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e76 **Delete Poetic Device** Essays are formal writing, so poetic devices are not permitted. **Example:** The cold passed reluctantly from the earth... (Crane's *Red Badge of Courage*) Revision: The weather warmed.

e77 **Delete Figure of Speech** Essays are formal writing, so figures of speech are not permitted. **Example:** Jean let the cat out of the bag about the plot of the upcoming episode. Revision: Jean revealed the plot of the upcoming episode.

e78 **Revise Rhetorical Question** Avoid rhetorical questions in essays. A rhetorical question is a question needing no response because the answer is in the question itself. **Example:** Does anyone really think we should start over?

e79 **Revise Informal Writing** Essays are formal writing, so informal, conversational writing style is not permitted. **Example:** FYI... Ron and Hermione have been going out for a year. Revision: Ron and Hermione have been dating for a year.

e80 **Revise: Too Many "to-be verbs"** Consider limiting use of *is, am, are, was, were, be, being, been* to one per paragraph. To replace "to be verbs" 1. Substitute a more active verb 2. Begin the sentence with another word from the sentence 3. Change one of the words in the sentence into a verb form.

e81 **Revise: Too Many Prepositional Phrase Strings** Avoid using more than two prepositional phrases back-to-back. **Example:** The rabbit ran under the fence, through the garden, to the cabbage patch. Revision: The rabbit ran under the fence and into the garden. It stopped at the cabbage patch.

e82 **Revise Parenthetical Remarks** Avoid using parenthetical remarks in essays. Try using commas for appositives or a subordinate clause to include the information. **Example:** He continued to try (the man in red had failed twice). Revision: He continued to try, although the man in red had failed twice.

e83 **Don't start sentences with coordinating conjunctions.** Avoid beginning sentences with the coordinating conjunctions (F.A.N.B.O.Y.S.-*for, and, nor, but, or, yet, so*) unless you finish the thought. Otherwise, fragments often result.

e84 **Don't split infinitives.** Infinitives consist of "to" plus the base form of the verb and serve as adjectives, adverbs, or nouns. Don't add in a word(s) between the "to" and base form of the verb in formal essay writing. **Example:** To quickly leave made sense. Revision: To leave quickly made sense.

e85 **Don't end sentences with prepositions.** A preposition always appears at the beginning of a prepositional phrase and connects in time, space, relationship, or position to its object. A preposition can't be used by itself in formal essay writing. **Example:** Don't ever give up. Revision: Always persevere.

e108 **Font** Use a non-cursive, un-bolded, commonly-used font in 12 point size.

e109 **Line Spacing** Double spaced, unless your teacher specifies otherwise.

e110 **Neatness** Neatness reflects work ethic. Sloppy print copy, folded papers, or ink smudges do not present a positive reflection of your work.

e111 **Editing** Spell check and grammar check are essential. Proofreading for typographical errors, incorrect homonyms, and missing components is necessary.

e112 **Needs Citation** You need to cite your source for this section.

e113 **MLA Works Cited (Print Book)** Pennington, Mark. *Teaching Essay Strategies*. El Dorado Hills, CA: Pennington Publishing, 2010. 212-213. Print.
In-Text Citation: (Pennington 212-213)

e114 **MLA Works Cited (Print Encyclopedia)** Pennington, Mark. "Works Cited." *Encyclopedia of Writing*. 1st ed. 1. El Dorado Hills, CA: Pennington Publishing, 2010. Print. **In-Text Citation:** (Pennington 212-213)

e115 **MLA Works Cited (Print Journal)** Pennington, m. "Works Cited." *Teaching Essay Strategies*. 1.1 (2010): 212-213. Print. **In-Text Citation:** (Pennington 212-213)

e116 **MLA Works Cited (Print Magazine)** Pennington, Mark. "Works Cited." *Teaching Essay Strategies*. 2010: 212-213. Print. **In-Text Citation:** (Pennington 212-213)

e117 **MLA Works Cited (Print Newspaper)** Pennington, Mark. "Works Cited." *London Bee* 5 May 2011: B5. Print. **In-Text Citation:** (Pennington B5)

