

Composition Zone: Writers in Process

PREWRITING – Making a Mess

Sources: imagination, experience, observation, oral language, written language

Beginning to Clean It Up

Cube it: Simple Listing? Description? Time Order? Comparison/Contrast?
Cause-Effect? Problem-Solution? Argumentation? 5Ws & H?

Narrow the scope of the topic, and determine your main point and support areas.

Consider: purpose, genre, audience, tone, organizational plan.

Freewrite like an expert, or use graphic organizers.

DRAFTING – Creating a Strong Skeleton

Formulate a clear “working” thesis and an overview sentence that foretells logical organization.

Formulate “work boot” topic sentences for sections of support. (Remember magic number 3).

Clearly state supporting detail for each topic sentence claim. (Remember magic number 3).

Reflect on what has been said, and restate thesis.

Refine introduction and conclusion.

REVISING – Adjusting Skeleton as Necessary and Building Muscle

By the time the revision is completed, the paper should sound like a polished speech when read aloud.

Revising in Writing Groups

The paper is not ready for eyes yet, so it is shared orally. Listeners check whether the paper is meeting its intended criteria and is clearly organized and logically developed. Is the skeleton complete and well connected? Are the muscles strong?

- Writer: Read the rough draft aloud – slowly and clearly.
- Listeners: Listen carefully. Then, each listener gives one specific, positive feedback.
- Writer: Asks for general “suggestions for growth” or help with particular issue.
- Listeners: Suggest changes that would help you as readers understand/follow the paper more easily. Think in terms of **EARS**: What could be **E**liminated? **A**dded? **R**earranged? **S**moothed?
- Writer: Listen without defending or explaining.
Concludes turn with: “Thank you. I will keep your ideas in mind as I revise.”

Composition Zone: Writers in Process

EDITING – Putting on Clothes

Now the paper is ready for eyes. It sounds logical and powerful. Does its surface accuracy meet the same standard?

Editing in Pairs

- Both read the same paper at the same time.
- Read one sentence aloud.
 1. Is it a complete, correct sentence? [Not a fragment or run-on?]
 2. Is it punctuated properly?
 3. Are all the words spelled correctly? [Circle if in doubt.]
 4. Are capital letters used only where needed?
 5. Are citation and attribution properly done?
- Make corrections if you can. *Remember that only the writer can mark on his/her paper.*
- Put a dot in the margin to mark remaining questions.
- Move on to the next sentence.
- After you have completed one paragraph of a paper, switch to the other paper and edit one paragraph. Switch back and forth during the allotted time.

PUBLISHING – Combing the Hair

Present the paper in a polished, attractive form. Be sure to follow the prescribed format.

Sharing the Final Paper with the Class

- The class separates into small groups.
- The groups exchange papers so no writer is reading his/her own paper.
- Each member of a group silently reads all papers in the group's set of papers. On a provided feedback sheet, each member also writes one positive comment about each paper and signs his/her name.
- (Optional) The small groups each select one paper that they think should be shared with the whole class and determine why it should be shared. [Did it meet the criteria best? Was it moving? Did it raise the most important issue? Did it use language powerfully or amusingly?] They also determine who they would like to read the paper aloud (author, instructor, group member) and which group member will explain why the paper was chosen. *The author can always ask that the paper not be read aloud.

REFLECTION

When students receive their papers back from the small groups, they read the feedback and then - on the same feedback sheet – write what they have learned from the process of writing their own paper, from reading other classmates' papers, and from reading feedback from their classmates.

SUBMISSION OF PAPER TO INSTRUCTOR

Courtesy of Dr. Martha McGovern

A SUMMARY OF THE PUNCTUATION RULES IN ENGLISH

Punctuating Independent Clauses

Option 1: Independent Clause . Independent Clause

Option 2: Independent Clause , Independent Clause

And
But
Or
For
So
Yet
Nor

Option 3: Independent Clause ; Independent Clause

Option 4: Independent Clause ; Independent Clause

However
Therefore
For example
For instance
Consequently
In fact
Moreover
Nevertheless
Furthermore
Then
Indeed
Also
As a result
After all
Instead
Still
In general

Punctuating Independent Clauses

TWO SERIOUS ERRORS TO AVOID

RUN-ON:

Independent Clause

Independent Clause

COMMA SPLICE:

Independent Clause

,

Independent Clause

AAAWWUBBIS AND MORE!

After: After what seemed forever, Linda finally arrived for our luncheon date.

Although: Although Albert is gone, I can still finish the puzzle without him.

As: As he walked outside to join the others, he realized he had left his cell phone on the counter in the store.

When: Whenever Randy has a bad cold, he sounds like Darth Vader.

While: While Edna eats dinner, she talks about what she will have for dessert.

