

Theme Error Rules

General Rules – Follow these rules for each essay that you write.

1. Use the present tense to write literary papers.
EX: **incorrect** = Hawthorne **used** the isolation theme in his novel.
correct = Pearl **symbolizes** adultery.
2. Avoid the passive voice. (The subject of the sentence must be ACTING, must be performing the action of the verb.)
EX: **incorrect** = Ben's forehead was hit by the ball. ("forehead" is not DOING anything)
correct = The ball hit Ben's forehead. ("ball" is HITTING)
Remember that passive voice is **NOT incorrect** writing; it is just weak writing if you use it repeatedly. In this class, we will avoid it completely.
3. Avoid contractions.
EX: Use "cannot" instead of "can't"
4. Use ONLY 3rd person point-of-view in literary papers.
EX: **incorrect** = You can clearly see the contrast between Hester and Dimmesdale. I think Hester is the stronger character.
correct = By contrasting Hester and Dimmesdale, one can clearly see that Hester is the stronger character.
5. All essays will be double-spaced.
6. Final drafts must be TYPED or NEATLY WRITTEN IN INK (blue/black ink only).
7. Spelling counts! (When in doubt, look it up!)
8. Always use correct MLA-style parenthetical documentation when quoting or paraphrasing from text. (See pages 4-7 for full details on MLA.)
9. Use Title Rules correctly when writing titles of books, poems, etc.

Italicize titles of:

Books – *Of Mice and Men*
Plays – *The Crucible*
Long Poems (Epic Poems) – *The Odyssey*
Magazines – *Newsweek*
Films – *Charlie and the Chocolate Factory*
Artwork – *The Mona Lisa*
Newspapers – *The Hickory Daily Record*
Spacecrafts – *The Enterprise*
Watercrafts – *The Titanic*
(REMEMBER: only underline if handwriting)

Enclose in quotation marks titles of:

Poems – "Upon the Burning of Our House"
Short Stories – "The Cask of Amontillado"
Essays – "Symbolism in *The Scarlet Letter*"
Songs – "Super Freak"
Newspaper Articles – "HHS Scores Highest in the State!"
Sermons – "Sinners in the Hands of an Angry God"

10. Parallel Structure: Make sure to use parallel grammar when listing items. Pay attention specifically in three broad areas.

→ **ITEMS IN A SERIES (all items must be equal grammatically)**

Incorrect: I like **swimming, hiking, and to backpack.** (two gerunds and an infinitive)

Correct: I like **swimming, hiking, and backpacking.** (all three are gerunds)

Correct: I like to **swim, hike, and backpack.** (all three are infinitives)

Incorrect: I tell students **that they should** write personal journals, **that they should** study vocabulary, and **to start early** on essays.

Correct: I tell students **that they should** write personal journals, **that they should** study vocabulary, and **that they should** start early on essays.

Correct (and better): I tell students that they should **write** personal journals, **study** vocabulary, and **start** early on essays.

→ **ITEMS CONNECTED BY COORDINATING CONJUNCTIONS** (each item joined by a CC must be equal grammatically) (**FANBOYS = for, and, nor, but, or, yet, so**)

Incorrect: Mary is an outstanding educator, a valuable friend, and loves to make (two nouns, one verb) people happy.

Correct: Mary is an outstanding educator, a valuable friend, and a person who loves (three nouns) to make people happy.

→ **ITEMS CONNECTED BY CORRELATIVE CONJUNCTIONS** (each item joined by a COR.C. must be equal grammatically):

not only / but also
neither / nor
either / or

whether / or
both / and
just as / so

Incorrect: I *either* want to go to the movies *or* to the mall
this is a verb phrase but this is a prepositional phrase

Correct: *Either* I want to go to the movies, *or* I want to go to the mall.
this is an independent clause and so is this!

Correct: I want to go *either* to the movies *or* to the mall
(and better) both of these are prepositional phrases

ALSO, remember that when you list VERBS, you must keep the following consistent:

verb tense -- Incorrect: I **run, play, and slept.** (two present tense verbs and one past tense)

verb voice -- Incorrect: I **run, play, and was hit.** (two active verbs and one passive verb)

verb action -- Incorrect: I **eat** pizza, **wash** my car, and **am** an agreeable person.
(two action verbs and one linking or state of being verb)

11. Avoid using the word “very” in your writing.

12. Avoid using “alot” in your writing because it is **not** a word. “A lot” means bunches, but it is informal, so **do not use it.** “Allot” means to parcel out, distribute, or to assign as a portion.

13. Avoid **sentence fragments** and **run-ons.**

A. **Sentence fragment** = an incomplete sentence, a phrase, or clause punctuated as if it were a complete sentence; a sentence may be a fragment because it is actually a dependent clause

Examples: Went to the beach yesterday. (**lacking subject**)

First in line are the Tyson twins. Two enormous, husky fellows. (**lacking verb**)

I lost my temper. Because I had asked him repeatedly not to bother us.

(**dependent clause beginning with a subordinating conjunction**)

The battery is dead. Which means the car won't start. (**relative pronoun introducing an adjective clause is dependent**)

B. **Run-on sentence** = sentence in which independent clauses are joined without proper connective

punctuation

1. Comma Splice occurs when two independent clauses are joined by a comma
2. Fused Sentence occurs when two independent clauses are joined with no punctuation

IC = independent clause
DC = dependent clause
CC = coordinating conjunction
CA = conjunctive adverb
SC = subordinate clause

Comma Splice Example: I only had three pennies left to my name, the slushie cost four cents.

Fused Sentence Example: I only had three pennies left to my name the slushie cost four cents.

Revised Sentence: I only had three pennies left to my name; however, the slushie cost four cents. (IC; CA, IC pattern = use a semi-colon with a conjunctive adverb followed by a comma)

Revised Sentence: I only had three pennies left to my name, but the slushie cost four cents. (IC, CC IC pattern = use a comma with a coordinating conjunction)

Revised Sentence: I only had three pennies left to my name. The slushie cost four cents. (IC, IC pattern = use a comma after the first independent clause)

Revised Sentence: Although the slushie cost four cents, I had only three pennies left to my name. (ISC, IC pattern = use an introductory subordinate clause – made up of a subordinating conjunction and an independent clause – followed by a comma)

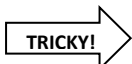
14. A **subject (noun)** must **agree** in number with its **predicate (verb)**.

Singular nouns and the pronouns “he,” “she,” and “it” take the verb form ending in –s or –es.

Examples:	he	eats	(Most indefinite pronouns are singular .)
	it	walks	For example: anybody, anyone, neither,
	a ball	bounces	everybody, everyone, somebody, someone,
	Susan	screams	either, each.)
	Each	laughs	

Plural nouns and the pronouns “I,” “you,” “we,” and “they” take the verb form without an added –s or –es.

