

The Pennington Manual of Style

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Curricula Designed to Teach the Essay e-Comments Content

The Essay e-Comments have been derived from the following comprehensive curricula: ***Teaching Essay Strategies, Grammar, Usage, Spelling, and Mechanics, Teaching Grammar and Mechanics, and Teaching Reading Strategies*** and are available at www.penningtonpublishing.com. Each curriculum uses the same language of instruction as does *The Pennington Manual of Style*. Each curriculum provides diagnostic assessments to determine the individual needs of students in writing, spelling, grammar, mechanics, and reading. Each curriculum provides targeted worksheets with formative assessments and activities to enable the teacher to differentiate instruction.

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Introduction

The Pennington Manual of Style has been designed to serve both students and teachers.

The user-friendly *The Pennington Manual of Style* provides 438 writing tips. Each writing tip has a concise definition, explanation, and a clear example. Writing tips are organized into these categories: Essay Organization and Development (Introduction, Body, and Conclusion), Coherence, Word Choice, Sentence Variety, Writing Style, Format and Citations, Parts of Speech, Grammatical Forms, Usage, Sentence Structure, Types of Sentences, Mechanics, and Conventional Spelling Rules. As a quick reference guide, this style manual will help developing writers learn *what* is correct and *why* it is correct.

For teachers, this guide will provide a common language of writing instruction and discourse for teachers and students. Teachers will find the concise writing tips useful for both direct instruction and essay comments. And most importantly, all 438 writing tips have been formatted as Essay e-Comments for the Autocorrect function of Microsoft Word®. After adding in the comment bank, the teacher simply types in the assigned alphanumeric code and the entire formatted writing comment appears where desired on the student's Word document or on a printed comments page.

Using Essay e-Comments Makes Sense

- Manually responding to essays in red ink can be time-consuming and frustrating. Teachers find themselves using the same comments over and over again, while most students barely glance at their final grade or rubric score and maybe skim the comments before cramming their papers into the depths of their backpacks.
- Using Essay e-Comments will save time. Most teachers can respond to and/or evaluate essays in half the time it takes to manually correct.
- Using Essay e-Comments simply does a better job than manual correction. Each comment has a definition, explanation, and example to help students learn *what* is correct and *why* it is correct. And teachers can certainly add in their own comments. Unlike other e-grading programs, teachers can save their custom comments.
- Having students submit their essays on the computer allows the teacher to insert comprehensive and prescriptive comments into their Microsoft Word® documents. Teachers can require their students to address each comment by using Microsoft Word® "Track Changes." Students then re-submit revisions and edits for peer and/or teacher review. Just like real professional writers do with their editors!
- Teachers can select and print out Essay e-Comments for paper submissions to provide response/editing feedback and/or to supplement an evaluative rubric.
- Using the 438 e-comments enhances the interactive writing process. The teacher-student interaction changes from static summative evaluation to dynamic formative assessment.

How to Insert Essay e-Comments into Microsoft Word® Docs

1. Click on this link to download all 438 Essay e-Comments:

<http://blog.penningtonpublishing.com/wp-content/uploads/2015/12/Autocorrects.exe>

Save if prompted and click RUN despite the scary Microsoft warning that it doesn't recognize the software. Don't worry: This program is virus-free. The download has been tested for Microsoft Word® 2003, 2007, 2010, 2013, 2016 (Windows XP, Vista, and Win 7, 8, and 10). The program works fine with Google docs. Simply batch download into Word®, open the docs in Word® and insert the comments. Upload back to Google docs, if you wish, and maintain the comments.

2. Open up a student's essay in Microsoft Word®. Use the Quick Reference Guide with the alphanumeric entry codes and a short comment description, to guide your essay e-comment selection. The Quick Reference Guide organizes the essay e-comments into writing response categories. Highlight the ones you use most often.

3. Go to the **Review** tab in the **Comments** group. Left click the mouse where you want to place a comment. Click the **New Comment** image. In older Microsoft Word® versions, go to the **Insert** tab and then to **Comments**.