Until: Until we can learn to get along, it will be difficult to be friends.

Because: Because she is playing the radio so loudly, I cannot hear my favorite TV show.

Before: Before he even stepped through the door, we knew he meant trouble.

If: If you are not honest with yourself, how can you be honest with others?

Since: Since I was a little girl, I have always dreamed of seeing the ocean and swimming with the dolphins.

Other Subordinating Conjunctions:

Time: after, before, during, since, until, when, whenever, while

Cause-Effect: as, because, since

Opposition: although, even though, though, while, whatever

Condition: as long as, if, in order to, unless, until, whatever

A SUMMARY OF THE PUNCTUATION RULES IN ENGLISH Courtesy of Dr. Ragina Copeland & Maggie Berdine

Rules for Comma

1. Use commas to separate Independent Clauses joined by a conjunction. The comma is inserted before the conjunction (also known as a coordinating conjunction) that links Independent Clauses.
 - The sky was dark grey, **and** the air was heavy with the smell of an approaching storm.
 - The work is hard, **but** the pay is good.
 - We shall do our best, **for** this job is important.
2. Use commas to set off transitional and parenthetical expressions, contrasts, words of direct address, and tag questions.
 - The American Midwest, **therefore**, is the world's breadbasket.
 - The dessert, **however**, was too sweet.
 - Feeding the world's population is a serious problem, but not an impossible one.
 - Your contribution, **Steve**, to the Student Success Center will help us greatly.
 - Worldwide response to the earthquake/tsunami in Japan has been remarkable, hasn't it?
 - It's true, isn't it?
 - The catcher, **not the pitcher**, made the error.
 - We have, **to say the least**, a grave problem.
 - Our work finished, we went home.
3. Use a comma to separate items in a series – words, phrases, or clauses.
 - The flowers were yellow, blue, and orange.
 - For breakfast we ate cereal, bacon and eggs, and toast and tea.
 - Our neighbor is older than the pyramids, cantankerous as a goat, and meaner than a rattle snake.
4. Use commas to separate coordinate adjectives preceding a noun.
 - He was an eloquent, impressive public speaker.
 - The large, restless crowd waited for the concert to begin.
 - The quiet, alert hunter stalked the deer.
 - She is a wise, astute observer of the current political scene.

A SUMMARY OF THE PUNCTUATION RULES IN ENGLISH

Comma Rules Continued –

5. Use commas to prevent misreading/clarify meaning.
 - Before washing the boy took off his coat.
 - Before washing, the boy took off his coat.
 - Wherever he turned her picture was before him.
 - Wherever he turned, her picture was before him.
6. Use a comma after an introductory clause, phrase, or word.
 - When he arose from the bench, the crowd cheered.
 - Although most of us do not realize it, the foods of the future are already with us.
 - No, you did not have to throw the cat outside.
 - For example, fructose is fruit sugar, lactose is milk sugar, and maltose is malt sugar.
7. Use commas to set off nonrestrictive clauses and phrases.
 - My father, who has poor vision, should not drive a car.
 - Bill, having no tools, cannot do a good job.
 - Mr. Alden, as soon as he saw the accident, called the police.
 - Farming, which is a major source of food production, may not always be dependent on the weather.
8. Use commas to separate a word or title (Appositives) that rename a noun or pronoun in the sentence.
 - Browning, an English poet, is famous for his dramatic monologues.
 - Ann, my oldest sister, came to visit me over the weekend.
 - Mr. Smith, the mayor of our town, led the Homecoming Parade.
 - My English professor, Mrs. Jones, is very helpful.
9. Use commas following adjectives.
 - The boy, wise beyond his years, answered challenging questions.
 - The cat, sleek and stealthy, stalked its prey.
10. Use commas in a direct address.
 - I believe, sir, you are right.
 - Your work is good, Jane.
 - Mr. Johnson, you may ask a question.
11. Use commas to set off quotes from explanatory words.
 - Speaking of ideal love, the poet William Blake wrote, "Love seeketh not itself to please."
 - "My love is fever," said William Shakespeare about love's passion.
 - "I love no love," proclaimed poet Mary Coleridge, "but thee."

A SUMMARY OF THE PUNCTUATION RULES IN ENGLISH

Conventional Uses of the Comma –

12. Use commas in dates, names, addresses, and numbers according to accepted practice.

- On Friday, June 16, 1959, they were married.
- He lived at 16 Smith Street, Minden, Louisiana 20121, for one year.
- E.H. Welles, Ph.D., has been hired for the job.
- Mozart's The Magic Flute was first performed September 30, 1791, for the festivities attending the coronation of Emperor Leopold II of Bohemia.