Examples:	I	eat	(Some indefinite pronouns are plural .)
	they	walk	For example: many, others, several, few.)
	balls	bounce	
	Sue and Bill	scream	(Some indefinite pronouns are singular OR plural
	Few	laugh	depending on how they are used. For example: none, some, most, many, all, and more



15. A **pronoun** must **agree** in number & gender with its **antecedent**.

EX: **Incorrect:** A **person** should have the right to choose what career **they** want. (pronoun is plural, yet it points to a singular antecedent)

Correct: **People** should have the right to choose what career **they** want.

Correct: A **person** should have the right to choose what career **he or she** wants.

Quotation Rules

1. Always place periods and commas within quotation marks (before the closing quotation mark).
incorrect = She said, “Good-bye”, and then she left the house.
correct = She said, “Good-bye,” and then she left the house.
2. Place colons and semicolons outside quotation marks.
incorrect = She shouted, “I am going to the party;” however, her sister said she was not going.
correct = She shouted, “I am going to the party”; however, her sister said she was not going.
3. If your entire sentence (including a quotation) asks a question, place a question mark outside the quotation marks. If only the material within the quotation marks asks a question, then place the question mark inside the quotation marks. The same applies to exclamation marks.
EX: She shouted, “Someone is after me!” (**only** the quoted material shows emotion)
Did she shout, “Someone is after me”? (the **entire** sentence is asking a question, not the quote)

(More specific rules about quotations that come from another source are in the MLA section that follows.)

M. L. A. Parenthetical Documentation Rules

1. When you are writing a paper and want to include word-for-word information from another source, you must show the text belongs to someone else by enclosing the word-for-word material in quotation marks and citing the author's last name and page number.
EX: "Writing essays can be fun and rewarding" (Hamblin 39).
2. Remember that MOST of the time you place the final punctuation mark AFTER the parenthetical information, NOT inside the quotation marks.
EX: incorrect = "Roller coasters are great fun." (Hamblin 39)
correct = "Roller coasters are great fun" (Hamblin 39).
3. **Periods of ellipsis** look like this: ... (three periods in a row). They are used to show that some text is missing. They are NOT an end punctuation mark. If periods of ellipsis come at the end of sentence, you need to place a fourth period (which acts as THE period) at the end. Therefore, be careful when you end quoted material with periods of ellipsis.
EX: incorrect = "Snakes terrify me..." (Hamblin 39).
correct = "Spiders do not bother me that badly..." (Hamblin 39).
4. You break the final punctuation mark rule in several cases:
 1. When the documentation is already given within the sentence, a period may be placed within the quoted material:
Notice that Hamblin (30) says, "The cool thing about summer is that you get more sleep."
 2. When you, the writer, wish to show emotion or ask a question with your quoted material, but the ORIGINAL writer did NOT use an exclamation mark or question mark, you place those OUTSIDE the quotation marks:
EX: "What on earth are you doing?" (Hamblin 54). = **the quoted material already asks a ?**
What is meant when the author says, "Oucha-Ma-Goucha" (Hamblin 3)? = **the author (Hamblin) is asking a question; the quoted material is NOT part of a question**
"Look out for the killer praying mantis!" (Hamblin 22). = **the quoted material shows emotion**
Believe it or not, the writer says, "Death to all cute, furry bunnies" (Hamblin 40)! = **the quoted material does NOT show emotion; instead, the writer is showing the emotion**
5. There are many ways to include parenthetical documentation in your writing. Use them.
EX: correct = "Watching *The Birds* at a young age scarred me for life" (Hamblin 39).
correct = Hamblin says, "Watching *The Birds* at a young age scarred me for life" (39).
correct = Hamblin (39) says, "Watching *The Birds* at a young age scarred me for life."
correct = The horror film *The Birds* "scarred [Paige] for life" (Hamblin 39) and caused her to fear crows.
6. EVERY QUOTE MUST BE INTRODUCED! Quoted material needs to **flow beautifully** WITHIN your own writing. You can NOT just "plop" quotes down in your writing without introducing them. Below are a few examples of how you can introduce quotes or paraphrases in your writing.
EX: According to a literary critic, "Moby Dick contains a lot of rope tying and blubber" (Hamblin 4).
Hamblin goes on to say that "Moby Dick contains a lot of rope tying and blubber" (4).
A recent journal reported that "Moby Dick contains a lot of rope tying and blubber" (Hamblin 4).
Famous novelist, Paige Hamblin, says, "Moby Dick contains a lot of rope tying and blubber" (4).
Although she argues that Melville's novel is a masterpiece, Hamblin (4) still maintains that it "contains a lot of rope tying and blubber."
7. If you introduce a quote with a COMPLETE SENTENCE (an independent clause or IC), you MUST use a COLON (:) to intro the quoted material.
EX: correct = Hamblin (22) did not enjoy the first ten chapters of Harry Potter 4: "I thought if I had to read one more detail about the World Quidditch Cup, I was going to be ill."
correct = Franklin is clear about his feelings regarding visits from family: "Fish and houseguests smell in three days" (98).

correct = Again a clear example of a mirror as a symbol appears in the novel: “Hester looked... and she saw that, owing to the peculiar effect of this convex mirror, the scarlet letter was represented in exaggerated and gigantic proportions, so as to be greatly the most prominent feature of her appearance. In truth, she seemed absolutely hidden behind it” (Hawthorne 77).

8. Use commas to separate the introductory material from the actual quotation UNLESS the quotation flows within your own text.

EX: **correct** = Scientist Hamblin says, “Déjà vu is a complex chemical occurrence in the brain” (3).

correct = Horror writer Stephen King says that déjà vu is “a brain fart” (43) and should not be “overly analyzed” (44).

correct = Ms. Manners says that one should “avoid using vulgar or crude language like ‘fart’” in mixed company.

NOTICE how the 2nd and 3rd examples use quoted material so flowingly within their own text that the reader hardly knows it is there? STRIVE to do THAT in your writing!

9. When you quote text that contains dialogue in it, BE CAREFUL to use SINGLE quotation marks around the spoken part. Be careful, too, about closing not only the spoken text with a single mark, but the entire quoted text with double marks.

EX: **correct** = “Maggie picks up the time-space-continuum obliterator and inquires, ‘What am I going to do with this?’” (Hamblin 33).

correct = Hamblin (33) makes her character ask the obvious question: “Maggie picks up the time-space-continuum obliterator and inquires, ‘What am I going to do with this?’”

correct = Everything is going well with the Pearsons until “Maggie picks up the time-space-continuum obliterator and inquires, ‘What am I going to do with this?’” (Hamblin 33).

10. When you have a quotation that is longer than **three typed lines of text**, you must place it in what we call a BLOCK quote. To create a block quote, you must indent all of the text TWO times (instead of the regular ONE time when you start a new paragraph). Take a look at the example of a block quote below; afterward, notice all the rules that block quotes break!

