

**WRITING\_MARKING SYMBOLS**

2008/09

**I. SYMBOLS FOR COMPOSITION MARKING**

<b>SYMBOL</b>	<b>MEANING &amp; EXPLANATION</b>
<b>ab</b>	<b>Abbreviation</b> (Incorrect; Unnecessary; Necessary/Advisable)
<b>adj</b>	<b>Adjective</b> (This is not adj; adj FITS here; adj does NOT FIT here)
<b>adv</b>	<b>Adverb</b> (This is not adv; adv FITS here; adv does NOT FIT here)
<b>agr</b>	<b>Agreement</b> (Subject & verb must AGREE in No.; pronouns AGREE in No. with antecedent; etc.)
<b>apos</b>	<b>Apostrophe</b> (Incorrect position / use; Unnecessary; Necessary / Advisable)
<b>awk</b>	<b>Awkward</b> (This doesn't really sound English ☹!)
<b>cap</b>	<b>Capital letter</b> (Underlined letter(s) SHOULD/SHOULD NOT be capitals)
<b>choppy</b>	<b>Choppy syntax</b> (Too many short sentences and oversimplified grammar. Use coordination or subordination)
<b>coh</b>	<b>Coherence</b> (Paragraph lacks coherence: does it contain a topic sentence and supporting details/examples, etc.? Have connectors been used appropriately, or used at all? Are ideas clearly related to each other? etc.)
<b>colloc</b>	<b>Collocation</b> (Underlined word does NOT COLLOCATE with previous or following word(s))
<b>c/s</b>	<b>Comma splice</b> (A comma has been used to join main sentences. Use 1) (a "," and) a coordinating conjunction; 2) stronger punctuation such as "." or ";" ".) <b>Read examples on attached sheet.</b>
<b>dev</b>	<b>Development</b> (The paragraph is not sufficiently or adequately developed. Add supporting details, examples. Use strategies such as narration of events, description, explanation of process, showing cause/effect, comparing/contrasting, classifying, defining)
<b>div</b>	<b>Word Division</b> (If possible, avoid dividing a word in end of sentence position. Otherwise, use the ADVANCED EFL WRITING TEMPLATE 2: GUIDELINES TO WORD DIVISION)
<b>d/m</b>	<b>Dangling Modifier</b> (Verbal phrase used which does NOT REFER clearly and logically to another word/phrase in the sentence. Correct by rearranging words to make modifier clearly refer to right word or add words to make meaning logic and clear.) <b>Read examples on attached sheet.</b>
<b>id</b>	<b>Idiom</b> (Unidiomatic expression; inadequate idiomatic expression)
<b>frag</b>	<b>Sentence fragment</b> (This is only a sentence fragment. Make it a whole sentence.) <b>Read examples on attached sheet.</b>
<b>ital</b>	<b>Italics</b> (italics/underlining SHOULD/SHOULD NOT be used). Read rules for italics/underlining use according to the ADVANCED EFL WRITING TEMPLATE 2: HOW TO USE OF ITALICS/UNDERLINING.
<b>l/c</b>	<b>Lower Case</b> (Underlined letter/s SHOULD/SHOULD NOT be lower case)

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<b>log</b>	<b>Logic</b> (Your reasoning doesn't seem logical)
<b>mar</b>	<b>Margins</b> (Use generous left and right margins)
<b>n/s</b>	<b>Needless Shift</b> (Avoid needless shifts in grammatical structures (e.g. verb tense, mood, voice), person & number, direct to indirect discourse or vice versa, tone or style, perspective or viewpoint.) <b>Read examples on attached sheet.</b>
⌘	<b>Paragraph</b> (Divide this paragraph in TWO)
↗	<b>Paragraph</b> (Make ONE paragraph out of two)
<b>p</b>	<b>Punctuation</b> (Punctuation is wrong)
<b>pl</b>	<b>Plural</b> (Plural form needed)
<b>prep</b>	<b>Preposition</b> (this preposition is wrong/doesn't collocate with the previous/next word(s))
<b>ref</b>	<b>Reference</b> (Pronoun does not refer to antecedent, reference is ambiguous, pronoun and antecedent are too far away from each other / Referent refers to implied, non-stated idea / Awkward use of <i>one</i> / <i>it</i> . <b>Read examples on attached sheet.</b>
<b>run-on</b>	<b>Run-on sentence</b> (no punctuation has been used to join main sentences. Use 1) (a "," and) a coordinating conjunction; 2) stronger punctuation such as "." or ";") <b>Read examples on attached sheet.</b>
<b>series?</b>	<b>False series</b> (Are all items in the series of the same order of generality?) <b>Read examples on attached sheet.</b>
<b>sg</b>	<b>Singular</b> (Singular form needed)
<b>source</b>	<b>Source</b> (This is not your idea/opinion: provide your source – i.e. cite the author.)
<b>sp</b>	<b>Spelling</b> (Spelling is incorrect)
<b>sub</b>	<b>Subordination</b> (Use a subordinate sentence here / This should not be a subordinate sentence)
<b>trans</b>	<b>Transition</b>
<b>v/f</b>	<b>Verb Form</b> (Verb form is incorrect)
<b>v/t</b>	<b>Verb Tense</b> (Verb tense is incorrect)
<b>wd</b>	<b>Wordiness / Redundancy</b> (Avoid wordiness: (1) omit words/phrases that add nothing to meaning; (2) eliminate needless words combining sentences or simplifying phrases/clauses. Avoid needless repetition: use pronouns and elliptical constructions) <b>Read examples on attached sheet.</b>
<b>w/c</b>	<b>Word Choice</b> (Word is inappropriate: it is informal, colloquial, slang, archaic/obsolete, jargon)
<b>w/lw</b>	<b>Wrong Linking Word(s)</b> (The linking term used is incorrect / inappropriate)
<b>wo</b>	<b>Word order</b> (Word order is either incorrect or inappropriate in this phrase/sentence)
✕ ... ✕	<b>Obvious Error</b> (The sentence or discourse stretch between these two symbols is full of errors and needs rewriting)
↪	<b>Delete</b> (This word/phrase/sentence/paragraph is NOT NECESSARY. Leave it out.)