13. Use commas for statistical material (numbers, measurement, references).

- 25,000 1,507,000 volume 2, page 9 six feet, ten inches Act III, scene iii

14. Use commas for mild interjections.

- Goodness, how the time has flown!
- Oh, forget it!
- Yes, I suppose so.
- Well, perhaps.

15. Use commas for complimentary close and salutations in informal letters.

- Yours truly, Dear Sue, Sincerely yours,

16. Use commas to separate last names first.

- Smith, Joe T.

RULES FOR THE SEMICOLON

A semicolon indicates that the reader should pause; it has 3 main uses:

1. Use a semicolon to join two complete thoughts that are closely related, but not connected by a joining word (such as and, but, or so).

- Our cat knocked over a can of soda; it foamed over and stained the white carpet.
- Thomas Edison was a productive inventor; he held over 1,300 U.S. and foreign patents.

2. Use a semicolon to join two closely related complete thoughts with a transitional word or word group (such as however, therefore, on the other hand).

- I am hungry for pizza tonight; however, my husband wants Chinese food.
- The airport was snowed in; therefore, my cousin's flight was cancelled.

3. Use semicolons to separate items or phrases in a series that contain commas.

- Driving down Sunset Strip, we passed La Boutique, which sells women's clothing; The Friendly Café, which serves twenty different kinds of coffee; and Pet Palace, which sells snakes, parrots, and spiders.

A SUMMARY OF THE PUNCTUATION RULES IN ENGLISH

Rules for Colon

A colon directs attention to what follows. It has 3 main uses.

1. Use a colon to introduce a list.
 - On her first day of vacation, Lisa did three things: she watched a movie, took a long nap, and ate at her favorite restaurant.
 - Woods commonly used in furniture are as follows: black walnut, mahogany, oak, and pecan.
2. Use the colon to introduce a long or a formal quotation.
 - Martha Washington once said: "The greater part of our happiness or misery depends on our dispositions and not our circumstances."
3. Use a colon to introduce an explanation.
 - John suddenly cancelled his plans for a simple reason: his car was out of gas.

Rules for the Apostrophe

USING APOSTROPHE TO SHOW POSSESSION

Write in two steps.

First, put the word in either its singular or plural form.

Then, make the word possessive.

- If the word is singular, always add 's.
Examples:
The *star's* light was yellow.
The cloud *mass's* density completely hid our view.
- If the word is plural and ends in s, add apostrophe.
Examples:
The seven *stars'* pattern looked like a bear.
The nine *planets'* orbits never collide.
- If the word is plural and does not end in s, add 's.
Examples:
The *children's* eyes shone with excitement.
Several *men's* telescopes were packed into one box.
- If the word is singular and ends in s, add only an apostrophe to indicate possession, or you may add an apostrophe plus an s. (Either is acceptable.)

A SUMMARY OF THE PUNCTUATION RULES IN ENGLISH

USE AN APOSTROPHE TO INDICATE A CONTRACTION

- Weren't – the apostrophe indicates that the letter *o* was omitted.
- You'll – the apostrophe indicates that the letters *wi* were omitted.

USE AN APOSTROPHE TO ABBREVIATE A YEAR

- Sam has a '75 class ring.
- She was a '99 graduate from P H S.

USE AN APOSTROPHE TO INDICATE PLURAL LETTERS

- Mind your p's and q's.
- I made four A's on my report card.

REMEMBER, PERSONAL POSSESSIVE PRONOUNS HAVE BUILT-IN POSSESSION: NO APOSTROPHES

- Our, ours, my, mine, his, her, hers, its, your, yours, their, & theirs
- Its may take an apostrophe, **but only if it is used as a contraction** (it's – it is or it was).
The same is true for who's/ whose and they're/their.

Rules for Quotation Marks

1. Use quotation marks to enclose any word, words, phrases, or sentences that are taken word for word from a spoken or written source.
 - A quote of more than four typewritten lines is set off by indenting the quote ten spaces; do not use quotation marks.
 - Use single marks for quotations within quotations.
2. Use quotation marks for short works which are part of a longer work: poems, short stories, essays, articles, song titles, episodes of television, or radio series.
3. Use quotation marks for a) words meant ironically or some other nonliteral way, b) technical terms when they are defined the first time they are used, c) a translation of a word or phrase, d) words being referred to as words.
 - The proposed tax “reform” is actually a tax increase.
 - Many people confuse “affect” and “effect.”

