

CORRECTION SYMBOLS

Below are the correction symbols that may appear on your papers. Feel free to ask if you do not understand any symbol or comment on your papers. The numbers refer to the pages in *The Longman Writer*.

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|---------------------------------------------------------------------------|-------------------------------------------------------------------|
| 1st LANG = First language interference | LOG = Logical Fallacy (480-482) |
| 1 SIDE = Write on one side of paper only | MA = Missing article |
| ADV = Use an adverb here | MAR = Leave right/left margin |
| ADJ = Use an adjective here | MM = Misplaced Modifier (698-699) |
| APOS = Apostrophe mistake (711) | MP = Misuse of preposition (688) |
| AWK = Awkward language | NCC = Avoid using coordinating conjunctions to begin sentences |
| CAP = Capitalize first letter of each sentence or word (719) | No 1 st Person = (26-27) |
| COH = Coherence; cannot understand what the writer means | No 2 nd Person = (26-27) |
| CR = Cannot read; illegible handwriting | No Trans = (76-77) |
| CS/RO = Comma Splice (676) | NSV = Nonstandard verb error (444) |
| C1 = Comma/Introductory or dep. clause (702) | OW = Omitted Word |
| C2 = Comma/Two Independent Clauses (676) | // = Parallel structure (680-681) |
| C3 = Comma/Series or Coordinate Adjectives (701) | PEN = Use black or blue pen only |
| C4 = Comma/Interrupter (703) | POS APOS = Possessive Apostrophe |
| C5 = Comma/Direct Address, Interjections, & Yes and No (703) | PRN AGR = Pronoun Agreement (692-695) |
| C6 = Comma/Conventions (700-704) | PRN CASE = Pronoun Case (689-692) |
| C7 = Comma/Misreadings (700-704) | PRN REF = Pronoun Reference (695-696) |
| C8 = Comma/Nonrestrictive elements (702) | PV = Passive Voice (127-129) |
| C9 = No comma/Restrictive element (702) | PT = Point of View Shift (692) |
| CWC = Confused word choice | PUNC = Punctuation (700-721) |
| DA = Delete article; not necessary | PV = Passive Voice (122-124) |
| DM = Dangling Modifier (698-699) | QUOT = Quotation Marks (710-713) |
| DN = Double negative; only one negative word may appear after the verb | RO/FS = Run-on (677) |
| FA = Formal announcement (43) | SKIP = Skip every other line |
| FR = Fragment (670) | SP = Spelling (728-731) |
| HEADING = Incorrect heading | SUB = Subordination (116-118) |
| IA = Incorrect article | S/V AGR = SubjectVerb Agreement (682-684) |
| ILL = Illegible handwriting | V = Verb (684-688) |
| IRV = Irregular verb error | V/T SHIFT = Verb Tense Shift (685) |
| LC = Use lowercase letter (719) | WPS = Wrong part of speech |
| | WR = Write out whole word |
| | WRPT = Write about literature in present tense. |
| | WDY = Wordiness (112-113) |
| | WW = Wrong word; choose one more exact. |