e118 **MLA Works Cited (Print Textbook or Anthology)** Pennington, Mark. "Works Cited." *Teaching Essay Strategies*. Ed. Jane Doe. El Dorado Hills: Pennington Publishing, 2010. Print. **In-Text Citation:** (Pennington 212-213)

e119 **MLA Works Cited (Print Letter)** Pennington, Mark. "To Jane Doe." 5 May 2011. El Dorado Hills, CA: 2011. Print. Letter. **In-Text Citation:** (Pennington)

e120 **MLA Works Cited (Print Document)** Pennington, Mark. United States. Civil Air Patrol. District of Columbia: Department of Defense, 2011. Print.
In-Text Citation: (Pennington 212-213)

e121 **MLA Works Cited (e-Book)** Pennington, Mark. *Teaching Essay Strategies*. El Dorado Hills, CA: Pennington Publishing, 2010. 212-213. e-Book.
< <http://www.penningtonpublishing.com> >. **In-Text Citation:** (Pennington 212-213)

e211 **Present Tense Verb** The present tense can be used to discuss literature, art, movies, theater, and music—even if the content is set in the past or the creator is no longer alive. **Examples:** Shakespeare *gives* his characters unusual problems. *Rebecca* is an old movie classic.

e212 **Present Progressive Verb Form** The present progressive is a present tense verb form that adds an “_ing” onto the base form of the verb and precedes a “to be” verb to describe an ongoing action happening or existing now. **Example:** I *am walking* to the store.

e213 **Present Progressive Verb Form** Some verbs can’t use the present progressive form: *to be, to belong, to care, to cost, to exist, to envy, to fear, to hate, to like, to love, to mind, to need, to owe, to want*. **Example:** I *am fearing* spiders. Revision: I *fear* spiders.

e214 **Present Perfect Tense Verb** The present perfect verb tense is formed with *has* or *have* + the past participle and can be used to describe an action that took place at some unidentified time in the past that relates to the present. **Example:** He *has talked* too much.

e215 **Present Perfect Tense Verb** The present perfect verb tense is formed with *has* or *have* + the past participle and can be used to describe an action that began in the past but continues to the present. **Example:** They *have listened* to my advice.

e216 **Present Perfect Progressive Verb** The present perfect progressive form connects *has* or *have* + *been* to a present participle to describe an action that began in the past, continues in the present, and may continue into the future. **Example:** I *have been eating*.

e217 **Present Perfect Progressive Verb** Place adverbs before or after the present perfect progressive verb form. **Examples:** I *have already been eating*. Revision: I *already have been eating*. She *has been lately going*. Revision: She *has been going lately*.

e218 **Past Tense Verb** The past verb tense adds “_d” or “_ed” at the end of the base form of the verb and performs the past physical or mental actions of the sentence subject. These actions are one-time events that took place at a specific time. **Examples:** I *asked* for it. You *appeared* anxious.

e219 **Past Perfect Tense Verb** The past perfect is formed with *had* + the past participle to describe an action that was completed before a specific time or another specific action in the past. **Example:** They *had tried* to compromise, until the opposition walked out.

e305 **Direct Address** Use commas to separate nouns of direct address. The noun can be a word, phrase, or clause. If at the end of the sentence, one comma goes before the noun. **Examples:** Just leave a little bit, honey. Just leave a little bit, best girlfriend.

e306 **Compound Sentence** Use commas before coordinating conjunctions to join two independent clauses. **Example:** I liked her, *and* she liked me.

e307 **Compound Sentence** Use commas before subordinating conjunctions to join two independent clauses. **Example:** I never got her letter, *although* she did write.

e308 **Compound Sentence** Use commas before the second of the paired correlative conjunctions to join two independent clauses. **Example:** *Either* he must go, *or* you must go.

e309 **Commas to Enclose Parenthetical Expressions** Use commas before and after words that interrupt the flow of the sentence. If the interruption is minimal, you may leave out the commas. **Example:** The best way to see the game, if you can afford it, is in person.

e310 **Commas to Enclose Parenthetical Expressions** Use commas before and after words that interrupt the flow of the sentence. If the interruption begins with a conjunction, place the comma before the conjunction. **Example:** They asked permission first, but only after they had bought the tickets.