A SUMMARY OF THE PUNCTUATION RULES IN ENGLISH

Rules for Quotation Marks Continued

4. Use other punctuation with quotation marks as follows:

- **Speaking of ideal love, the poet William Blake wrote, “Love seeketh not itself to please.”**
- **Place commas and periods inside closing quotation marks.**
Because the class enjoyed F. Scott Fitzgerald’s “The Freshest Boy,” they were looking forward to his longer words.
Edward T. Hall coined the word “proxemics.”
- **Place semicolons and colons outside closing quotation marks.**
Some experts claim that the job market now offers “opportunities that never existed before”; others disagree.
- **Place all other punctuation marks according to whether or not the punctuation is part of the quote.**
“Did I Hear You Call My Name?” was the winning song.
Have you read Nikki Giovanni’s poem “Knoxville, Tennessee”?

The Dash

1. Use a dash or dashes to emphasize an example, a definition, an appositive (a renamer), or a contrast:
 - **Example:** The care-takers – those who are helpers, nurturers, teachers, and mothers – are still systematically devalued.
 - **Definition:** Although the emphasis at the school was mainly language – speaking, reading, and writing – the lessons always began with an exercise in politeness.
 - **Appositive:** Two of the strongest animals in the jungle – the elephant and the gorilla – are vegetarians.
 - **Contrast:** Tampering with time brought most of the house tumbling down, and it was this that made Einstein’s work so important – and controversial.
2. Use a dash or dashes to emphasize an aside.
 - Television showed us the war in a way that was – if you chose to watch television, at least – unavoidable.

A SUMMARY OF THE PUNCTUATION RULES IN ENGLISH

The Hyphen

1. Use a hyphen at the end of a line according to the following guidelines:
 - Avoid hyphenating the last word on a line.
 - Do not divide the last word on the first line of paper, the last word in a paragraph, or the last word on a page.
 - Break a word only at a syllable, using the following checklist:
 - a. Never divide single syllable or very short words. NO we-althy, en-vy
 - b. Never leave or carry over one letter. NO a-live, he-licopter-er
 - c. Check a dictionary if you are unsure how to divide a word.
2. Use a hyphen with certain prefixes according to the following guidelines:
 - If the last letter is the same as the first letter of the base word, or if adding the prefix results in three vowels in a row: anti-intellectual, re-ionize. **NOTE** – Some common words **do not** follow this rule: cooperation, preeminent.
 - Always use a hyphen when using the prefixes all-, ex-, quasi-, and self-: all-inclusive, self-reliant.
 - Always use a hyphen when the base word is a proper name or a number: pro-American, post- 1950.
 - Always use a hyphen when the base word is a compound word: anti-gun control, ex-president-elect.
 - Always use a hyphen when confusion in meaning or pronunciation can occur: re-dress, (“dress again”) vs. redress (“set right”).
 - Always use hyphens when two prefixes are used with one base word: pre- and post- war eras.
3. Use a hyphen with certain compound words:
 - New words or words coined for a special purpose are usually spelled as two separate words (night shift). Once they are widely used, they are hyphenated (brother-in-law). If they last in the language, they are spelled as one word (toothache).
 - When a compound word acts as a modifier of a noun, it is usually hyphenated: well-dressed teacher, 50-minute class, slow – moving truck.
4. Use a hyphen with spelled out numbers according to the following guidelines:
 - Two-word numbers from twenty-one through ninety-nine.
 - Between the numerator and the denominator of two-word (written out) fractions: one-half.
NOTE – If the fractions are more than two words, use figures (1/64, 1/32).

Writer's Corner/Grammar Notes
Courtesy of Dr. Ragina Copeland & Maggie Berdine

TYPES OF SENTENCES

1. **DECLARATIVE** – makes a statement (*Pizza is fattening.*)
2. **INTERROGATIVE** – asks a question (*How fattening is pizza?*)
3. **IMPERATIVE** – gives a command (*Give me the pizza.*)
4. **EXCLAMATORY** – express strong feeling (*What a large pizza!*)
5. **SIMPLE** – single independent clause (*We must improve our grammar.*)
6. **COMPOUND** – at least two independent clauses (*We must improve our grammar, and we must take time to proofread our written work.*)
7. **COMPLEX** – one independent clause and at least one dependent clause (*When we use bad grammar in our letters, we reflect a poor image of our company.*)
8. **COMPOUND-COMPLEX** – two or more independent clauses and at least one dependent clause (*When we use bad grammar in our letters, we reflect a poor image of our company, and we damage our reputation.*)

Parts of Speech

NOUNS

Names specific people, places, things, concepts. Proper nouns begin with a capital letter. Common nouns are countable, uncountable, collective, compound, concrete, or abstract.