This represents normal text within a paper that you would write for Mrs. Hamblin. Your material, however, would be far more interesting than this. Now, let’s look at how a block quote would enter the scene. We STILL have to introduce a block quote, so here goes. When describing a block quote, one would say,

This represents a block quote. Did you see how the writer introduced this quotation just like normal? However, instead of continuing after the comma, the writer hit RETURN/ENTER and began the quotation on the next line.

The quoted text is here: →

Notice that no quotation marks are used. Since the material is indented twice as much as normal, there is no need to identify this as a quote by using quotation marks. Visually, this quote tells us that it is a quotation.

Remember, however, that we still need to double-space, just like we do for all the rest of the text in an essay. Also notice that at the end of this quotation, a period appears. That breaks the rules! Two spaces over from this period, you will see the parenthetical documentation. No period is after it. (Hamblin 34)

After the quoted material has been written, the writer simply hits RETURN/ENTER and begins typing back out at the original margin.

Rules Broken By Block Quotes:

*Indent each line for the entire length of the quoted material

*Do not use quotation marks to show that it is a quote; we see that because of the indentation

*Place period after the quoted material; THEN place the parenthetical documentation with no period; just the opposite of what we would normally do!

11. Sometimes you will want to **paraphrase** instead of directly quote what an author says. Paraphrasing means that you are **putting the written material into your own words**. The rule of thumb for paraphrasing is that you may not have more than three words in a row exactly like the original text has presented them. Although you **do NOT use quotation marks for paraphrases**, you **still have to give credit** for who

came up with the idea.

EX: **Original text from an article about greenhouse gases** = “The atmosphere has a natural supply of ‘greenhouse gases.’ They capture heat and keep the surface of the Earth warm enough for us to live on. Without the greenhouse effect, the planet would be an uninhabitable, frozen wasteland” (DuPont 54).

Paraphrased version = DuPont explains that greenhouse gases, occurring naturally in the atmosphere, trap heat that comes from the sun and thereby keep the Earth a comfortable, hospitable temperature (54).

12. When you include material from another source in your paper, you must create a “**Works Cited Page**” or a “**Bibliography**” that is placed after the last page of your paper. This page alphabetically lists all the sources you have used in your paper so that others may look up the original sources in case they are interested in researching the same material for themselves. Here is a typical bibliographic entry that may be on a Works Cited page. The parts are labeled:



Notice that you have a “hanging indent” with a bibliographic entry, meaning that after the first line, all following lines are indented. This format highlights the author’s last name. Also note that you do NOT hit ENTER at all during the typing of the bibliographic entry: let the computer wrap the text if it is going to be longer than one line.

Please note that there are MANY different types of sources: books, periodicals, newspapers, television shows, films, the Internet, etc. Each different type of source demands a different way to create a bibliographic entry. Instead of memorizing how to do them all, you can use online citation makers to help you. Once you choose the type of source you have, these tools ask for all the pertinent information about that source. You fill in the answers and voilà! You have a correctly formatted bibliographic entry. The very best online citation makers I have found (best listed first) are:

Calvin College’s KNIGHT CITE:
<http://www.calvin.edu/library/knightcite/>

NCSU’s LOBO Citation Builder:
<http://www.lib.ncsu.edu/lobo2/citationbuilder/citationbuilder.php>

Once you have collected all the bibliographic entries that represent all the sources that will appear in your paper, you create a Works Cited page (also known as a Bibliography) that lists each source alphabetically by the first piece of information in each entry. Here is an example of a typical Works Cited page:

Works Cited

Abbott, Bruce, Dr. *Welcome to Dr. Bruce Abbott's Home Page!*. © 3909 Indiana University-Purdue University Fort. 2009. Web. 1 Dec. 2010.
<<http://users.ipfw.edu/abbott/120/IntelligenceTests.html>>.

The Encyclopedic Dictionary of Psychology. Ed. Terry Pettijohn, C.P. Bankart, Hiram Fitzgerald, Stephen Misovich, and Michael Spiegler. Third Edition ed. Guilford, Connecticut: Dushkin Publishing Group, 1986. 142-45. Print.

Gregory, Richard L., ed. *The Oxford Companion to the Mind*. United States: Oxford University Press, 1987. 377-599. Print.

Human Intelligence. Ed. Jonathan Dr. Plucker. Indiana University, 2007. Web. 2 Dec. 2010.
<<http://www.indiana.edu/~intell/binet.shtml>>.

Krapp, Kristine, ed. *Psychologists & Their Theories for Students*. Vol. 1. Farmington Hills, MO: Thomson Gale, 2005. Print.

Kunda, Maithilee, Keith McGregor, and Ashok Goel. *Can the Raven's Progressive Matrices Intelligence Test Be Solved by*. Georgia Tech University, 2010. Web. 2 Dec. 2010.
<http://dilab.gatech.edu/publications/KundaMcGreggorGoel_IMFAR_2010_abs.pdf>.

Magill, Frank N., ed. *Psychology Basics*. Pasadena, CA: Salem Press, INC., 1998. 176-333. Print. Salem Press INC.

Nova Southeastern University. © 2010 Center for Psychological Studies. Web. 1 Dec. 2010.
<<http://www.cps.nova.edu/~cpphelp/SIT.html>>.

Pulley, Abby. Personal interview. 14 Dec. 2010.

Weaver, Jacqueline. "New test proves better than SAT at predicting college success." *Yale Bulletin and Calendar*. Yale University, 14 Feb. 2003. Web. 2 Dec. 2010.
<<http://www.yale.edu/opa/arc-ybc/v31.n18/story2.html>>.

Notice that the sources are listed alphabetically and that each has a hanging indent (except when the entry is not long enough to wrap around to the next line). In your paper when you have a quotation cited as (McCall 39), a reader can then alphabetically look up that source on your Works Cited page.

13. When you are using a source that **does not have an author**, you must use the **first piece of**

information given in the bibliographic entry for that source. For example, if we were to use The Gap's Internet site as a source for a paper on sweatshop use in the clothing industry, we should first make the bibliographic entry for it. We choose an online citation maker of our choice and fill out the information it asks us about the site. We get the following bib entry:

The Gap. 2 January 2004. Gap.com, Inc. 2 January 2004. <<http://www.gap.com>>.

Notice that it does not have an author? When we use this source in our paper, it looks like this:

“From 2001-2009 no clothing has been manufactured outside of the U.S.” (*The Gap*).

Notice that instead of an author OR page number for this source, there is only the italicized name of the Internet site.

