “replacer pronoun” is replacing, then such a lack of clarity is a problem. For the purposes of this text, the symbol will serve for both the errors.

There are five key instances when pronoun errors occur:

1. when you use a plural “replacer pronoun” but there is no antecedent that is a noun
2. when you use a plural “replacer pronoun” but there is no antecedent that is a personal pronoun or indefinite pronoun
3. when you use a singular “replacer pronoun” but there is no antecedent
4. when you use a “replacer pronoun” but it is not clear whom the pronoun it is replacing
5. when you use a “replacer pronoun” but there is no antecedent

The Rule: If the antecedent is SINGULAR, the pronoun that replaces it (the replacer pronoun) MUST be SINGULAR, too! If the antecedent is PLURAL, the “replacer pronoun” MUST BE PLURAL, too! Before a pronoun appears in a sentence, the noun it is replacing must be clear in the same sentence BEFORE its use OR in the sentence just before. This will help you to avoid “unclear antecedent” issues.

ERROR 1: USE OF A PLURAL “REPLACER PRONOUN” WITH A SINGULAR NOUN ANTECEDENT

CHAPTER ONE

A3. The group worked together; they made a great team.

A4. The group worked together; they made a great team.

Explanation: For many of you, A1 error seems so very obvious however, when you begin writing in a hurry and do not proofread you may make one of these errors. So, do not dismiss these would see this one.” The antecedents for all three sentences (“house,” “family,” & “group”). Yes, “family” and “group” are singular collective nouns. So, although a group or family contains many individual, both words refer to ONE unit. If you are not comfortable with the word “it” as the “replacer pronoun,” then, change the antecedent to “members” or “individuals.”

So let’s correct the “Examples of Error 1”:

A1. Correction: The house was very stylish, and the buyers liked her.

A2. Correction 1: The family is happy now since **it** has received the new car.

A2. Correction 2: The family **members** are happy since **they** have a new car.

A2. Correction 3: The family is happy now since **this family** has received a new car.

A3. Correction 1: The group worked together; **it** made a great team.

A3. Correction 2: The group **participants** worked together; **they** made a great team.

A3. Correction 3: The group worked together; **this group** made a great team.

Explanation: The key thing you need to remember is that the “replacer pronoun” cannot be plural if the antecedent is singular. If that antecedent is a collective noun and you do not feel comfortable using “it” as the replacer pronoun,” then you will need to use a different antecedent, or you can repeat the use of the noun—the word it is replacing (the antecedent).

ERROR 2: USE OF A PLURAL “REPLACER PRONOUN” WITH A SINGULAR PRONOUN ANTECEDENT

Examples of Error 2:

B1. Every individual knew they had a responsibility.

CORRECTION SYMBOLS & REVIEW

nouns. Why? You may forget that most of them are SINGULAR. be confused if you use “each” or “every” before a noun. This u make the noun plural. So, still, the “replacer pronoun” MUST be

So, let’s correct the “Examples of Error 2”:

B1. Correction: Every individual knew **s/he** had a responsibility.

B2. Correction: Each movie is very good; **each** will be nominated r

B3. Correction: No one wanted to admit guilt, so the teacher punish

ERROR 3: USE OF A SINGULAR “REPLACER PRONOUN” WIT ANTECEDENT

Examples of Error 3:

C1. The houses were very stylish; the buyers wanted it.

C2. The families are happy now since its members have receive

C3. The groups worked together; it was a must.

Explanation: The antecedents are very similar to the or “Examples of Error 1.” This time, however, the antecedent (“houses,” “families,” & “groups”). The fact that they are plura that the “replacer pronouns” be PLURAL, too!

So, let’s correct the “Examples of Error 3”:

C1 Correction: The houses were very stylish; the buyers wanted **th**

C2 Correction: The families are happy now since **their** members l the new car.

C3 Correction: The groups worked together; **they** had to do so.

Explanation: By now, hopefully, you are understandin “antecedent.” This word has a Latin derivation meaning “befor antecedent ALWAYS comes BEFORE the “replacer pronoun. examples below:

CHAPTER ONE

(antecedent) (replacer pronoun)
The groups worked together; (they) had to do so.