4. The comment balloon will appear in the right margin or in a reviewing pane at the bottom of the screen or to the left of the screen. Adjust the comment location under **Reviewing Pane** in the **Track Changes** group. The keyboard shortcut to include a new comment is **Ctrl + Alt + M**.

5. Type in the alphanumeric code for the selected essay e-comment and full comment appears in the comment balloon or where you decide is best.

To be or not to be: that is the **question**.

Comment [M1]: 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.

6. For repeated errors, simply **highlight** the text. The yellow marker is found under the "Home" tab. Of course, not every error need be marked. Consider using a balance of content and process essay e-comments, depending upon the instructional focus and the needs of each writer.

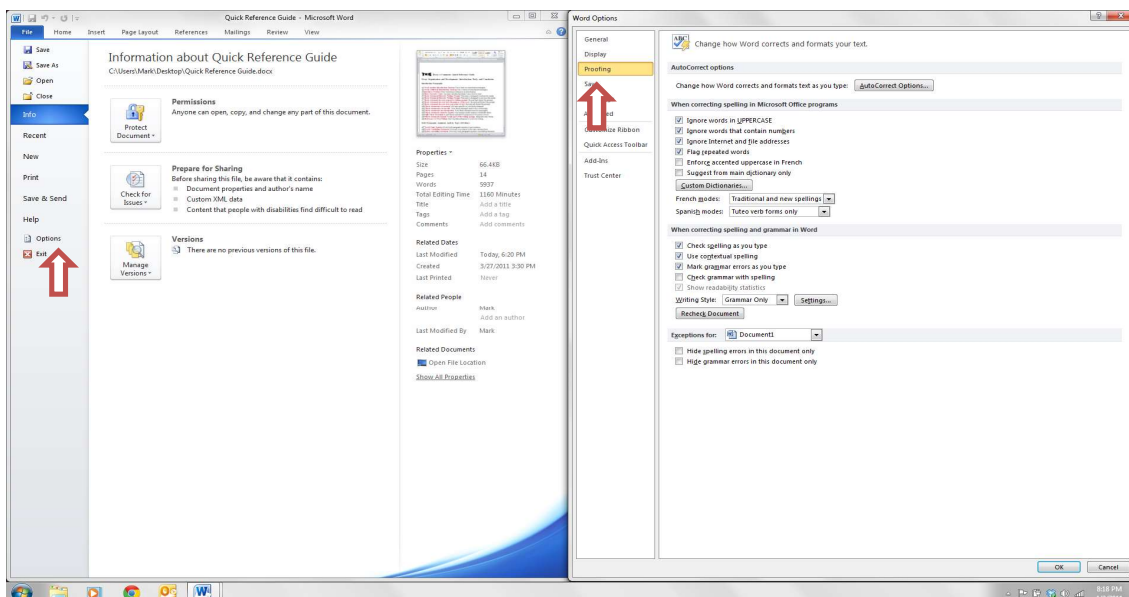
7. You can also personalize comments by adding to the comment balloons. You can even add audio comments to summarize overall strengths and weaknesses. To add an audio file (Sound Recorder) into Microsoft Word®, open **Start**; open **All Programs**; open **Accessories**; then open **Sound Recorder**. Click the button to start and stop recording. The **Save** menu will pop open and you can create a folder to save all of your audio files. Once saved, open up the folder and right click to copy the WMA file. Place your cursor where you want the file to appear in the student's essay and paste **Ctrl + V**. The Sound Recorder file stays minimized as you open up other Microsoft Word® files, so you don't have to go through the process each time. For better sound quality, I suggest using a microphone.

8. Teach your students to revise and edit their documents in response to your essay e-comments. I suggest using Microsoft Word® **Track Changes**. Teach your students to go the **Review** tab and click on **Track Changes**, then revise and edit their document by inserting, deleting, moving, or formatting text. The resources in **Change Tracking Options** provide custom color and formatting options. The keyboard shortcut to turn on **Track Changes** is **Ctrl + Shift + E**.