Comma Rules

1. Put a comma after an adverb clause, not before.
 - * **Adverb clause** – a group of words with a subject and a verb that begins with a subordinate conjunction (because, if, since, when, while, etc...) and modifies a verb, adjective, or adverb.
 - EX: **incorrect** = This outfit is a typical one for him, though he looks his best in nice, dark-colored shirts.
 - correct** = Though he looks his best in nice, dark-colored shirts, this outfit is a typical one for him.
2. Put a comma after an introductory prepositional phrase of **four or more** words.
 - * **Prepositional phrase** – a group of words that refers to another part of the sentence by beginning with a preposition (of, at, for, to, etc...) and ending with an object (a noun)
 - EX: During a winter ice storm, you should stay off the roads.
3. Put a comma after two or more introductory prepositional phrases.
 - EX: In the back of the store, the inspector found a fire hazard.
4. Put a comma after any short introductory prepositional phrase if there is a pause.
 - EX: After Saturday, they will be graduates of high school.
5. Put a comma after an introductory infinitive phrase if it is not the subject.
 - * **Infinitive phrase** – a group of words that acts as a unit and begins with an infinitive, a verbal in which the root verb follows the word “to”
 - EX: To arrive at the airport on time, we left at 3 A.M.
 - EX: To arrive at the airport on time is our goal.
6. Put a comma after an introductory participial phrase.
 - * **Participial phrase** – a group of words that acts as an adjective and contains a participle. A participial phrase always acts as an adjective and must be beside the word it modifies.
 - EX: Speaking loudly, Dane said he had cupcakes.
7. Set off a nonrestrictive (not-needed) adjective clause with commas.
 - * **Nonrestrictive adjective clause** – a group of words with a subject and a verb that acts as an adjective but is not essential for the identification of the noun it describes.
 - EX: The girl who is my sister leaves for college in the fall. (**no commas** because “who is my sister” is needed to understand who the girl is)
 - EX: Kelley, who is my sister, leaves for college in the fall. (**commas** because “Kelley” is specific enough to identify the noun without “who is my sister”)
8. Put a comma after an introductory word, a transition word, or a Smooth Beginning Device (SBD).
 - EX: Initially, she did not want to go to the party.
9. Set off an appositive with commas unless it is a one-word appositive.
 - EX: Ellen, my neighbor, is a teacher. (**commas needed** because the appositive is **more than one** word.)
 - EX: My best friend Rachel lives in Ohio. (**commas not needed** because the appositive has **only one** word)

10. Use a comma(s) to set off a negative phrase at the end of a sentence or within a sentence.
EX: I want a hamburger, not an ice cream.
EX: Edmund would like more Turkish delight, not lemon pie, for dessert.
11. Put a comma between coordinate adjectives.
* **Coordinate adjectives** – adjectives between which you can put “and” and which you can reverse without changing their meanings or making the sentence awkward.
EX: The sickly, feeble man died.
12. Put a comma between items in a series that do not already contain commas.
incorrect = My favorite colors are blue purple and gray.
correct = My favorite colors are blue, purple, and gray.
incorrect = My favorite colors are bright, clear blue, cool, soft purple, and harsh, metallic gray.
correct = My favorite colors are bright, clear blue; cool, soft purple; and harsh, metallic gray.
13. Put a comma after **every** part of a date or address.
EX: I live in Hickory, North Carolina, on 5th Street.
EX: I was born January 30, 1983, on Super bowl Sunday.
14. Put a comma before a coordinate conjunction when it joins two independent clauses (and, or, but comma rule).
EX: He drove to the store, and he purchased some milk.
15. Use a comma when words are omitted from a mirror image independent clause joined by a semicolon to another independent clause.
EX: She goes to State; her sister, Carolina.
16. Use a comma for clarity.
unclear = In the kitchen cupboards were empty.
clear = In the kitchen, cupboards were empty.
17. Use commas to set off interrupters.
EX: Bob, **the most terrific handy-man in the company**, fixed my wobbly desk. (**appositive phrase**)
EX: Bob, **who is a good runner**, tried out for the track team. (**adjective clause**)
18. Do not use participial phrases as interrupters.
EX: Sarah, **running like wind**, arrived in a huff! (This sentence is “gulpy” and poorly written.)
19. Do not interrupt an independent clause with an **adverb clause**.
EX: Tim, because he hated chocolate cake, decided to order the biscotti instead. (This sentence is “gulpy” and poorly written.)
20. **Minimize** the use of adjective clauses and appositives as interrupters.
21. Set off appositive adjectives with commas.
* **Appositive adjectives** – adjectives that follow the noun they modify rather than precede it.
EX: Spring, bright and youthful, is my favorite time of year.
22. Use a comma to set off quote introductions.
EX: He said, “That is one lovely goat.”
23. Set off a noun of direct address with commas. EX: Get off the plane, Brittany. Mike, eat the broccoli!

Dash, Colon, and Semi-Colon Usage

1. Use a semi-colon to separate two closely-related independent clauses if they are mirror-images or if the second clause has a conjunctive adverb.
* **Conjunctive adverb** – an adverb that relates and joins two independent clauses with a semi-colon (examples: however, therefore, thus, moreover, consequently, nevertheless, etc...)
EX: She enjoys dancing; therefore, she takes lessons daily. Theresa makes pottery; Maurice makes crab cakes.

2. Use a semi-colon to separate items in a series that already contain commas.
EX: She wore a bright, shiny dress; red satin shoes; and a rough, wool shawl.
3. Use a colon to join two sentences when the second one explains the first (effect: cause).
EX: The boy frantically ran outside: he was late for the bus.
4. Use a colon to divide the introduction to a quote if it is a complete sentence.
EX: Margaret only had one thing to say about Dimitri: “He is as close to perfect as we can come!”
5. Use a colon to divide an introductory sentence from a concluding list. (In a list, put a colon after “the following,” “as following,” a number, or after the word “several”)
EX: I need to buy several items at the grocery store: milk, bread, and cheese.
6. Use a dash to divide an introductory list from a concluding sentence.
EX: Basketball, football, and soccer – these sports are my favorite.
7. Use a dash to *emphasize* an appositive (especially at the end of a sentence).
EX: She has one quality going for her – sincerity.
8. Use a dash to set off an appositive made up of items in a series. (A comma or colon is acceptable, but a dash is preferred.)
EX: My favorite colors – blue, purple, and gray – are in the painting.
9. Use a dash to signify an abrupt change in thought.
EX: I am going to go to the – don’t pinch me.

Possessive Errors

1. Do not use apostrophes on two consecutive words.
incorrect = Brenda totaled Kelly’s sister’s car.
correct = Brenda totaled the car of Kelly’s sister.
2. Do not use inanimate possessive.
incorrect = Manuel ripped the book’s page.
correct = Manuel ripped the page of the book.
3. Possessive words cannot be antecedents.
incorrect = Bob’s unhappiness causes him to frown.
correct = His unhappiness causes Bob to frown.
4. Do not use double possession.
incorrect = The horse of Nicole’s is having a baby.
correct = Nicole’s horse is having a baby.
5. When you use joint ownership, make the last owner possessive.
EX: Sarah and Amanda’s employer gave them a Christmas bonus. (Both girls have the same employer.)
6. When you use compound but separate ownership, make both owners possessive.
EX: Sarah’s and Amanda’s employers gave them a Christmas bonus. (Each girl has her own employer.)
7. Use plurals and possessives correctly.
plural = more than one ex: dog / dogs, Williams / Williamses
possessive = ownership ex: dog / dog’s or dogs’, Williams / Williams’s or Williamses’

Verbal Errors

A **verbal** is a verb that acts as another part of speech.