Because this is one of the most difficult grammatical concepts to understand, let us examine some more pronoun-antecedent errors. In many cases, that they occur if the writer uses a plural “replacer pronoun” when the antecedent is singular. Also, the writer that uses a singular “replacer pronoun” when the antecedent is plural is making a pronoun-antecedent error.

Two more examples of pronoun-antecedent errors are:

WRONG: Every person needs to correct their errors.

CORRECT: Every person needs to correct his/her errors.

WRONG: Everybody needs help; so, people should help them.

CORRECT: Everybody needs help; so, people should help everybody.

ERROR 4: USE OF A “REPLACER PRONOUN” WITH AN ANTECEDENT

Examples of Error 4:

- D1. The car hit the base of a sign, and its shape changed.
- D2. The car’s color was red; the interior was white; Sally loved it.
- D3. Sally and Tammy had a crush on Billy; Billy really liked the car.

Explanation: It is very important that your writing is clear. When you use a pronoun, you need to make certain that a reader will know what you are referring to. With the “Examples of Error 4,” this is not taking place.

So, let’s correct the “Examples of Error 4”:

D1. Correction 1: The car hit the base of a sign; the **car’s** shape changed.

D1. Correction 2: The car hit the base of a sign; the **sign’s** shape changed.

D2. Correction 1: The car’s color was red; the interior was white; Sally loved the **car’s** color.

D2. Correction 2: The car’s color was red; the interior was white; Sally loved the **interior’s** color.

CORRECTION SYMBOLS & REVIEW

noun” is replacing, you should use a **NOUN**.

Of course, there are times when you should not use a pronoun you ever use a pronoun, **FIRST**, you must use a noun. Then, that is evident. The only time that you use a pronoun without a clear antecedent is if you are writing the beginning of a mystery novel. Even with a pronoun you need to identify the antecedent relatively shortly, or you may lose your readers’ interest.

ERROR 5: USE OF A “REPLACER PRONOUN” WITHOUT AN ANTECEDENT**Examples of Error 5:**

- E1. He went to the store.
- E2. They knew him well.
- E3. Each helps the other.

Explanation: Who is “he”? Who are “they” and “him”? Who is “each”? And who or what is the “other”?

So, let’s correct the “Examples of Error 5”:

- E1. Correction: The **man** went to the store.
- E2. Correction: The **people** knew the **man** well.
- E3. Correction: Each **child** helps the other **animals**.

wr/pro wrong pronoun error

Definition: Certain pronouns are to be used only in subject or object positions. Certain pronouns can only be in a prepositional phrase or infinitive phrase. Certain pronouns can be used when they are the same subject. Finally, some pronouns should NOT be used in a formal paper, e.g., report, high school or college papers, theses, or formal letter. When you make these errors you have a **noun error**.”

The Rule: “Subject Pronouns” can only be used as subjects of a sentence or clause. “Subject pronouns” are: “I,” “we,” “you,” “he,” “she,” “it,” “they.” They can be used to follow a linking verb (“is,” “am,” “are,” “was,” “be,” or “been”).

CHAPTER ONE

an infinitive phrase.

The Rule: “Reflexive Pronouns” are used when that pronoun is the very same person who is the subject. The reflexive pronouns are “myself,” “ourselves,” “yourself,” “yourselves,” “himself,” “herself,” and “itself.”

The Rule: “Do not use “YOU,” “YOUR,” “YOURSELF,” OR “YOURSELVES” when you are writing a formal paper. Thus, these pronouns should not be used in the work you submit to your boss, high school teachers, or college instructors.

Of course, some of you may not use the word “you,” but it is “implied.” For example, if you write: “Get up.” Most readers understand that you meant, “You get up.” So, to avoid this problem, make certain that you use a noun or pronoun before the verb.

You may note that in this book, the author is using “you.” Why? Because the author knows exactly whom this book is for—YOU! Everything contained in this book is for YOU, the reader, the student, the owner of this text. However, when you write a paper for a professor, you should NOT write only for the professor. If you did, you do not know the professor that well. Thus, you should use nouns and pronouns like “he,” “she,” “it,” “him,” “her,” “they,” “his,” “hers,” “its,” “theirs.” These pronouns maintain the objectivity of your paper.

The Rule: Be careful with elliptical constructions that use pronouns.
ERROR 1: NEEDING A SUBJECT PRONOUN

Examples of Error 1:

- A1. Her and me went to the store.
- A2. George and me enjoyed our trip to Cooperstown.
- A3. It was him who spilled the milk onto the floor.
- A4. It is me who called the taxi company.