STANDARDS FOR ENGLISH PARAGRAPHS AND ESSAYS

| | Ideas | Supporting Details | Reasoning | Diction and Tone | Sentence Structure/Coherence | Grammar/Mechanics/Usage |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Superior A | <ul style="list-style-type: none"> ▶ unusually significant ▶ original ▶ perceptive ▶ ingenious title | <ul style="list-style-type: none"> ▶ abundant ▶ convincing ▶ strikingly appropriate, very well chosen | <ul style="list-style-type: none"> ▶ logical ▶ convincing ▶ worth considering ▶ extremely effective structure | <ul style="list-style-type: none"> ▶ skillful use of language ▶ awareness of exact meaning and flavor of words ▶ use of figures of speech | <ul style="list-style-type: none"> ▶ special fluency, force, elegance ▶ skillful combination of coordination, subordination, parallelism, and emphasis ▶ effective variety of sentence structure ▶ effective use of transitional expressions | <ul style="list-style-type: none"> ▶ very few errors in spelling, punctuation, capitalization ▶ No errors in sentence or paragraph construction |
| Above Average B | <ul style="list-style-type: none"> ▶ less original and perceptive than the "A" paper ▶ more mature than the average essay ▶ imaginative ▶ creative title | <ul style="list-style-type: none"> ▶ sufficient ▶ vivid ▶ appropriate ▶ well chosen | <ul style="list-style-type: none"> ▶ logical ▶ convincing ▶ worth considering ▶ effective structure | <ul style="list-style-type: none"> ▶ accurate ▶ economical use of language ▶ use of some figures of speech ▶ effective choice of tone | <ul style="list-style-type: none"> ▶ competent combination of coordination, subordination, parallelism, emphasis ▶ use of transitional devices | <ul style="list-style-type: none"> ▶ few errors in spelling, punctuation, capitalization ▶ few errors in sentence or paragraph construction |
| Average C | <ul style="list-style-type: none"> ▶ not particularly original but more than just commonplace ▶ clearly stated main idea ▶ appropriate length ▶ neither too broad nor too short | <ul style="list-style-type: none"> ▶ adequately developed ▶ clearly related to main idea ▶ sufficient factual evidence | <ul style="list-style-type: none"> ▶ generally clear thinking free from errors ▶ adequate structure | <ul style="list-style-type: none"> ▶ average use of language ▶ generally free from slang ▶ adequate choice of tone | <ul style="list-style-type: none"> ▶ less variety in sentence structure ▶ some use of transitional expressions | <ul style="list-style-type: none"> ▶ mastery of basic grammar ▶ no incomplete or run together sentences ▶ few or no dangling or misplaced modifiers ▶ clear pronoun reference to and agreement with antecedents ▶ subjects and verbs agree ▶ no careless tense shifts ▶ generally correct spelling and punctuation |
| Below Average D | <ul style="list-style-type: none"> ▶ trite ▶ inefficiently explored ▶ thesis is not clearly stated ▶ approach to thesis is too in-depth for length of assignment ▶ lacks unity ▶ unoriginal title | <ul style="list-style-type: none"> ▶ needs more detail ▶ too narrow ▶ too broad ▶ inappropriate for subject ▶ repetition of ideas | <ul style="list-style-type: none"> ▶ insufficient evidence for ideas ▶ errors in thinking ▶ ineffective structure ▶ poor paragraphing | <ul style="list-style-type: none"> ▶ clichés ▶ slang ▶ limited vocabulary ▶ weak use of language ▶ ineffective or inconsistent tone ▶ too wordy ▶ too vague ▶ formal announcements ▶ improper use of "you" ▶ hedging/blustering | <ul style="list-style-type: none"> ▶ lack of variety in sentence structure ▶ incorrect coordination ▶ faulty subordination ▶ unskilled parallelism ▶ awkward use of language ▶ frequently repeats words or phrases ▶ weak transitions ▶ weak introduction ▶ poor/abrupt conclusion ▶ incoherent sentences | <ul style="list-style-type: none"> ▶ fragments or run-on ▶ misplaced or dangling modifiers ▶ pronoun reference or agreement problems ▶ subjects/verbs disagree ▶ verb tense shifts ▶ several errors in spelling and punctuation ▶ faulty capitalization ▶ poor proofreading |
| Inferior F | <ul style="list-style-type: none"> ▶ trivial ▶ poorly explored ▶ not responsive to the assignment ▶ no thesis ▶ no title ▶ important words in title not capitalized | <ul style="list-style-type: none"> ▶ collection of loosely related opinions ▶ too many generalities without specifics ▶ inappropriate for subject | <ul style="list-style-type: none"> ▶ serious errors in thinking ▶ poor grasp of structure ▶ logical fallacies | <ul style="list-style-type: none"> ▶ extremely limited vocabulary ▶ limited use of modifiers ▶ unskilled use of language ▶ ineffective or inconsistent tone ▶ first language interference | <ul style="list-style-type: none"> ▶ excessive awkwardness in sentence structure ▶ excessive use of simple and compound sentence patterns ▶ little use of modifiers ▶ incorrect use or absence of transitional expressions ▶ no introduction ▶ no conclusion | <ul style="list-style-type: none"> ▶ many fragments or run-on's ▶ lacks awareness of sentence structure ▶ no concept of pronoun agreement or reference ▶ no mastery of subject/verb agreement ▶ poor understanding of proper verb tense ▶ many errors in spelling and punctuation ▶ no concept of person ▶ unskilled proofreading |

Ideas, supporting details, reasoning, diction and tone are 50% of the grade, and sentence structure, coherence, grammar, mechanics (including conventions of writing about literature, i.e. use of present tense, MLA format, works cited, etc.) and usage are 50%.