There are three types of verbals:

- **Participles**
 - **present participles** (ing verbs) can only be **adjectives**
EX: present participle – The **running** water glistens. (acts as adjective)
 - **past participles** (end in –en, –ed, –nt) can be **adjectives** or **nouns**
EX: past participle – The **burned** food smells atrocious! (acts as adjective)
EX: past participle – The **burned** need immediate medical aid. (acts as noun)
- **Gerunds** (ing verbs) – can **only** act as **nouns** (Ex: **Swimming** is fun.) (acts a noun – the subject)

- **Infinitives** (to + verb) – can act as **nouns, adjectives, and adverbs**
 - **Noun:** **To forgive** is divine. (acts as noun, the subject of the sentence)
 - **Adjective:** *Hunger Games* is the book **to read**. (acts as adjective defining “book”)
 - **Adverb:** Katniss kills **to survive**. (acts as adverb defining the verb “kills”)

1. A participial phrase should go beside the word it describes.

incorrect = She listens to the radio, singing along with the tunes. (here it sound as though the *radio* is singing)

correct = Singing along with the tunes, she listens to the radio.

Be sure to avoid plopped on participial phrases, dangling participial phrases, and misplaced participial phrases.

2. Do not split an infinitive.

incorrect = **To boldly go** where no man has gone before is the objective. (“boldly” splits the infinitive “to go”)

correct = **To go** boldly where no man has gone before is the objective.

3. Use the possessive case before a gerund.

incorrect = Them understanding the difficult concept was impressive. (“understanding” is the gerund and needs a

correct = Their understanding of the difficult concept was impressive. possessive in front of it)

incorrect = Xavier did not like Persephone singing. (“singing” is the gerund and needs a possessive in

correct = Xavier did not like Persephone’s singing. front of it)

4. The subject of an infinitive phrase is in the objective case.

incorrect = The players have invited we to go.

correct = The players have invited us to go.

Conjunction Errors

1. Use “as” or “as if” in place of “like” as a subordinate conjunction. “Like” can be a preposition or a verb, not a conjunction.

incorrect = He acted like nothing had happened.

correct = He acted as if nothing had happened.

2. Avoid the use of “so” as a conjunction by itself. Either change “so” to “so that” or turn the first clause into an adverb clause. (You *may* use “so” as a conjunction sparingly.)

incorrect = She felt guilty, so she confessed.

correct = Because she felt guilty, she confessed.

3. Never use the first or second part of a correlative conjunction without its partner.

Correlative Conjunctions:

Not only ... but also

Either ... or

Neither ... nor

Whether ... or

Both ... and

Just as ... so

incorrect = She is not only beautiful but smart.

correct = She is not only beautiful but also smart.

4. The material following each correlative conjunction must be parallel.

incorrect = Jeremy must **either** go out of town, **or** he must stay at a friend’s house.

a verb with a prepositional phrase an independent clause **NOT parallel!**

correct = Jeremy must **either** go out of town, **or** stay at a friend’s house.

Parallel because verbs follow both correlative conjunctions.

5. If “but also” joins two independent clauses, a comma must precede it.

6. Do not start a sentence with a coordinate conjunction (one of the “FANBOYS”).

*For (*is* acceptable) Nor Or So

And But Yet

Adjective Errors

1. Do not string together adjective clauses.
incorrect = Robby lives in a house which is on 2nd Street that runs parallel to 3rd Street where Dane lives.
2. Hyphenate compound adjectives when they come before the noun they describe.
incorrect = The family adored the six week old puppy.
correct = The family adored the six-week-old puppy.
3. Put a comma between coordinate adjectives (see comma rule 11).

Verb Errors

1. If two subjects are joined by “or” or “nor,” make the verb agree with the subject closer to the verb.
incorrect = Neither the boy nor his **sister take** care of the dog.
correct = Neither the boy nor his **sister takes** care of the dog.
correct = Either the lion or the **monkeys make** a mess every morning in the food room.
2. Two subjects joined by “and” take a plural verb.
incorrect = The boy and the girl **fight**s over the toy.
correct = The boy and the girl **fight** over the toy.
3. Do not let an interrupter confuse subject/verb agreement.
incorrect = **Nicole**, along with Suzanne and Sarah, **are** going to the mall.
correct = **Nicole**, along with Suzanne and Sarah, **is** going to the mall.
4. A collective noun must agree with its verb and pronoun.
* **Collective noun** – a word(s) that names a group of nouns in which the members either act collectively (when it is singular) or act as individuals (when it is plural)
incorrect = The family eat dinner together in the kitchen. **Here family is thought of as a unit, so it requires a singular verb**
correct = The family eats dinner together in the kitchen.

incorrect = The band showers and changes their clothes after the game. **Here band is thought of as individuals.**
correct = The band shower and change their clothes after the game.
5. When speaking of amount of money, fraction, weight, or volume, use the singular form of the verb. When such amounts are thought of individually, and not as a unit, use the plural form of the verb.
incorrect = Six feet are his height. **incorrect** = Twenty dollars are all I have as a donation right now.
correct = Six feet is his height. **correct** = Twenty dollars is all I have as a donation right now.
correct = You want more fabric? Six feet are here. **correct** = You need dollar bills? Twenty dollars are in my hand for you.
6. When “every,” “each,” or “many a” appears before two subjects joined by “and,” the subject is singular and requires the singular form of the verb. (Avoid using “many a.”)
incorrect = Many a boy and girl **go** to college. **correct** = Many a boy and girl **goes** to college.
7. A compound verb should be parallel in three ways: **voice, tense, and action**.
incorrect = She **is** a cheerleader and **works** at the store. (“is” is state of being, and “works” is action)
correct = She **cheers** at the school and **works** at the store. (both “cheers” and “works” are action verbs)
8. Do not use passive voice verbs.
* **Passive voice** – a mood in which the subject of the sentence is receiving the action rather than doing the action; when a past participle follows a form of “to be,” it is usually passive voice
incorrect = The ball was kicked into the corner. (the subject “ball” is not doing the verb)
correct = He kicked the ball into the corner. (the subject “He” is doing the verb)
9. Use present perfect tense to indicate an action begun in the past and continuing into the present and or future.
* **Present perfect tense** – a tense in which the helping verb “have/has” precedes the **past participle**

correct = The water flows for days. (correct if you want to say the water begins flowing and stops after days)

correct = The water **has flowed** for days. (correct if you want to say the water started flowing days ago and is continuing to flow now)

10. If two actions occur in the past in one sentence, use **past perfect tense** for the action that occurred first.

* **Past perfect tense** – a tense in which the helping verb “**had**” precedes the **past participle**

incorrect = They told her that she wore the wrong uniform. (we cannot tell when if she wore the uniform at the same time that they are talking with her or before the conversation)

correct = They told her that she had worn the wrong uniform. (we can tell that before they spoke to her she had worn the wrong uniform)

11. Do not use “would have” in place of “had.”

incorrect = If Susan **would have gone** to the movie, she might have spent her allowance.

correct = If Susan **had gone** to the movie, she might have spent her allowance.