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...	<b>Ellipsis Points</b> (Inappropriate use of ellipsis points. Use "... " 1) to indicate omission within / at the end of quoted sentence or of a sentence or more (in this case, use a "." After the "... " and before the next sentence); 2) to mark a reflective pause or hesitation) <b>Read examples on attached sheet.</b>
^	<b>Omission</b> (Something is missing here...)
Ⓢ	<b>Superfluous Comma</b> (This comma is unnecessary)
✓	<b>Good Point</b> (Good vocabulary choice, good language use, good idea, good example, etc.)

**II. HOW DO THE SYMBOLS WORK?**

<b>SYMBOL</b>	<b>EXAMPLE</b>	
<b>c/s</b>	<p style="text-align: center;"><b>Comma splice</b></p> <p><i>It was raining, they decided not to go out.</i></p> <p><i>He was not the best student in his class, he was not the worst one either.</i></p> <p><i>It was raining heavily when my car skidded, I did not crash the car.</i></p> <p><i>I love tropical fruits, for example, pineapple and mango.</i></p> <p><i>"Who spilled the milk?" mother asked, "tell me right now or both of you'll be punished."</i></p> <p><i>"I can skate," said Justin, "it is football that I can't play."</i></p>	<p style="text-align: center;"><b>Revised version(s)</b></p> <p>It was raining, so they ... It was raining. They ... It was raining; they ... Because it was raining, they ... Because of the rain they ... They ... because it was raining.</p> <p>He was not the best student in his class, nor was he the worst one // He was neither the best nor the worst student in his class.</p> <p>It was raining ..., but I did not ... Although it was raining ..., I did not...</p> <p>I love tropical fruits; for example, pineapple and mango.</p> <p>"Who spilled the milk?" mother asked. "Tell me right now...."</p> <p>"I can skate," said Justing; "it is football...."</p>
<p><b>What do I have to do?</b> To avoid comma splices... 1) do not link 2 main clauses with only a ","; 2) use a "," between 2 main sentences only when they are linked by coordinating conjunctions (<i>and, but, or, nor, so, yet</i>); 3) use a ";" before a conjunctive adverb or transitional expression placed between main sentences; 4) be careful with split quotations.</p>		
<b>d/m</b>	<p style="text-align: center;"><b>Dangling participial phrase</b></p> <p><i>Discouraged by low grades, dropping out seemed to make sense.</i></p> <p><i>The evening passed very pleasantly, playing backgammon and swapping jokes.</i></p> <p style="text-align: center;"><b>Dangling gerund/infinitive phrases</b></p> <p><i>Instead of watching the late show, a novel was read.</i></p> <p><i>Not able to swim that far, a lifeguard came to my rescue.</i></p>	<p style="text-align: center;"><b>Revised version(s)</b></p> <p><i>Because I was discouraged by low grades, dropping out... //</i> <i>Discouraged by low grades, I thought dropping out...</i></p> <p><i>They passed the evening very pleasantly, playing...</i></p> <p style="text-align: center;"><b>Revised version(s)</b></p> <p><i>Instead of watching the late show, Hilary read a novel.</i></p> <p><i>I was not able to swim that far, so a lifeguard... /</i> <i>Because I was not</i></p>