Explanation: What are subject pronouns? There are some pronouns that can only start the action of a sentence or clause. They are the subject pronouns: “we,” “you,” “he,” “she,” & “it.” Also, only subject pronouns can

CORRECTION SYMBOLS & REVIEW

A2. Correction: George and **I** enjoyed our trip to Cooperstown.

A3. Correction: It was **he** who spilled the milk onto the floor.

A4. Correction: It is **I** who called the taxi company.

Explanation: You may be thinking, “that just does not sound right if you have been used to saying and writing it differently. However, in the Standard English dialect, this is the correct way. In order to succeed in the corporate world or to earn your high school diploma from college, you need to demonstrate your mastery of Standard English dialect. Nothing is wrong with the other dialects. However, for formal and professional purposes, you need to know how to speak in the Standard English dialect. And when you are with your friends and family and you use a different dialect, feel very comfortable to use it. In today’s world, you need to master more than one English dialect. All the corrections in this text will sound right the more you learn and use it. OK.”

ERROR 2: NEEDING AN OBJECT PRONOUN**Examples of Error 2:**

B1. The man helped we guys a lot.

B2. Just between you and I, we need to keep a secret.

B3. The present is for you and she.

Explanation: There is a lengthy list of prepositions. They are listed in Appendix A. However, please know that the noun or pronoun that ends the prepositional phrase is called the “object of the preposition.” All prepositional phrases will begin with a preposition and end with a noun or pronoun. That noun or pronoun **MUST** be an “object pronoun.” What is a preposition? It is a word that shows how things in a sentence relate: “between,” “for,” “in,” “on,” “of,” etc.

So let’s make some corrections:

B1 Correction: The man helped **us** a lot.

B2 Correction: Just between you and **me**, we need to keep a secret.

CHAPTER ONE

Now, let us turn the attention to reflexive pronouns. They are “ourselves,” “yourself,” “yourselves,” “himself,” “herself,” “itself,” & “oneself.”

ERROR 3: NEEDING A REFLEXIVE PRONOUN**Examples of Error 3:**

- C1. I need to help me.
- C2. Frieda should work to help myself.
- C3. Tara and Miriam need to work for themselves.
- C4. Frieda and George worked closely together. In order to get the job done, she should help himself.
- C5. Herself and I enjoyed the party.

So, let's correct the “Examples of Error 3”:

- C1. Correction: I need to help **myself**.

Explanation: “Myself” and “I” are the same person. So, since I am the same person as “myself,” that is why the reflexive pronoun is correctly used.

- C2. Correction 1: Frieda should work to help **me**.

- C2. Correction 2: Frieda should work to help **herself**.

- C3. Correction 3: Tara and Miriam should work for **themselves**.

- C4. Correction: Frieda and George worked closely together. In order to get the job done, she should help **him**.

- C5. Correction: **She** and I enjoyed the party,

Explanation: The correction for C3 points out a common misuse that some writers have. The plural of reflexive pronouns does not end in -self. The plural ends with -selves. Another common misuse is using “myself” for “myself.”

CORRECTION SYMBOLS & REVIEW

Explanation: Next, there is the issue of using any form of the pronoun "I". As earlier mentioned this pronoun is NOT appropriate for business college papers unless your employer or instructor says it is OK for you to use. It will be read.

Another issue is that of the "understood you" or "implied you" cases, writers make this error when they do not actually state the subject.

ERROR 4 & ERROR 5: USING "YOU" OR THE "UNDERSTOOD YOU"

Examples of Error 4 and Examples of Error 5:

- D1. You know how it is when you have no money and a car with a defective transmission.
- D2. You need to change your attitude about the candidate.
- D3. It is by hard work that you will succeed.
- E1. Get up and vote.
- E2. Write a detailed paper about turtles.
- E3. See all the people?

So, based on the above explanations, let's correct these "Examples of Error 4" and "Examples of Error 5":

- D1. Correction: Some **people** know how it is when **they** have no car with a defective transmission.
- D2. Correction: That **person** needs to change **his** attitude about the candidate.
- D3. Correction: It is by hard work that an **individual** will succeed.
- E1. Correction: **People** need to get up and vote.
- E2. Correction: The **student** needs to write a detailed paper about turtles.
- E3. Correction: Does the **child** see all the people?