- **Proper** – Tokyo, John Lennon, Buick, Eiffel Tower, Parkersburg High School.
- **Common** – singer, city, girl, car, apple, milk, music, art, happiness, electricity.
 1. **Countable**: apple, fork, person, cat, coins, pencil, suitcase, book.
 2. **Uncountable**: milk, music, money, happiness, electricity, gas, luggage.
 3. **Compound**: toothpaste, haircut, bedroom, swimming pool, dry-cleaning.
- **Concrete** – Things that can be touched, heard, seen, smelled, and tasted: pizza, rain, desk, flower, onion, sneeze, sand.
- **Abstract** – Things that cannot be seen, touched, heard, smelled, and tasted: love, idea, fear, freedom, happiness, dream, thoughts.
- **Collective** – Names groups: family, team, crowd, committee, clique, coven, litter.

PRONOUNS

Represent a noun phrase. Types: personal (first, second, or third person), possessive, demonstrative, intensive/reflexive, relative, interrogative, or indefinite.

- **Personal** – Refers to people or things:
 1. **First Person** (person speaking): I, my, mine, me, ours, our, us.
 2. **Second Person** (person spoken to): you, your, yours.
 3. **Third Person** (person spoken about): he, she, it, they, his, her, hers, its, their, theirs, them (*I saw her take your books to them.*)

Writer's Corner/Grammar Notes

PRONOUNS CONTINUED

- **Possessive** – I usage – **Ownership**: All nouns and pronouns can own objects, so we show ownership by using apostrophes except with possessive pronouns. (She left *Mary's* papers in your office. She left *her* folders there as well.)
- **Relative** – Introduces noun and adjective clauses: who, which, that, what, whomever, whoever (**Whoever** took the book that I left must return it.)
- **Interrogative** – Introduces a question: who, whose, what, which (**Who** called?)
- **Demonstrative** – Points out the *antecedent* – *the word to which a pronoun refers*: this, that, these, those (Is **this** a mistake?)
- **Reflexive** – Reflects to the antecedent: myself, yourself, herself, etc. (They claim to support **themselves**; I, **myself**, doubt it.)

VERBS

Tell what a person, place, thing, or concept does or is. Change form (Regular or Irregular) to show time and tense, number and person, voice, and mood. There are three types of verbs (action, linking, helping or auxiliary) and two verbal voices (active and passive). Verbs can also be categorized as transitive and intransitive.

- **Regular** – These verbs will take “ed” ending in the past and past participle form.

Present	Past	Past Participle
ask	asked	(have) asked
talk	talked	(have) talked
decide	decided	(have) decided
believe	believed	(have) believed
open	opened	(have) opened

- **Irregular** – These verbs will take other forms other than “ed” in the past and past participle tenses, so be careful with these verbs. Make sure you know the forms.

Present	Past	Past Participle
buy	bought	(have) bought
keep	kept	(have) kept
think	thought	(have) thought
go	went	(have) gone
drink	drank	(have) drunk

Writer's Corner/Grammar Notes

VERBS CONTINUED

- **Action** – These verbs show what the subject of the sentence is doing; they show action > *jump, walk, talk, buy, think, swim, throw, etc.*
- **Linking** – These verbs are referred to as “being verbs.” They are forms of the verb *to be* > *am, is, are, was, were, be, being, been, have, has, had.*
- **Helping/Auxiliary** – These verbs help out action verbs. These verbs will always be linking verbs > *am talking, was thinking, is buying, have been, had bought.*
- **Active Voice** – In active voice, a **subject** is performing an **action** upon an **object**.

S V O
 (Steven kicked the soccer ball across the field.)
- **Passive Voice** – In passive voice, the **object** becomes the **subject**, and the **subject** becomes an **object**. The major clue that you are writing in passive voice is the helping verb ‘**was**.’ If the action verb needs help from the helping verb, the sentence is no longer in active voice.

S V V O
 The ball was kicked across the field by Steven.
- **Transitive** – These verbs will always be action verbs that have a **direct object**.
 Sally made the **pie**. Bob called **Tom**. I set the alarm **clock** this morning.
- **Intransitive** – These verbs will always be action verbs that cannot have a direct object.
 Sally bakes very well. Bob calls for lunch every day.

Every verb can be transitive or intransitive with a few exceptions:

sit/set *rise/raise* *lie/lay*

Present	Past	Past Participle
sit	sat	(have) sat
set	set	(have) set
rise	rose	(have) risen
raise	raised	(have) raised
lie	lay	(have) lain
lay	laid	(have) laid

Writer's Corner/Grammar Notes

VERBS CONTINUED

Sit means "to rest or recline." Sit will always be **intransitive**. Set means "to place something." Set will always be **transitive**.

1. I like to **sit** in that rocking chair. She **sits** in the corner and reads every evening.
2. They **sat** at the table. We **have sat** in the passenger seat on long trips.
3. Shari **set** the table for guests. We **have set** the documents on her desk many times.

Rise means "to move upward." Rise will always be **intransitive**. Raise means "to cause and increase." Raise will always be **transitive**.