Pronoun Errors

1. Use “who” instead of “that” to refer to people.

incorrect = The boy that drives this car is my neighbor.

correct = The boy who drives this car is my neighbor.

2. Pronouns must agree with their antecedents in person, gender, and number.

incorrect = **Each** of the girls took **their** turn.

correct = **Each** of the girls took **her** turn.

NOTE: Some indefinite pronouns are always singular:

(1) ones that end in **–one**, **–thing**, and **–body**

(2) each (3) neither (4) either

Indefinite pronouns do not have an antecedent.

incorrect = The **reader** must decide for **themselves** whether the spinning top will stop.

correct = The **reader** must decide for **himself** whether the spinning top will stop.

Here the antecedent “reader” is singular; therefore, the pronoun must be singular.

3. Do not use “this,” “that,” “these,” and “those” (demonstratives) as pronouns. Turn them into adjectives by putting nouns after them.

incorrect = This is devastating.

correct = This accident is devastating.

4. If “or” or “nor” joins two subjects, make the personal pronoun agree with the subject closer to the verb.

incorrect = Neither the boy nor his sister likes **their** teacher.

correct = Neither the boy nor his sister like **her** teacher.

5. Two subjects joined by “and” take a plural pronoun.

EX: Katniss and Gale are exceptional archers. **They** practiced often in the woods near District 12.

6. Avoid starting clauses with expletives.

* **Expletive** – the words “there is” and “there are” that are often used to introduce clauses without adequate subjects (see pronoun rule 3)

* “It,” “there,” and “here” can be demonstrative, so avoid using them to begin clauses.

incorrect = There is the sweater I want to buy.

correct = The sweater I want to buy is there.

7. A collective noun must agree with its pronoun.

If the **collective noun** is being used as a **singular noun**, the **pronoun must be singular**.

incorrect = The band marched. **They** stopped in front of the entrance to Macy’s.

correct = The band marched. **It** stopped in front of the entrance to Macy’s.

} The band is thought of here as a unit and therefore singular.

If the **collective noun** is being used as a **plural noun**, the **pronoun must be plural**.

incorrect = After the show, the band showered, dressed, and met its families in the parking lot.

correct = After the show, the band showered, dressed, and met their families in the parking lot.

} Here the band is thought of in terms of a group of individuals.

Diction Errors

- | | |
|---|--|
| <p>1. accept – to receive or agree
She will accept your invitation.</p> <p>2. advise – (v.) to give counsel
My grandfather will advise me on what to do.</p> <p>3. affect – (v.) to change or alter
The loud music affected her concentration.</p> <p>4. all together – all at the same time; in agreement
Are we as a class all together on this issue?</p> <p>5. all right – everything is fine
I heard some loud noises.... Is everything all right?</p> <p>6. already – done before
I have seen this film already.</p> <p>5. compliment – to flatter
She complimented her new haircut.</p> <p>6. drag – to pull (drag, dragged, dragged)
The weak man dragged the heavy bag.</p> <p>7. eminent – distinguished
The eminent man received a prestigious award.</p> <p>8. everyday – an adjective
Practice is an everyday event.</p> <p>9. farther – at a greater distance
California is farther away than Colorado.</p> <p>10. hang – to kill by suspending with rope around the neck (hang, hanged, hanged)
The executioner hanged the guilty man.</p> <p>11. imply – to hint
The teacher implied that there would be a quiz.</p> <p>12. it's – contraction in place of "it is"
It's not snowing outside.</p> <p>13. later – after
That event will happen later.</p> <p>14. lead – (v.) to go before or show the way
I will lead the group.</p> <p>15. lend – a verb</p> | <p>except – with the exclusion of
I want everything on my pizza except anchovies.</p> <p>advice – (n.) an opinion or recommendation
Never give advice on matters of the heart.</p> <p>effect – (n.) meaning result; (v.) meaning to bring about the desired result
The effects of sun exposure can be damaging. (n.)
The scientists effected a cure for the disease. (v.)</p> <p>altogether – wholly; entirely; completely
I'm altogether finished with you, so please leave.</p> <p>alright – NOT a word</p> <p>all ready – someone or something is completely prepared
We need to leave soon. Are we all ready?</p> <p>complement – to add to
That red scarf complements this jacket.</p> <p>drug – to give medicine (drug, drugged, drugged)
The doctor drugged the patient.</p> <p>imminent – about to occur
The cold weather indicated an imminent snowstorm.</p> <p>every day – a modified noun
I go to practice every day.</p> <p>further – additional
The scientists need further data to make a conclusion.</p> <p>hang – to suspend (hang, hung, hung)
She hung the mirror on the wall.</p> <p>infer – to conclude or deduce
When she began to cry, I inferred that she was upset.</p> <p>its – possessive case of it
The cat licked its paws.</p> <p>latter – the last item listed
I like bread, salad, and lasagna.
The latter gives me indigestion.</p> <p>ladder – a structure made for climbing
She climbed the ladder to rescue the cat.</p> <p>lead (n.) soft, malleable, bluish-gray metal
I will lead the way over the lead-colored tunnel.</p> <p>She will have to lend me the money.</p> |
|---|--|

loan – a noun

16. **lie** – to recline (lie, lay, lain)
Because she was sick, she **lay** in bed.
17. **passed** – having completed the act of passing
The car **passed** me without even stopping!
18. **plead** – a verb
The criminal **pleaded** guilty.
19. **principle** – basic rule or truth
Basic science **principles** are keys to understanding.
20. **good** – an adjective
She was a **good** student.
I am **good**. (pred. adj. that means you are virtuous)
21. **quite** – completely
He was **quite** sure he locked the car.
22. **rise** – (rise, rose, risen) to get up
I **rise** in the morning, bright and shiny!
23. **sit** – (sit, sat, sat) to rest with the upper body supported by the buttocks or thighs
We **sit** at this bench every day for lunch.

The man needed a **loan** to build his house.

lay – to place (lay, laid, laid)
He **laid** the utensils on the table.

past – gone by or elapsed in time; the time gone by
At **past** parties, he behaved well. In the **past**, we sang.

plea – a noun
She entered a guilty **plea**.

principal – head of a school, monetary investment; or main
Our **principal** is Mrs. Stalaker.

well – can be an adverb or adjective
She is doing **well** in school.
I am **well**. (predicate adj. that means you are healthy)

quiet – making no noise or sound
All was **quiet**: not a creature was stirring.

raise – (raise, raised, raised) to lift up
I **raise** the window shade to greet the sun.

set – (set, set, set) to put someone or something in a particular place
David calmly **set** the ticking box on the table.