CHAPTER ONE

Definition: The apostrophe mark is a punctuation mark that shows ownership or is used in contractions; a contraction is a shorter form of a verb and an adverb combined, e.g., “are not” = “aren’t”; “cannot” = “can’t”; “does not” = “doesn’t”; “do not” = “don’t”; & “will not” = “won’t”. In a contraction, the apostrophe mark is placed where a letter or letters

There are five main instances when errors with this punctuation mark occur:

1. when you do not use an apostrophe mark and the “s” to show that a singular noun owns something
2. when you add an apostrophe mark after a noun to make it plural
3. when you do not use an apostrophe mark to show that a singular noun owns something or you place the apostrophe mark BEFORE the noun
4. when you add the “s” and apostrophe mark after a noun to make its plural internally
5. when you do not use the apostrophe mark with contractions

Hint: In most cases, when you have two nouns together, the first noun is showing ownership; thus, it SHOULD HAVE the apostrophe mark.

ERROR 1: NO APOSTROPHE MARK WITH A SINGULAR NOUN SHOWING OWNERSHIP

Examples of Error 1:

- A1. The mans coat is wet.
- A2. The boards rough surface made writing on it difficult.
- A3. Sara knew the bikes color would attract attention.

Explanation: The fact that an adjective (a word that describes a noun) is between the nouns should not confuse you, for example, “boards rough surface.” If you see two nouns together—“boards” and “surface.” If you see two nouns together, in most cases, the first noun should have an apostrophe mark because it is showing the ownership.

CORRECTION SYMBOLS & REVIEW

the rough surface of the board = the board's rough surface

the color of the bike = the bike's color

So, let's correct the "Examples of Error 1":

A1. Correction: The man's coat is wet.

A2. Correction: The board's rough surface made writing on it difficult.

A3. Correction: Sara knew the bike's color would attract attention.

Explanation: If you want to make a noun plural, you add an "s." You do not add an "apostrophe s" to make a noun plural. You ONLY add the "s" to some nouns form their plural forms internally, e.g., "man" becomes "men"; "woman" becomes "women"; "alumnus" becomes "alumni". If you want to show that these nouns own something, you will use an apostrophe mark and the "s" when you need to show ownership: "man" becomes "man's"; "men" becomes "men's houses"; "alumnus" becomes "alumnus's robe"; "alumni" becomes "the alumni's robes."

Oh, you may have noted that with the word "alumnus" the apostrophe mark and "s" followed the "s" of "alumnus." There are instructor sources that will allow an apostrophe mark to follow the "s" of a word that ends with "s." It is very common that some of these sources allow the use of the apostrophe mark to determine some words. However, the true rule is that NO noun should form its plural with an apostrophe mark added at its end. Furthermore, if a word ends with "s" it is a SINGULAR noun, still, an apostrophe mark and the "s" must be added. If you have an employer or instructor who allows different rules, determine what you feel is best to do in the situation.

ERROR 2: MAKING A NOUN PLURAL BY ADDING AN APOSTROPHE**Examples of Error 2:**

B1. The girls' are happy.

B2. The teachers' found the books' on the desks'.

B3. There are three Ms. Hayes' who teach at that school.

CHAPTER ONE

B3 Correction: There are three Ms. **Hayeses** who teach at that school.

ERROR 3: INCORRECTLY USED OR NO APOSTROPHE MARK IN POSSESSIVE PLURAL NOUN

Examples of Error 3:

- C1. The boards rough surfaces made writing on them difficult.
- C2. Sara knew the bikes colors would attract attention.
- C3. The Joneses houses were in different neighborhoods.

Based on the above discussions, let's correct the "Examples of Error 3"

C1 Correction: The **boards'** rough surfaces make writing on them difficult.

C2 Correction: Sara knew the **bikes'** colors would attract attention.

C3 Correction: The **Joneses'** houses were in different neighborhoods.

ERROR 4: INCORRECTLY USED OR NO APOSTROPHE MARK IN PLURAL NOUNS THAT FORM THEIR PLURAL FORMS INTERNALLY

Examples of Error 4:

- D1. The mens' hats are in the room.
- D2. The womens' coats are very expensive.
- D3. The alumnis' support helped the college.