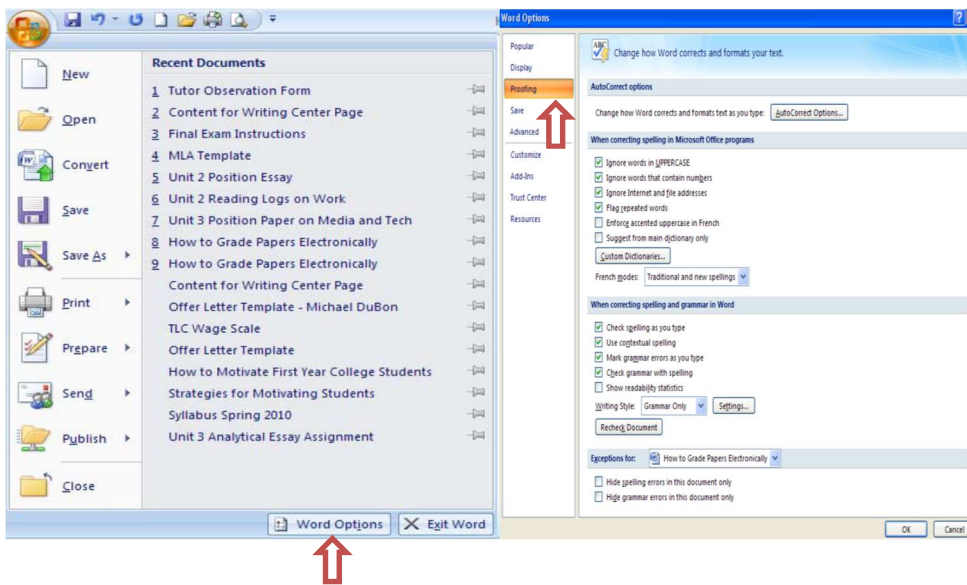
How to Add Your Own Permanent Autocorrect Entries in Microsoft Word®

1. You can add your own e-comments onto the 438 essay e-comments bank. Here's how: Type your e-comment. The text can include up to 255 characters of hyperlinks, different fonts, colors, italics, boldface, etc. Highlight the e-comment, but don't copy it.

2. Click the Microsoft Word® 2010 **File**. Then click **Options**. Next click **Proofing**.

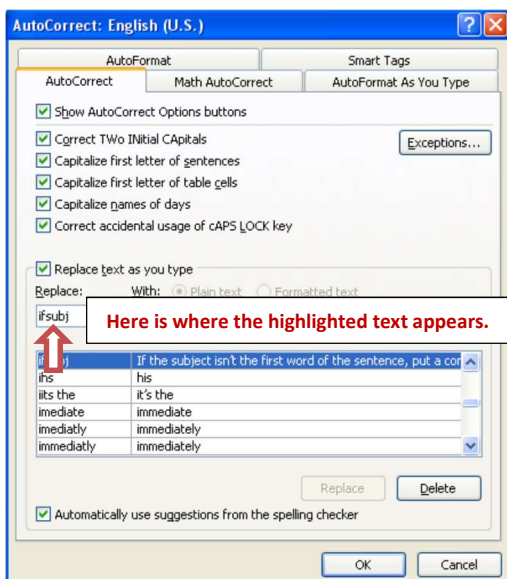


3. With previous Microsoft Office® versions (before 2010), click **File**. Then click **Word Options**. Next click **Proofing**.



4. Now click **AutoCorrect Options**. This page is similar in all recent Microsoft Word® versions. The highlighted text will appear within the **With:** text box.

5. Enter an alpha-numerical code in the **Replace:** text box and click **OK**.



6. Your own essay e-comment is now permanently saved on your computer. I suggest that you save all of your additional e-comments in a Microsoft Word® document so that you can easily add these on to other computers.

Essay Writing Tips (formatted as Essay e-Comments)

Students:

A style manual is a writer's reference guide. This guide is designed to help you write better essays and research papers. Following are 438 writing tips to help you do just that. Each writing tip has a concise definition, explanation, and a clear example. Writing tips are organized into these categories: Essay Organization and Development (Introduction, Body, and Conclusion), Coherence, Word Choice, Sentence Variety, Writing Style, Format and Citations, Parts of Speech, Grammatical Forms, Usage, Sentence Structure, Types of Sentences, Mechanics, and Conventional Spelling Rules.