1. The sun will **rise** tomorrow. She **rose** from the bed in a hurry. My stress level has **risen**.
2. I will **raise** your salary. They **raised** their blood pressure by scaring each other

Lie means "to rest or recline." Lie will always be **intransitive**. Lay means "to place something." Lay will always be **transitive**.

1. The cats **lie** under the porch. They **lay** there all morning. They **have lain** in stranger places.
2. I will **lay** the book on your desk. The men **laid** carpet last week. We **had laid** the carpet too late.

ADJECTIVES

Describe, point to, or tell quantity of nouns or pronouns. They include articles *a*, *an*, and *the*. Possessive nouns and pronouns are considered adjectives as well. Adjectives will answer the questions: *Which one? What kind? and How many?*

1. Ancient mariners traveled to far places. *Ancient* is an adjective describing the noun *mariners*, and *far* is an adjective describing the noun *places*. Both adjectives answer the question *what kind*.
2. They found out that the foreign mariner had come farther than any of them imagined. *The* and *foreign* are both adjectives describing the noun *mariner*. They answer the question *which one*.
3. The three puppies were last seen this morning. *Three* is the adjective describing the noun *puppies*. It answers the question of *how many*.

- Usually adjective come before the noun or pronoun they describe; however, you may find the adjective in the predicate part of the sentence. In this case, it is referred to as the **predicate adjective** > The girl's eyes were extremely **beautiful**.
- Proper Adjectives are created by using the following suffixes: -an, -ian, -n, -ese, and -ish > American Chinese English Venetian

Writer's Corner/Grammar Notes

ADVERBS

Modify/describes verbs, adjectives, other adverbs, or clauses. Adverbs answer the questions *how, when, where, and to what degree?* Most adverbs have “ly” for a suffix, but some do not.

- My little sister regularly skips rope. **Regularly** is the adverb modifying the verb **skips**.
- We often fill our pies with fresh fruit. **Often** is the adverb modifying the verb **fill**.
- The children gleefully ate ice cream. **Gleefully** is the adverb modifying the verb **ate**.
- A sweet smell from the fully open orchard was intoxicating. **Fully** is the adverb modifying the adjective **open**.
- A list of reptiles almost always includes snakes, turtles, and iguanas. **Almost** is the adverb modifying the adverb **always** and the adverb **always** is modifying the verb **includes**.

You must remember the conjunctive adverbs as well. They are the adverbs that clarify the relationship between two independent clauses; they are used to combine two sentences.

again	further	indeed	nevertheless	still
also	furthermore	instead	nonetheless	then
besides	hence	likewise	otherwise	therefore
consequently	however	moreover	similarly	thus
finally	meanwhile	next	subsequently	whereas

- I left the keys in the house; **consequently**, I was locked out. *When combining two sentences with one of the conjunctive adverbs, there must be a semicolon preceding it and a comma following it.*

CONJUNCTIONS

Join words, phrases, or clauses (Coordinate, Correlative, and Subordinate).

1. Coordinating Conjunctions: acronym **FANBOYS** – **F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o – combines words, phrases and clauses.
 - Tom **and** I bought the same pair of shoes. “*And*” is combining two words.
 - Running through bushes **and** walking on broken glass were parts of the survivor challenge. “*And*” is combining two phrases.
 - We had to leave the airport by noon, **so** Sheila came as quickly as possible. “*So*” is the coordinating conjunction combining the two clauses. A comma is always placed before the conjunction when combining two sentences.
2. Correlative Conjunctions: These conjunctions work in pairs to join groups of words of equal importance. The correlative conjunctions include: both...and, just as...so, not only...but also, either...or, neither...nor, and whether...or.
 - **Either** we eat now, **or** we will eat around dinner time.

Writer's Corner/Grammar Notes

CONJUNCTIONS CONTINUED

3. Subordinating Conjunctions: These conjunctions combine a dependent clause with a main clause. The most common subordinating conjunctions are listed here:

after	before	that	whenever	who
although	how	though	where	whoever
as	if	till	wherever	whom
as far as	in order that	unless	whether	whomever
as if as long as	provided that	until	which	whose
as soon as	since	what	whichever	why
because	so that	whatever	while	when

- **After** we had something to eat, we all felt better.

The conjunction is combining the dependent clause [after we had something to eat] with the main clause [we all felt better]. A comma rule states that a comma comes after introductory text, such as the introductory subordinate clause.

IF WE REARRANGE THE SENTENCE, WE NO LONGER NEED THE COMMA.

- We all felt better **after** we had something to eat.

PREPOSITIONS

Used before a noun or pronoun to make an adjectival or adverbial phrase. Joins or combines one word (the object) in a sentence to the rest of the sentence. Compound prepositions are made up of more than one word.