Based on the above discussion, let's correct the "Examples of Error 4"

D1 Correction: The **men's** hats are in the room.

D2 Correction: The **women's** coats are very expensive.

D3 Correction: The **alumni's** support helped the college.

Explanation: Please note that when you use apostrophe mark

CORRECTION SYMBOLS & REVIEW

Now, let us turn our attention to the apostrophe mark and con noted above the apostrophe mark is put in space where a let removed. The apostrophe mark is required when you choose to tions.

Some of you may have had instructors who frowned upon the tractions. The purpose of this handbook is not to become invol agogy debate. If you choose to use contractions, it is importan write them correctly.

ERROR 5: NO APOSTROPHE MARK WITH A CONTRACTION**Examples of Error 5:**

- E1. The child didnt want to go in the wading pool.
- E2. There wasnt much to do in the sleepy old town.
- E3. The bewildered man cant explain his situation.

Let's correct the "Examples of Error 5":

- E1 Correction 1: The child **didn't** want to go in the wading p
- E1 Correction 2: The child **did not** want to go in the wading
- E2 Correction 1: There **wasn't** much to do in the sleepy old
- E2 Correction 2: There **was not** much to do in the sleepy ol
- E3 Correction 1: The bewildered man **can't** explain his situa
- E3 Correction 2: The bewildered man **cannot** explain his sit

awk or coh**awkward or incoherent structures**

Explanation: If it is a lengthy sentence, you just need to de three shorter sentences from the lengthy one. In many instan solve the problem with the awkward structure. Also, you shou work out loud so that you can hear what you have written. So will be amazed at what you have written. If it is a shorter sen

CHAPTER ONE

means you may need to add some words to make certain that the meaning does transfer to a reader other than yourself.

Examples of Awkward and Incoherent Structures:

A1. We preferred bagels to eat.

A2. The man walked many miles to the store and when he got there he realized that he had left his wallet on his bedroom dresser so he decided to retrieve the wallet but before he did that he decided he would get a drink of water because he was very thirsty.

A3. The old man had no idea why he was in the hospital, but he didn't know when he talked to the doctor.

Based on the above discussion, let's correct these sentences. The first is awkward; the last one is incoherent (it is not following a logical pattern).

A1 Correction: We preferred **to eat bagels**.

A2 Correction: The man walked many miles to the store. **When he realized that he had left his wallet on his bedroom dresser. So he decided to walk back to retrieve his wallet. However, before he would be able to walk back, he decided to get a drink of water because he was thirsty.**

A3 Correction: The old man had no idea why he was in the hospital **when he tried to move and felt the pain while talking to the doctor. He realized his leg was broken.**

f// faulty parallelism error

Definition: Two items or three or more items in a series do the same grammatical pattern. In other words, the sentence has a rhythm that "skips" a beat or is not in rhythm.

Examples of Errors with Faulty Parallelism:

A1. The children need to think, study, and should work hard.

A2. The man went to the store and was planning on buying fruit

CORRECTION SYMBOLS & REVIEW

ing verb before it (“should”). In A2, the grammatical pattern v past tense verb; the second half of the sentence uses a past tense of a verb. Again, the pattern is broken. Either both verbs the simple past tense or both be using the past progressive t in A3, the sentence begins with a series, but it is broken when t mentioned again.

So, let’s correct the “Examples of Errors with Faulty Parallelism”:

A1. Correction: The children need to think, study, and **work** hard.

A2. Correction 1: The man went to the store and **planned** on buyir

A2 Correction 2: The man **was going** to the store and **planning** to

A 3 Correction: The king came, saw, and **conquered**.

cap or lc **a capital letter is needed or is not needed error**
Definition: Whenever you are naming a specific person (l Miss Piggy) or place (Flint, Michigan or the Eiffel Tower), you i talize the first letter of each word. Now, if there is no specif place, there is no need for a capital letter. There are other insta is required that you capitalize.

Rules:

1. **Capitalize the first word of a sentence, quote, or, someti**
2. **Capitalize the key words of the title of a book, movi newspaper, article, short story, or a poem.**
3. **Capitalize the names and titles of people, names of citie places, buildings, institutions, months, days, specific religious cific religious sects, and deities.**

cs or ro **comma splice or run-on error**

Definition: A comma splice is two sentences that have ON separating then. A run -n is two sentences that have no punctua dinating conjunction separating the two sentences.