The alphanumeric listings are coded so that your teacher can easily insert these comments into Microsoft Word® documents and/or onto printed comment pages. Your teacher may ask you to use the comments to respond to writing completed by your peers.

Your teacher may not choose to comment on every writing error or issue. However, if your teacher does include a comment, do your best to revise your writing accordingly and make a mental note, or better yet an actual note, to learn the writing terms and rules to apply on future writing assignments.

Mark Pennington

Body Paragraphs: Argument, Analysis, Evidence

e17 **Needs Topic Sentence** If a topic sentence is not stated, it must be clearly implied (suggested). This paragraph states details, but not the main idea. Most topic sentences are placed as the first sentences in body paragraphs.

e18 **Needs Concluding Statement** Not every body paragraph requires a concluding statement; however, this lengthy paragraph does to re-connect your reader to the topic sentence and provide an effective transition to the next paragraph.

e19 **Delete Concluding Statement** Not every body paragraph requires a concluding statement. This concluding statement is redundant (repetitive) and unnecessary. It is not needed to transition to the next paragraph.

e20 **Major Details Not of Same Content Category** Major details used to support the main idea of the topic sentence need to be of the same content category.

Example: Topic Sentence Main Idea=*weather* Major Details=*rain, nice*

Revisions: Topic Sentence Main Idea=*weather* Major Details=*rain, snow* (not *nice*)

e21 **Major Details Not of Same Hierarchical Importance** Major details used to support the main idea of the topic sentence need to be of the same hierarchical importance. **Example:** Topic Sentence: Democracy is essential. Major Details=*equality, it's fun to vote* Revision: *equality, protection of liberties*

e22 **Minor detail does not relate to major detail.** This minor detail is either off topic or doesn't directly relate to the major detail it intends to support.

e23 **Sequence Problem** This sentence is improperly placed and so confuses the reader. Re-read the paragraph to determine proper placement or delete if it does not fit in to the flow of the paragraph. Common idea sequences include the following: general to specific, chronological order, cause to effect.

e24 **Inadequate Development** The main idea of the topic sentence requires further evidence to adequately inform or convince the reader. Add evidence such as **F**act, **E**xample, **S**tatistic, **C**omparison, Quote from an **A**uthority, **L**ogic, **E**xperience, or **C**ounter-Argument/**R**efutation. **FE SCALE CR**

e25 **Irrelevant** The point may be valid on its own but it does not specifically address the purpose or point of view of the essay. Either delete or revise to clarify how it is meaningfully and appropriately related.

e26 **Add Support Evidence** More evidence is needed to adequately support your topic sentence. Add evidence in major detail or minor detail sentences such as **F**act, **E**xample, **S**tatistic, **C**omparison, Quote from an **A**uthority, **L**ogic, **E**xperience, or **C**ounter-Argument/**R**efutation. **FE SCALE CR**

e27 **Support Evidence Variety** The main idea of the topic sentence would be better explained or proven with greater variety of evidence. Add additional evidence such as **F**act, **E**xample, **S**tatistic, **C**omparison, Quote from an **A**uthority, **L**ogic, **E**xperience, or **C**ounter-Argument/**R**efutation. **FE SCALE CR**

e28 **Define Terms or Special Words** This term or word is not commonly understood or is used in a special way and so should be defined to be courteous to the reader. Italicize or underline the term or word. The definition can be parenthetical or stand on its own. **Example:** The *zeitgeist* (spirit of the times)...

e29 **Get more specific.** The support evidence is too general. Add more specific evidence by including **F**act, **E**xample, **S**tatistic, **C**omparison, Quote from an **A**uthority, **L**ogic, **E**xperience, or **C**ounter-Argument/**R**efutation. **FE SCALE CR**

e30 **Off Topic** Focus is off the controlling idea. The point is off topic and should be deleted or revised to clarify how it is on topic.