COMMON PREPOSITIONS

aboard	beside	in	regarding
about	between	in place of	round
across	in front of	past	without
across from	beyond	in spite of	save
according to	but (except)	inside	since
after	by means of	instead of	through
against	by	into	throughout
along	concerning	like	together
alongside	considering	near	to
along with	despite	of	till
amid	down	off	toward
among	during	on	under
around	except	on account	underneath
as for	except for	on behalf	unlike

Writer's Corner/Grammar Notes

PREPOSITIONS CONTINUED

at	for	onto	until
next	next to	apart from	ahead of
back of	from	on top of	up
because of	from among	opposite	up to
before	from between	out	upon
behind	from under	out of	while
below	in addition	outside	with
beneath	in back of	over	within

- We waited **by** the phone **until** midnight.
- I put the tools **on top of** the shelf **next to** the extra nails.

INTERJECTIONS

Word or expression used alone or in a sentence to express emotion.

Interjections are always punctuated with an exclamation point.

EXAMPLES: Oh, well! Yes! Get Out! Stop! No Way! Ouch!

TOP TEN SENTENCE PROBLEMS

1. **PHRASE FRAGMENTS:** Make sure each sentence has a subject and a verb.
2. **CLAUSE FRAGMENTS:** Make sure all dependent clauses are connected to an independent clause.
3. **RUN-ON SENTENCES:** Separate or revise independent clauses that are run together.
4. **FUZZY SYNTAX:** Eliminate mixed constructions.
5. **WRONG VERB FORMS:** Avoid nonstandard forms.
6. **TENSE SHIFTS:** Avoid flip-flopping between past and present.
7. **LACK OF SUBJECT-VERB AGREEMENT:** Carefully check verbs with –s endings for proper agreement.
8. **FAULTY PRONOUN CASE AND REFERENCE:** Check that subject and object pronouns are correct. Avoid unclear pronoun references.
9. **ADJECTIVE/ADVERB CONFUSION:** Use the right forms in the right places.
10. **DOUBLE NEGATIVES:** Avoid these in formal writing.

Writer's Corner/Grammar Notes

SENTENCE VARIETY

- Create sentence variety by varying the length of your sentences.
- Create sentence variety by varying the types of your sentences: simple, compound, complex, or compound-complex.
- Create sentence variety by varying the patterns of your sentences, particularly sentence beginnings.

Examples:

1. Subordinate Clause: If the emergency is great, the people will respond.
 2. Prepositional Phrase: In spite of all his complaints to the counselors, he really loved camp.
 3. Verbal Phrase: Embittered by the long and expensive court battle, he refused to settle the lawsuit out of court.
- Create sentence variety by utilizing various **transitional expressions** (bridge words/phrases) that show connections within and between sentences. Here are common transitional expressions listed according to the types of relationships they define.

ADDITION:

again	finally	last
also	first (second)	moreover
and	for one thing	nor
and then	further	next
as well as	furthermore	too
besides	in addition	
equally important	in the first place	
	in the second place	

EXAMPLES:

for example	specifically
for instance	such as
in particular	that is

COMPARISON:

both	like
in comparison	likewise
in the same way	similar

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TRANSITIONAL EXPRESSIONS CONTINUED

CONTRAST:

but	however	on the contrary
even so	in contrast	on the other hand
yet	in spite of this	otherwise
	nevertheless	still

PURPOSE:

for this purpose	to this end	with this object
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CAUSE/EFFECT:

as	hence
as a result	in order that
because	so that
consequently	therefore
for that reason	thus

OBVIOUS:

obviously	of course
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SUMMARY, REPETITION, INTENSIFICATION:

to be sure	on the whole
in short	in other words
finally	in fact
indeed	that is

PLACE:

above	down	on the other side
adjacent to	forward	opposite
among	from	out
around	here	outside
at this point	in front of	over
behind	inside	through
below	nearby	to
briefly	next to	under
eventually	on	

Writer's Corner/Grammar Notes

TRANSITIONAL EXPRESSIONS CONTINUED

TIME:

after	finally	often
after a few days	first (second, third)	once
afterward	immediately	promptly
always	in the meantime	since
as soon as	in the past	sometimes
at last	last	soon
at length	later	suddenly
at once	meanwhile	then
before	next	until
briefly	never	when
eventually	now	while

PARALLELISM

- Parallelism is the similarity of structure in a pair or series of related words, phrases, or clauses - also called parallel structure.
1. **To the** mighty general war **was** a glorious enterprise; **to the** plodding foot soldier it **was** a grimy hardship. *JFK*
 2. We will have to repent in this generation **not merely for** the vitriolic words and actions **of the bad people, but for** the appalling silence **of the good people.** *Martin Luther King*
 3. **We shall fight** on the beaches. **We shall fight** on the landing grounds. **We shall fight** in the fields and in the streets. **We shall fight** in the hills. **We shall** never surrender. *Winston Churchill*
 4. Love **hears all things, believes all things, hopes all things, endures all things.** Love never ends; **as for** prophecy, it **will** pass away; **as for** tongues, they **will** cease; **as for** knowledge, it **will** pass away. *I Corinthians*
 5. After **calling** the police, **checking** the area hospitals, and **praying,** we could only wait.
 6. In Allen's nightmare, he was **audited** by the IRS, **investigated** by *Sixty Minutes*, and **chased** by bill collectors.