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	<p align="center"><b>Dangling elliptical adverb clauses</b></p> <p><i>When confronted with these facts, not one word was said.</i></p> <p><i>Although only a small boy, my father expected me to do a man's work.</i></p>	<p><i>able..., a lifeguard...</i></p> <p align="center"><b>Revised version(s)</b></p> <p><i>When confronted with these facts, nobody said a word // When they were confronted..., not one word was said.</i></p> <p><i>Althoug I was only a small boy, my father...</i></p>
<p><b>What do I have to do?</b> Rearrange the words in the sentence to make the modifier clearly refer to the right word, or add words to make the meaning clear and logical.</p>		
<p align="center"><b>frag</b></p>	<p align="center"><b>Fragment</b></p> <p><i>Peter always sleeping in on Sunday mornings.</i></p> <p><i>For example, parrots and parakeets.</i></p> <p><i>Soon I began to work for the company. First as the errand boy and later as the boss's right hand.</i></p> <p><i>The managing director needs a new secretary. Preferably someone with experience.</i></p> <p><i>I was trying to get him to eat my stew. Which really smelled and looked awful.</i></p>	<p align="center"><b>Sentence</b></p> <p><i>Peter always sleeps in on Sunday mornings.</i></p> <p><i>She likes birds with very vivid and cheerful colors —for example, parrots and parakeets.</i></p> <p><i>Soon I began to work for the company, first as the errand boy and later as the boss's right hand.</i></p> <p><i>The managing director needs a new secretary. He prefers someone with experience.</i></p> <p><i>I was trying to get him to eat my stew, which really smelled and looked awful // ... stew. It really smelled ... // ... to eat my awfully-smelling and awfully-looking stew.</i></p>
<p><b>What do I have to do?</b> To eliminate a fragment... 1) change it to a full sentence; 2) connect it to an existing sentence; 3) change punctuation; 4) use adequate connector or transition; 5) change the sentence in other ways.</p>		
<p align="center"><b>series?</b></p>	<p align="center"><b>False series</b></p> <p><i>Mary asked Peter to buy apples, fruit, and pears.</i></p>	<p align="center"><b>Revised version(s)</b></p> <p><i>Mary asked Peter to buy apples and pears.</i></p>
<p><b>What is the problem?</b> "Fruit" is one level of generality above "apples" and "pears"; "fruit" includes "apples" and "pears."</p>		
<p align="center"><b>n/s</b></p>	<p align="center"><b>Needless shifts in tense,</b></p>	<p align="center"><b>Revised version(s)</b></p>

	<p style="text-align: center;"><b>mood, and voice</b></p> <p>Her mother talked on the phone while her father <i>lays</i> the table. [shift from past to present tense]</p> <p>If I were rich and if my husband <i>was</i> given longer holidays, we would go to China. [shift from subjunctive to indicative]</p> <p>My father had to go to the doctor's, <i>but it was not liked by him</i>. [shift from active to passive verbs]</p> <p style="text-align: center;"><b>Needless shifts in person and number</b></p> <p>If one wants to pass the Lengua Inglesa III exam, you have to study harder. [shift from 3<sup>rd</sup> to 2<sup>nd</sup> person]</p> <p>The fifth year class is planning to ask 15 faculty members to <i>their</i> graduation dinner. [shift in number]</p> <p style="text-align: center;"><b>Needless shifts from indirect to direct speech</b></p> <p>The mother wondered how the baby had gotten out of the crib and <i>how was it possible that he didn't fall onto the floor?</i> [shift from indirect to direct speech]</p> <p>The teacher said she need to talk to a colleague <i>and would I please wait</i> [shift from indirect to direct speech]</p> <p style="text-align: center;"><b>Needless shifts in tone or style</b></p> <p>Politicians who contend that simply discussing about disarmament will bring it about are <i>nuts</i>.</p>	<p>Her mother talked on the phone while her father <i>layed</i> the table.</p> <p>If I were rich and if my husband <i>were</i> given longer...</p> <p>My father had to go to the doctor's, and <i>he did not like it</i>.</p> <p style="text-align: center;"><b>Revised version(s)</b></p> <p>If you want to pass..., you have to... // If one wants to..., one has to... // If we want to..., we have to...</p> <p>The fifth year class is planning to ask 15 faculty members to <i>its</i> graduation dinner.</p> <p style="text-align: center;"><b>Revised version(s)</b></p> <p>The mother wondered how the baby had gotten out of the crib and how it was possible that he didn't fall onto the floor.</p> <p>The teacher said that she needed to talk to a colleague <i>and asked me to please wait</i>.</p> <p style="text-align: center;"><b>Revised version(s)</b></p> <p>Politicians who contend that simply discussing about disarmament will bring it about are <i>wrong/uninformed</i>.</p>
<p><b>What do I have to do?</b> Decide on which tense, mood, voice, person, number, direct/indirect discourse, tone, style, etc. best suits your sentences and use the same one in both.</p>		
<b>ref</b>	<b>Ambiguous reference</b>	<b>Revised version(s)</b>
	Layla wrote to Shanna every	When Layla was working in New