CHAPTER ONE

tences:

1. The man is very kind. He helps all people.
2. The man is very kind; he helps all people.
3. The man is very kind, and he helps all people.

You can also place some of the information in the second dependent clause (a dependent clause is NOT a sentence; it completes thought that is dependent on the main idea in the sentence).

4. The man is very kind because he helps all people.

Examples of Comma Splices:

- A1. The man is very kind, he helps all people.
- A2. The store is located where the old school was, it is very modern.
- A3. Sara needs help with her homework because she has tried not to understand, this is very discouraging.

Let's correct these "Comma Splices":

- | | |
|-------------------|---|
| A1 Correction 1: | The man is very kind. He helps all people. |
| A1 Correction 2: | The man is very kind; he helps all people. |
| A1 Correction 3: | The man is very kind, and he helps all people. |
| A1 Correction 4: | The man is very kind because he helps all people. |
| A2. Correction 1: | The store is located where the old school was very modern. |
| A2 Correction 2: | The store is located where the old school was and very modern. |
| A2 Correction 3: | The store is located where the old school was because it is very modern. |

CORRECTION SYMBOLS & REVIEW

Explanation: Yes, you could use a coordinating conjunction two sentences or add on a dependent clause to correct the error. However, then, the sentences would be too lengthy. Then, there is a problem with awkwardness. So, this is the reason for only two corrections.

Have you noted that the problem with the comma splices is that the second sentence begins with a pronoun? Look out for

Examples of Run Ons:

B1. The man is very kind he helps all people.

B2. The store is located where the old school was it is very modern.

B3. Sara needs help with her homework because she has tried to do it does not understand this is very discouraging.

Explanation: You can correct a run-on in the same way that you can correct a comma splice. The only difference between the two is one comma separating the two sentences and the run-on has no comma separating the two sentences.

dm dangling modifier

Definition: The sentence does not clearly state the doer or phrase; thus, the sentence's meaning is not clear.

Explanation: The best way to correct a dangling modifier is to add the doer or agent immediately after the phrase.

Examples of Dangling Modifiers and Corrections:

A1. By videotaping the parents and infants, they show normal love.

A1. Correction: By videotaping the parents and infants, the psychologists demonstrate normal contact and love.

Explanation: In A1, it is obvious that the "parents and infants" are videotaping themselves. So, the word "they" is the "replacer" for the "parents" & "infants." So, who is videotaping them? The writer

CHAPTER ONE

identified. Now, the modifier has a clearly stated doer—the psy

Note the pattern with the next errors and corrections.

A2. Addressing the disturbing action, change is necessary.

A2. Correction: Addressing the disturbing action, the author prop model for change.

A3. After reading each it is clear that both stories use the same tor.

A3. Correction: After reading each any person will know that both s same type of narrator.

A4. When reading two short stories, the characters come alive.

A4. Correction: When reading two short stories, the reader will see t come alive.

A5. Working behind the scenes, putting up a stage is a really cc tion.

A5. Correction: Working behind the scenes, a person can learn the stage is a really complex operation.

Explanation: With each example of the error, you should note clear who is doing the action in the modifier:

Who is videotaping? not “they” which is a “replacer | the parents and infants

Who is addressing he disturbing action? not “change”

Who is reading? not “it”

And so, by rewording the sentences and making the subject of also the doer of the modifier, this removes the dangling modifi it very clear who is doing the action contained in that modifier.

CORRECTION SYMBOLS & REVIEW

full facts in a clear and explicit description will the reader know what you mean. Thus, it is very important that you provide the pertinent details: place, persons present during the event, description of the place where the action has occurred, etc.

frag**fragment**

Definition: A fragment is NOT a sentence. It is a phrase (a group of words) or a dependent clause (a group of words that express a complete idea but does not have a noun or pronoun and a verb).