24. **there** – at or in that place
Put your homework **there**.

their – possessive of “they”
Their dog is cute!

they’re – contraction for “they are”
They’re going to the disco.

25. **to** – preposition
Haley went **to** the store.

too – adverb meaning also
Margie wanted to go, **too**.

two – the number
They bought **two** doughnuts.

26. **who’s** – contraction for who is
Do you know **who’s** knocking on my door?

whose – possessive form of who
Whose shoes are these?

27. **you’re** – contraction for you are
He does not know if **you’re** serious.

your – possessive form of you
Are these **your** batteries?

28. Put “only” as close as possible to the word it describes.

incorrect = I **only** bought one hot-dog. (incorrect if you are trying to express that you purchased one, not more)

correct = I bought **only** one hot-dog.

29. **AVOID** using the following words when you write formal English:

thing	interesting	due to	nice	great (do not use when it means “wonderful;” use when meaning “large” or “grand”)
a lot	very	stuff	really	
the fact that	good	bad	awesome (unless used to mean something awe-inspiring, mighty, powerful)	

30. **AVOID** using these transition words when you write formal English:

first(ly)	last(ly)	in summary
second(ly)	to begin (with)	(Note: within a paragraph, you can use “first,” “second,” and “third” sparingly)
third(ly)	in conclusion	

31. **each other** – refers to two objects

The two boys knew each other.

one another – refers to three or more objects

The four girls met one another for lunch.

32. Do not write “to try and” ... write “to try to”

incorrect = He was going **to try and** finish his paper before the due date.

correct = He was going **to try to** finish his paper before the due date.

33. “number” and “few” refer to objects that can be counted

“amount” and “less” refer to objects that cannot be counted (mass nouns)

correct = Because it is a Monday afternoon, the company has **few** customers. (the number of customers can be counted)

correct = Because it is a Monday afternoon, the company has **less** business. (“business” is not a countable object)

incorrect = You poured too much milk. I need **fewer** milk. (milk is a mass noun; since it can’t be counted, use “less” here)

incorrect = It is too crowded here. We need **less** chairs. (“chairs” can be counted, so “fewer” works here instead of “less”)

34. Do not use clichés

all walks of life

behind the eight ball

bitter end

bright and early

by hook or crook

calm before the storm

checkered career

chomping at the bit

cool as a cucumber

cry over spilled milk

each and every

fall on deaf ears

from time immemorial

give the devil his due

heavy as lead

hook, line, and sinker

in everyday life

in the nick of time

in the same boat

in today’s society

leaps and bounds

leave no stone unturned

lock, stock, and barrel

long arm of the law

march of history

never a dull moment

nipped in the bud

patience of Job

pay the piper

sands of time

scream like a banshee

selling like hot cakes

sleeping like the dead

stick out like a sore thumb

this day and age

tried-and-true

whirlwind tour

winds of change

wracked his brain

writing on the wall

35. **Capitalize** an academic subject if it has a **number after it**, if it is a **course name**, or it is a **language**.

I have **German** next period.

He is taking **history**.

I am required to take **Calculus 101**.

Are you taking **Home Again: Southern Writers Who Left and Returned** this year?

36. **Capitalize** “north,” “south,” “east,” and “west” when they refer to **geographic regions** but not when they give direction.

The gas station is **west** of here.

She decided to go to college up **North**.

We will head south in the winter.

Tracy likes to visit the South twice a year.

37. Use “could” and “would” in **past tense** papers; use “can” and “will” in **present tense** papers. (If possible, try to avoid using “can” and “will” at all)

38. Capitalize familial relationships only if they take the place of the person’s name.

Next weekend, my **grandmother** is staying at my house.

Next weekend, **Grandmother** is staying at my house.

39. Do not use “is when,” “was when,” “is because,” and “was because.” (Do not put a form of “to be” in front of a subordinate conjunction.)

incorrect = The reason I cannot help you **is because** I broke my foot.

correct = Because I broke my foot, I cannot help you.

40. Do **not** use **tautology** (the needless repetition of an idea in different words):

Autobiography of his/her life

P.M. in the evening

drove by car

adequate enough

A.M. in the morning

visible to the eye

true facts

refer back

41. Do not use “crazy” to mean “insane.” “Crazy” means mixed-up, out-of-order, zany, etc.

42. Do not use “mad” to mean “angry.” “Mad” means mentally insane.

43. Use “toward,” “forward,” “afterward,” and “backward.”
Do NOT use “towards,” “forwards,” “afterwards,” or “backwards.”
incorrect = The dog ran towards me. The truck moved forwards. Afterwards, it moved backwards.
correct = The dog ran toward me. The truck moved forward. Afterward, it moved backward.
44. Do not use the **same word or root words** twice in the same sentence.
incorrect = The student gave an **example** of how the character **exemplified** a hero.
correct = The student gave an **example** of how the character was the **epitome** of a hero.
incorrect = Mary Rowlandson’s **literature** is **Puritan literature** because it contains **Puritan** elements.
45. Use “deal with,” not “handle” to mean “addressing, confronting, resolving.”
incorrect = She could not **handle** the difficult situation.
correct = She could not **deal with** the difficult situation.
46. Do not use “thing” or “things.”
47. Use “good-bye,” not “goodbye.” (Also correct: “good-by”; “goodbye” is becoming more popular, but is still not considered the preferred option)
48. Only use “remorse” to mean feelings of guilt, not feelings of sadness.
incorrect = She felt **remorse** after his death.
correct = She felt **remorse** after she killed him.
49. Use “jealousy” only for a romantic connotation; otherwise use “envy.”
50. Do not use “it is seen” or “it is shown.”
51. **almost** – an adverb
We are **almost** finished with theme error rules!
- most** – an adjective or indefinite pronoun
Most people share with others. **Most** are magnanimous.
52. Write out numbers one through nine. Use numerals for 10 and over.
53. Capitalize days of the week, months, and holidays, but do not capitalize seasons.

Syntactic Rules and Points to Remember

- Put the most important idea in the main clause.
- Use short sentences only for emphasis such as in clinchers.
- Use parallelism in three areas: items in a series, two items joined by a coordinate conjunction, and items joined by correlative conjunctions (see rule **12** in **General Rules**).
- Never end a clause with a preposition.
incorrect = Where are you at?
correct = Where are you?
- Do not end a sentence and begin the next sentence with the same word, a synonym, or a pronoun. Try instead to make the second sentence an adjective clause.
incorrect = I went to the grocery store. The grocery store is on Highway 127.
correct = I went to the grocery store which is on Highway 127.
- Do not begin two consecutive sentences with the same word, pronoun, or a synonym.
incorrect = The man ran down the street. He was being chased.
correct = The man ran down the street because he was being chased.
- In a cause-effect situation, do not use a compound sentence but rather a complex one.
incorrect = She stayed up late, and she needed to study.
correct = She stayed up late because she needed to study. – or – Because she needed to study, she stayed up late.