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	<p>week when she was working in New York.</p> <p>After listening to Jack’s arguments and Peter’s objections, I liked his ideas better.</p> <p><b>Remote or awkward reference</b></p> <p>Her classmates thought she was the best writer in the class, so Mary was unanimously elected as the class representative for the writing competition, <i>who had expressedly said she did not want to take part in it.</i> [the who-clause is too far away from the antecedent, Mary]</p> <p><b>Reference to a word or idea not expressed but merely implied</b></p> <p>Jack said that he would stay in New York for at least 6 more months. <i>This</i> suggests that he is happy there. [<i>This</i> has no expressed antecedent]</p> <p><b>Awkward use of it/you</b></p> <p><i>It was no use trying</i> to get Mike get up early.</p> <p>When one cannot drive, you wish you could do it so that you had more independence.</p> <p>In the Newsweek’s article I read yesterday <i>it</i> says that weapons of mass destruction will sooner or later be found in Iraq.</p>	<p>York, she wrote to Shanna every week // When Shanna was working in New York, Layla wrote to her every week.</p> <p>I agreed with Peter after listening to the objections he made to Jack’s arguments.</p> <p><b>Revised version(s)</b></p> <p>Mary, <i>who had expressedly said...</i>, was unanimously elected... because they thought...</p> <p><b>Revised version(s)</b></p> <p>Jack said that he would stay in New York for at least 6 more months. <i>This remark</i> suggests that he is happy there.</p> <p><b>Revised version(s)</b></p> <p><i>There was no use trying</i> to get Mike... // <i>Trying to get Mike...</i> was useless.</p> <p><i>The person who cannot drive wishes she could so...</i> // <i>When you cannot drive, you wish...</i></p> <p>The Newsweek’s article I read yesterday says that weapons of mass destruction will sooner or later be found in Iraq.</p>
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**What is the problem?** The problem is that you are using a reference word but haven’t first mentioned the referent, or you are using a reference word that is not appropriate to the referent. What you need to do is to make both referent and reference match, and be present in the sentence or paragraph.

	<p><b>Wordy</b></p> <p>[Use of different words to say the same thing]</p> <p>Students waiting at the library</p>	<p><b>Concise</b></p> <p>Students formed long lines at the</p>
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<p>entrance formed long lines.</p> <p>Each writer has a distinctive style, and he or she uses this in his or her own works.</p> <p><i>In the event that</i> she didn't join us this weekend, we will anyway have the party.</p> <p><i>As far as sexism is concerned it seems to me that</i> a woman can be as guilty of sexism as a man.</p> <p><i>It is easy to learn to cook.</i></p> <p>A few of the students who were in disagreement called in so that they would have the opportunity to refute the arguments set forth by the dean.</p> <p>I think that she knows that that man is not the man whom she should share her life with.</p>	<p>library entrance.</p> <p>Each writer has a distinctive style.</p> <p>If she..., we will anyway...</p> <p>A woman can be as guilty of sexism as a man.</p> <p><i>Learning to cook is easy.</i></p> <p>A few disagreeing students called in to refute the dean's arguments.</p> <p>I think she knows she shouldn't share her life with that man.</p>
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**What is the problem?** You're using too many words to say the same thing (tautology). Eliminate all unnecessary words, and combine sentences, or simplify phrases and clauses, to make your writing less wordy.

<p>...</p>	<p>ORIGINAL: If—or is it when?—these computers are permitted to talk to one another, when they are interlinked, they can spew out a roomful of data on each of us that will leave us naked before whoever gains access to the information. (From Walter Cronkite, "Foreword," <i>The Rise of the Computer State</i> by David Burnham [New York: Random, 1983], viii.)</p> <p style="text-align: center;"><b>Omission within a quoted sentence</b></p> <p>As Walter Cronkite has observed, "If... these computers are permitted to talk to one another, ... they can spew out a roomful of data on each of us that will leave us naked before whoever gains access to the information."</p> <p style="text-align: center;"><b>Omission at the end of a quoted sentence</b></p> <p>According to Walter Cronkite, "If—or is it when?— these computers are permitted to talk to one another, when they are interlinked, they can spew out a roomful of data on each of us...."</p> <p>ATTENTION: You use 3 equally spaced periods plus one more period to signal the end of the sentence. The same for ellipsis of a whole sentence.</p>
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