Explanation: Now, a clause that expresses a complete idea and has a noun or pronoun that is functioning as the main subject of the sentence and a verb that is completing the action of the subject of the sentence. The word or words about that subject is called a “sentence” or an “independent clause”. It is called “independent” because it can stand on its own. It does not need any other clause to help it become a sentence. On the other hand, a “dependent clause” CANNOT STAND ON ITS OWN. It needs to be attached to a sentence in order for it to express a complete thought and to make sense. For example, look at the dependent clauses below:

If Sally and Bob were here

When the man went to the store

Because she told me

How the children ate their cheeseburgers

Who went to the store

Which person aided the company

Also, fragments can be phrases:

In the middle

Of the room

For the passengers

To be or not to be

CHAPTER ONE

A pretty little girl

Obviously, all six (6) of these clauses have a noun or pronoun that could be potential subjects. Each has a verb that completes the action about the potential subjects. However, are the ideas completed? You may say, "What about the last two?" Now, if a question mark were placed after those clauses, yes, they would be "interrogative sentences (sentences that ask questions). There are no question marks. So, they do not express a complete idea. There are fragments.

The seven (7) phrases do not express complete thoughts. They begin with prepositions, infinitives, participles, or other parts of speech. None of these words expresses a complete thought. They need to be a part of a dependent clause.

It may be helpful to know that many fragments begin with certain **SUBORDINATING CONJUNCTIONS** and **RELATIVE PRONOUNS**. Subordinating conjunctions begin **FRAGMENTS**; also, most nouns begin **FRAGMENTS**. A detailed list of these words are in the Appendix. However, a brief list is below:

Subordinating Conjunctions

after
before
because
how
if
when
where
while

Relative Pronouns

who
whom
which
that

How do you change a fragment that begins with a subordinating or relative pronoun? See some of the ways corrections can be made.

If Sally and Bob were here, this problem would not have occurred.

Sally and Bob were here.

This problem would not have occurred if Sally and Bob were here.

CORRECTION SYMBOLS & REVIEW

The man bought the same items when he went to the store.

**Because she told me,
I believed her.**

She told me.

I believed her because she told me.

How the children ate their cheeseburgers is a subject for discussion.

The children ate their cheeseburgers.

A subject for discussion is how the children ate their cheeseburgers.

Who went to the store?

I know who went to the store.

Which aided the company?

Germaine did not know which person aided the company.

How do you change a fragment that is a phrase? Below are some examples.

The girls sat in the middle.

In the middle, the girls sat.

The children sat in the back of the room.

They were in the back of the room.

Finally, the bags rolled down the baggage claim machine for passengers.

CHAPTER ONE

To be your daughter makes me very proud.

Helping the old man made the little boy feel good.

Helping the old man, the little boy did this willingly.

To benefit the club's members, the president needed to resign.

The president needed to benefit the club's members.

A pretty little girl sits in the garden.

The little boy sees a pretty little girl in the garden.

mm misplaced modifier

Definition: An adverb, adjective, or phrase is not in the correct position. Most times, it is not close to the noun or verb it is modifying.

Explanation: The best way to correct this error is to place the modifier very close to the noun or verb it is modifying.

A1. Extremely loud and boisterous, the principal was disgusted with the children's behavior.

Was the principal loud and boisterous or was this the type of behavior the children displayed? Now, you may think, "Use common sense! The children were the ones loud and boisterous!" Still, you may not mean that. Remember that the reader cannot get into your head. The reader went to a school where the principal was suspended for professional behavior? Then, that reader may actually think the principal is the one demonstrating poor behavior even though your intent was that the children were the rowdy ones. So, note the correction.

A1 Correction: The principal was disgusted with the children's loud and boisterous behavior.

A2. She exercises her dog daily.

CORRECTION SYMBOLS & REVIEW

A2 Correction 1: Daily, she exercises her dog.

A2 Correction 2: She exercises daily her dog.

A3. Although ugly, the girls like to look at the baboons.

Of course, beauty is in the eye of the beholder. However, let's say the girls are not the ones who are unattractive. So, the writer reword this sentence making it very clear that it is not the girls very pretty.

A3 Correction 1: Although the baboons were ugly, the girls like them.

A3 Correction 2: The girls liked to look at the ugly baboons.

pv passive voice

Definition: The subject is not the one doing the action expressed by the verb.

Explanation: The best way to determine you are using the passive voice is if you use the following verbs BEFORE a verb that is NOT in the active voice: "am," "are," "is," "was," "were," "be," "been," & "being."

A1. The car was seen.

Explanation: The subject of the sentence is "car." Obviously, a car cannot see itself. The subject is being "passed over." Whoever is seeing the car should be the subject of the sentence.

A1. Correction: The child sees the car.

A2. The lady is being helped.