8. Use the following structures to form compound sentences:

IC, CC IC	EX: I like spaghetti, and Sarah likes ham.	IC = independent clause
IC; CA, IC	EX: We wanted to go to Carrowinds; however, we did not.	CC = coordinating conjunction
IC; IC	EX: Candy cried for Sam; Bernice wept for John. (must be parallel)	CA = conjunctive adverb
IC: IC	EX: Henry had ulterior motives: he planned to steal the diamond.	

9. Use the following **conjunctive adverbs** to join independent clauses with a semicolon:

however	moreover	subsequently
therefore	nevertheless	
thus	consequently	

10. An **adjective clause** must **go after** the word that it modifies.

incorrect = The house is on the corner **that is made of stone**.

correct = The house **that is made of stone** is on the corner.

11. Make the longer expression the appositive.

incorrect = The boy who sits next to me, Glen, is never in school.

correct = Glen, the boy who sits next to me, is never in school.

12. Never write a compound sentence with more than two independent clauses. (Do not use independent clauses as items in a series)

incorrect = He opened the mail, and he tore open the package, and he ran inside with it.

correct = When he opened the mail, he tore open the package, and he ran inside with it.

13. The four acceptable types of **sentence structures** are:

Simple – one independent clause

EX: Lisa bravely held her breath.

Compound – two independent clauses

EX: Lisa bravely held her breath, and then she reached her hand into the jar.

Complex – one independent and one dependent clause

EX: When she reached her hand into the jar, Lisa bravely held her breath.

Compound complex – two independent clauses and one dependent clause

EX: Since she was terrified of spiders, Lisa bravely held her breath, and then she reached her hand into the jar.

14. Always put a **subject and a verb** after a **subordinate conjunction**.

incorrect = When painting, the artist keeps all of his supplies close at hand.

correct = When he paints, the artist keeps all of his supplies close at hand.

15. Use **subjunctive mood** to express a condition contrary to fact by using a plural verb with a singular subject.

incorrect = She wishes she was in Paris.

correct = She wishes she were in Paris.

17. Bury “however.” Do not begin a sentence with “however” too frequently.

incorrect = She arrived on time. However, she missed her ride.

correct = She arrived on time; however, she missed her ride.

18. Do not use mixed metaphors.

incorrect = The judge turned a deaf ear to the rumble of the handwriting on the wall.

correct = The judge ignored the warning.

Smooth Beginning Devices (SBDs)

1. Use SBDs to help your writing flow. Begin the following with SBDs:

- topic sentences of the 2nd and all following body paragraphs
- clinchers
- concluding paragraph

2. Always use a comma after SBDs.

3. SBDs include:

Introductory adverb clauses

Although he pitched the ball game, he doesn't remember the score.

Introductory prepositional phrases

In the cold of winter, he went swimming.

Introductory infinitive phrases that are not used as subjects

To answer the question, she had to do research.

Introductory participial phrases (use sparingly)

Crossing the finish line, he won the race.

Introductory adverbs (use sparingly): Obviously, Beowulf is brave.

Spelling Errors

1. Make most words that **end in -o or -y** plural by looking at the letter that precedes the last one.

If it is a **vowel**, add **-s**. If it is a **consonant**, add **-es**, or change the **-y** to **-ies**.

hero = heroes

patio = patios

monkey = monkeys

tornado = tornadoes

portfolio = portfolios

sky = skies

2. To make nouns that **end in -o** and **deal with music** plural, simply add **-s**.

3. “T” before “e,” except after “c” or when sounding like “A” as in “neighbor” and “weigh.”

thief

conceive

weird (an exception to the rule!)

stein

deceive

seize (another exception to the rule!)

4. Below is a list of **MANY** misspelled words not already covered. Be sure that you spell them correctly.

absence	conscience	experience	necessary	repetition
accidentally	conscientious	explanation	ninety	restaurant
accommodate	conscious	familiar	noticeable	rhyme / rhythm
accompanied	control	fascinate	occasionally	ridiculous
accumulate	controversial	February	occurred / occurrence	sacrifice
achievement	controversy	fiery	omitted	sacreligious
acquaintance	criticize	foreign	omniscient	sadness
acquire	deceitful	formerly	opinion	salary
acquitted	deferred	forty	opportunity	schedule
aggravation	definitely definition	fourth	optimistic	sense
amateur	depravity	frantically	paid	separate / separation
among	describe	generally	parallel	sergeant
analysis	description	government	paralysis / paralyze	severely
analyze	desert (sand)	grammar	parenthetical	Shakespearean
anesthesia	desperate (having lost hope)	grandeur	particular	shining
annual	desperation	grievous	pastime	sibilant
apartment	dessert (sweet stuff)	height	patently (openly, clearly)	similar
apparatus	determined	hindrance	patiently (tolerantly, understandingly)	similes
apparent	develop	hoping	performance	sincerely
appearance	dictionary	humor / humorous	permissible	sophomore
arctic	dining	hypocrisy / hypocrite	perseverance	specifically
arguing / argument	disappearance	immediately	personal / personnel	specimen
arithmetic	disappoint	immensely	perspiration	statue
ascend	disastrous	incidentally	perspiration	studying
athletic	discipline	incredible	pertinent	succeed
attendance	disparate (diverse)	independence	physical	succession
balance	dissatisfied	indiscretion	picnicking	surprise
battalion	dissimilarities	inevitable	possession	suspense
beginning	dormitory	inherent	possibility / possible	technique
belief / believe	eighth	innocence	practically	temperamental
beneficial	eligible	intellectual / intelligence	precede / precedence	tendency
benefited	eliminate	interesting	preference / preferred	therefore
blatant	eloquence	interrupter	prejudice	tragedy
boundaries	emanate	intriguing	preparation	transferring
Britain	embarrass	irresistible	prevalent	tries
business	eminent	laboratory	principal / principle	truly
calendar	empathetic	lightning	privilege	tyranny
candidate	encouragement	loneliness	probably	unanimous
carcass	encouraging	lose (to make less tight)	procedure	undoubtedly
category	entwining	lose (to misplace)/ losing	proceed	unnecessary
cemetery	envies	maintenance	profession	until
changeable / changing	environment	maneuver	professor	usually
choose / chose	epitome	manufacture	prominent	village
climactic	equipped	marriage	pronunciation	villain
coming	especially	mathematics	pursue	weather
commission	exaggerate	maybe	quantity	whether
committee	excellence	mere	quizzes	woman
comparative	exhilarate	miniature	recede	women
compelled	existence / existent	mischievous	receive / receiving	writing
conceivable		monetary	recommend	
conferred		mysterious	reference / referring	