

GRADING SYMBOLS: The following symbol (Δ) accompanying any comment indicates that the same error appears elsewhere (perhaps more than once) in the assignment but may not be marked. A number in the center column indicates a section in Horton, *College Writing* where additional explanation can be found.

Punctuation & Mechanics

-	HYPHEN	2b	word division, compounds, etc.	
'	APOSTROPHE	3	contractions, plurals, possessives, etc.	
...	ELLIPSES	4b(1-4)	= three spaced periods, omission <i>within</i> quoted material	
,	COMMA	5a(1) 5a(3) 5a(4) 5a(5-6) 5a(7) 5b(1-4) 5b(5) 5b(6) 5b(8) 5c(1) 5c(2)	compound sentence series coordinate adjectives introductory elements with quoted material nonessential elements parenthetical elements contrasts, etc. dates, addresses, etc. <u>not</u> with simple coordination <u>not</u> to separate subject and verb	5a—to separate 5b—to enclose 5c— <u>not</u> unless required
;	SEMICOLON	5d(1) 5d(2) 5d(3-4)	comma-containing series compound sentence <u>not</u> with unequal elements or in place of colon	
:	COLON	5e	second statement anticipated by first	
--	DASH	5f(1) 5f(2) 5f(3) 5f(4)	= two hyphens, no space to enclose comma-containing element break in thought <u>not</u> substitute for colon	
()	PARENTHESES	5g		
[]	BRACKETS	5h		
" "	QUOTATION MARKS	4e 5j 5k	with other marks direct quotation and dialogue with titles	
cap		2a	use capital letter(s)	
ital		5k	use italics (or underlining)	
low			use lower case	
mar			problem with page margin	
num			for clarity and consistency, use numeral instead of word	
sp		1	spelling	
¶			new paragraph	
∨ ^ > <			insert (# = space or line)	

Sentence Structure, Word Choice, Support

agr	10	subject/verb or pronoun/antecedent agreement error
art		artificial, flowery, or unnecessarily elegant wording
b/c		use <i>because</i> for cause/effect vs. <i>since</i> for time relationship or as for "at the same time"
awk	15	awkward wording or nonstandard sequence of wording
case	16a	error in pronoun case (or noun case)
cl		cliche
comb		combine related ideas in one economical sentence
comp	13	illogical or incomplete comparison
coor	8	unnecessary or ineffective coordination (compound sentences--esp., "and"); use different structure (e.g., subordination)
cs	6	comma splice
dev		idea or passage needs further development or explanation
dm	12b	dangling modifier
expl		weak expletive structure (It is, There is/are)
foc		sentence focused on unimportant or subordinate idea
frag	7	fragment
fs	6	fused sentence
gen		qualify broad generalization or absolute statement
inf		inappropriately informal or colloquial
log		faulty logic
mech		mechanical style
mm	12a	misplaced modifier
mod	17	wrong modifier or incorrect use of modifier
mw		missing word(s)
mxd	13	mixed construction or illogical subject/verb/completer (e.g., <i>is . . . because</i> and <i>is . . . when</i>)
neg		inappropriately or unnecessarily negative tone
pass	14b	unnecessary or ineffective passive voice
pr		preachy or condescending tone
pres	18e	use simple present tense whenever logically possible--cf. conditional <i>would, could, should</i>
ref	11	faulty pronoun reference (vague, broad, or ambiguous, etc.)
rep		unnecessary repetition
shift	14	unnecessary shift in person, number, subject, voice, or tense
spec		specific support, examples, or details needed
sub	9	use subordination for less important ideas or correct faulty subordination
tense	18c	error in verb tense
tone		inappropriate tone (unflattering implications, etc.)
trans		needs transition
usg		usage error; check <i>College Writing</i> (App. C), dictionary, or handbook
w		wordy (deadwood, redundancy, etc.)
weak		weak subject/verb relationship; use stronger, more active verb
wc		word choice (inexact, imprecise, etc.)
who		use <i>who</i> to refer to persons, <i>that</i> or <i>which</i> to refer to things
wr	2c-3, 3a(2)	write out; use word instead of abbreviation, symbol, etc.
ww		wrong word
1st/2nd		inappropriate first or second person reference(s)
//	8	faulty parallelism or parallelism needed
?		point or reasoning unclear