A2. Correction: The little girl is helping the lady.

A3. The student is taught by the instructor.

A3. Correction: The instructor teaches the student.

Explanation: Now, if you choose to use the passive voice structure, the subject of the sentence is the object of the action.

CHAPTER ONE

sp spelling error

Definition: Obviously, you should understand if you have spelled a word correctly. A list of commonly misspelled words is in Chapter 2 of this handbook.

wr/vb wrong verb

Definition: To use the wrong verb means the verb has the wrong form (-ing, -s, -ed) or the writer uses the wrong form of the verb.

A1. Yesterday, the man need to be there.

Explanation: Since the action occurred “yesterday,” the writer uses the past tense form of “need.” That is “needed.”

A1. Correction: Yesterday, the man needed to be there.

A2. The man seen and done many things.

Explanation: There are some verbs that must have certain helping verbs before them in order for these verbs to function correctly. The following lists these verbs in groups:

Group 1	Group 2	Group 3	Group 4	Helping
see	saw	seeing	seen	has, have
do	did	doing	done	Helping am, is, are
come	came	coming	come	

A2. Correction: The man has seen and has done many things.

A3. The girls seeing him.

A3. Correction 1: The girls are seeing him.

A3. Correction 2: The girls were seeing him.

A4. The man said, “I had came to the school to learn.”

CORRECTION SYMBOLS & REVIEW

use with Group 2. So, note the corrections for A3 and the one for

A4 Correction 1: The man said, “I had come to the school to learn.

A4 Correction 2: The man said, “I came to the school to learn.

Explanation: If a writer wants to use the verb “come,” s/he has two choices: “I come” or “I have come.” Group 1 is the base for various present tense of the verb “come.” Also, the past perfect and other past tenses are formed from Group 4. It so happens with the verb “come” that Group 1 and Group 4 are both “come.” If a writer wants to use the verb “has” or “have” or “had” before the verb “come,” s/he must use the Group 4 form of the verb. Now, if the writer does NOT want to use

the verb, s/he can write: “I come” or “I came.” S/he cannot write “I have come.” The Group 2 form of “come” DOES NOT take a helping verb before it.

Now, in Chapter 3 there will be a more extensive discussion of this issue. You need more elaboration on this issue.

v/con unnecessary change of verb tenses

Definition: If you begin your paper using the present tense, you should maintain the use of that same tense throughout the whole paper. Do not change to the past tense and later on change back to the present tense. There should be no verb tense changes unless there is no choice. Verb tense changes of this type occur.

A1. The writer changes unnecessarily the verb tenses in his paper. The paper began in the present tense, then the writer should not change to the past tense. This confuses the reader. And it detracted from the flow of the work. Likewise, if the writer begins his paper in the past tense, he should not change to the present tense.

A1 Correction: The writer changes unnecessarily the verb tenses in his paper. If the paper BEGINS in the present tense, then the writer should not change to the past tense. This CONFUSES the reader. And it DETRACTS from the flow and clarity of the work. Likewise, if the writer BEGINS in the past tense, he should not change to the present tense.

Explanation: Hopefully, the above example helps clarify the issue. Use the correction symbols to correct any verb tense changes.

CHAPTER ONE

Explanation: Eliminating wordiness does not mean the same as eliminating words. Eliminating or avoiding wordiness means you use words to express your ideas as intended in a direct and succinct manner.

The author's own experience has helped her avoid wordiness. She realized that she would win the lottery if she were more succinct. After reworking the paragraph, she was surprised just how many unnecessary phrases she had included. Try it!

? make clear

Definition: Sometimes, a writer needs to make a sentence clearer. The question mark is a correction symbol an instructor may use to indicate a need for clarity.

^ omitted word/s

rep repetitious

ms poor manuscript form

Definition: This symbol applies to instances where a writer has not indented when beginning paragraphs, double spaced between lines, or cited sources properly.

dict diction—incorrect word used

wr/punc wrong punctuation

Definition: A writer may use incorrectly a comma or some other punctuation.

Explanation: The handbook gives a thorough discussion about the correct use of commas, colons, semicolons, dashes, hyphens, and apostrophes in the handbook.

OK, this “brief” review of the correction symbols and explanations is for those of you who need a quick review. After reading and studying these pages, you recognize that you need more discussion about some of these items, you should study the appropriate chapters.