e311 **Commas to Enclose Non-restrictive Clauses** Use commas before and after non-restrictive clauses. A non-restrictive clause doesn't limit the meaning of the independent clause to which it is attached; instead, the clause adds information. **Example:** You can visit, if you have the money, on a cruise ship.

e312 **Commas and Restrictive Clauses** Don't use commas before and after restrictive clauses. A restrictive clause limits the meaning of the independent clause to which it is attached. **Example:** The student who wins the most votes will be elected Student Council President.

e313 **Comma and Abbreviations** These abbreviations: Sr. (senior), Jr. (*junior*), and etc. (*et cetera*) are always preceded by a comma. Don't place commas after these abbreviations. **Examples:** Howard, Sr. had Howard, Jr., take out the trash, water the lawn, pull weeds, etc.

e314 **Comma and Duplicate Words** Place commas between repeated words when needed to improve clarity. **Examples:** Tommy and Pam moved in, in May.

e315 **Comma to Replace Missing Words** Use commas to replace omitted words, especially the word *that*. **Examples:** I am a vegetarian; my wife, a meat-eater. Win some, lose some. What I mean is, she hasn't changed her diet and followed mine.

e426 **The _oy Spelling Rule** Spell *oy* at the end of syllables (*joyful*) and *oi* elsewhere (*ointment*, *point*). The words *gargoyle* and *foible* are the most common exceptions.

e427 **Starting /k/ Spelling Rule** The starting /k/ sound is spelled *k* before *e* and *i*, but *c* before *o*, *u*, and *a*. **Examples:** Ken kisses Coco in a custom car. The Greek spelling for the starting /k/ sound is “ch.” Examples: *chorus* and *chaos*.

e428 **The /ch/ Spelling Rule** Spell the /ch/ sound as “_tch” following short vowels in one-syllable words. Other vowels signal the *ch* spelling. There are a few exceptions to this rule: *attach*, *much*, *rich*, *such*, *sandwich*, *touch*, and *which*.

e429 **The /k/ “ch” Spelling Rule** The Greek spelling for the starting /k/ sound is “ch.” **Examples:** *chorus* and *chaos*.

e430 **The l, f, s, and z Spelling Rule** Usually double the *l*, *f*, *s*, or *z* after short vowels. Exceptions to this rule: *yes*, *quiz*, *plus*, *if*, *this*, *bus*, *gas*, *us*.

e431 **The all, till, and full Spelling Rule** For syllables ending in *all*, *till*, and *full*, usually drop the *l* when adding on another syllable. Exceptions to this rule: *fullback* and *fullness*.

e432 **Ending /k/ Sound Spelling Rule** For /k/ sounds at the end of syllables, spell *c* if the syllable is unaccented (*ba-sic*), but spell *ck* if the syllable is accented (*kick-ing*). Exceptions to this rule: *stucco*, *occupy*, and *hiccups*.

e433 **The _ough Spelling Rule** The __*ough* spelling can have the short *o*, long *o*, *oo* as in *fool*, or short *u* sound. Less often, the __*ough* spelling can also have the /ow/ as in *cow* sound. **Examples:** *bough* and *plough*.

e434 **British-American Spelling Rules** The British often spell the /er/ as “_re” (*theatre*, *centre*), while Americans often spell the /er/ as “_er” (*theater*, *center*).

e435 **British-American Spelling Rules** The British often spell the /z/ as *s* (*organisation*, *realisation*), while Americans often spell the /z/ as *z* (*organization*, *realization*).

e436 **Typographical Error** Spelling error is due to mistyping, writing carelessness, or letter reversal. Proofreading reflects work ethic. Always run spell check if word processed. Read a sentence backwards to isolate written spelling errors.

e437 **Numbers** For numbers zero through nine, write out numbers. For 10 and thereafter, use numbers. Keep the same format, in either written or numerical form, within the same paragraph.

e438 **Close Gap** These two words should be combined as a simple compound word or as a hyphenated word. Use hyphens to join words that are necessarily related, but are not compound words. Don’t capitalize the letter following the hyphen.