COMMON SPELLING RULES

- Write *i* before *e* except after *c*, or when it sounds like *a* as in neighbor and weigh.
[thief believes friend] [ceiling receive deceive] [rein vein sleigh]
- Prefixes and suffixes can cause spelling problems. One such problem is what to do with a final *e* when adding a suffix word. Consider the word *write* and the suffix *-ing*. The rule is this: When a word ends in *e* and the suffix begins with a vowel, then drop the final *e*. Therefore, *write* plus *-ing* will be *writing*.
[ride + ing = riding] [guide + ance = guidance] [quote + ation = quotation]
- On words ending with *e*, you drop the final *e* when the suffix begins with a vowel. Suppose that the suffix begins with a consonant. In that case, the rule is this: On words ending in *e*, you retain the *e* when the suffix begins with a consonant.
[arrange + ment = arrangement] [like + ness = likeness] [sure + ly = surely]
- The rule for words ending in *y* is as follows: Change the final *y* to an *i* when adding a suffix unless the suffix begins with *i*.
[defy + ance = defiance] [modify + er = modifier] [forty + eth = fortieth]
- One-syllable words that end in a consonant preceded by a vowel should have their last consonant doubled before the addition of the suffix.
[nod – nodding] [run – runner] [dig – digger] [bit - bitten] [bat – batter]
- The previous rule refers to suffixes beginning with a vowel. If the suffix does not begin with a vowel, you do not double the final consonant.
[ship + ment = shipment] [gun + boat = gunboat] [wig + less = wigless]
- Another rule applies to nouns ending in *y* preceded by a consonant: These nouns form their plural by changing the *y* to *i* and adding *-es*.
[body – bodies] [candy – candies] [ferry – ferries] [shanty – shanties]
- Words that end in *y* and are preceded by a single vowel require only the addition of the letter *s*.
[key – keys] [boy – boys] [day – days] [toy – toys] [highway – highways]
- Most words form their plurals by adding *-s*; however, if adding the letter *s* creates an extra syllable, then add *-es* to make the plural form. When you make the word *bush* plural, you pronounce it as two syllables; the same is true of *bunch*, *tax*, and *pass*.
[crutch – crutches] [church – churches] [sex – sexes] [box – boxes] [speech – speeches]

Writer's Corner/Language Guidelines

Labels Not to Use

Correct Language Usage

the handicapped or disabled	→	people <i>with</i> disabilities
the mentally retarded or he's retarded	→	people <i>with</i> mental retardation or he <i>has</i> a cognitive impairment.
she's a Down's; she's mongoloid	→	she <i>has</i> Down Syndrome
my son is autistic	→	my son <i>has</i> autism
birth defect	→	<i>has</i> a congenital disability
epileptic	→	a person <i>with</i> epilepsy
wheelchair bound or confined to a wheelchair	→	<i>uses</i> a wheelchair or a mobility chair or is a wheelchair user
she is developmentally delayed	→	she <i>has</i> a developmental delay
he's crippled; lame	→	he <i>has</i> an orthopedic disability
she's a dwarf (or midget)	→	she <i>has</i> short stature
mute	→	<i>is</i> nonverbal
is learning disabled or LD	→	<i>has</i> a learning disability
afflicted with, suffers from, victim of	→	person who <i>has</i> ...
she's emotionally disturbed; she's crazy	→	she <i>has</i> a emotional disability
handicapped parking	→	<i>accessible</i> parking
quadriplegic; paraplegic, etc.	→	he <i>has</i> quadriplegia, paraplegia, etc.
she's in Special Ed	→	she <i>receives</i> Special Ed services

Writer's Corner/Language Guidelines

SEXIST LANGUAGE

AVOID

USE

actress



actor

authoress



author

chairman



chairperson

female astronaut



astronaut

forefathers



ancestors

foreman



supervisor

mailman



mail carrier

male nurse



nurse

man, mankind



person, people, humanity

manmade



synthetic

policeman, police woman



police officer

salesman



sales representative, sales clerk

veterans & their wives



veterans & their spouses