

The Pennington Manual of Style from *Teaching Essay Strategies*

COPYRIGHT © 2011, 2016

Pennington Publishing

NOTICE TO THE READER

All rights reserved Pennington Publishing 2011. Permission is hereby granted to the individual purchaser to reproduce student materials in this book for noncommercial individual or classroom use only. Purchase of *The Pennington Manual of Style* grants you, the purchaser, and your students full license to use these resources at school and at home.

Material from this book has been previously published in the author's *Teaching Essay Strategies* © 2001, 2011, *Grammar, Usage, Spelling, and Mechanics* © 2013, *Teaching Grammar and Mechanics* © 2003, 2011, and *Teaching Reading Strategies* © 2008. These curricula are available for purchase at www.penningtonpublishing.com.

Other than the heretofore specified limited permission for reproduction, the text of this publication, or any part thereof, may not be reproduced or transmitted in any form or by any means, electronics or mechanical, including photocopying, recording, storage in an information retrieval system, or otherwise, without prior written permission of the publisher.

The Publisher makes no representation or warranties of any kind, including but not limited to, the warranties of fitness for particular purpose or merchantability, nor are any such representations implied with respect to the material set forth herein, and the publisher takes no responsibility with respect to such material. The publisher shall not be liable for any special, consequential, or exemplary damages resulting, in whole or part, for the readers' or students' reliance upon, this material.

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.

Introduction

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

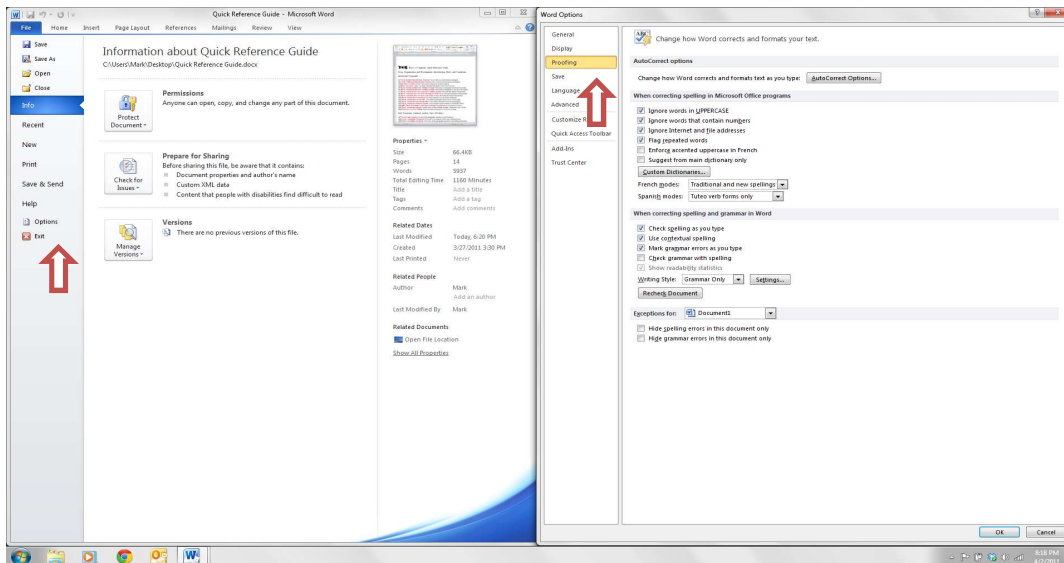
The user-friendly *The Pennington Manual of Style* provides 438 writing tips. Each writing tip has a concise definition, explanation, and a clear example. Writing tips are organized into these categories: Essay Organization and Development (Introduction, Body, and Conclusion), Coherence, Word Choice, 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. Batch load into Google Docs if you wish.

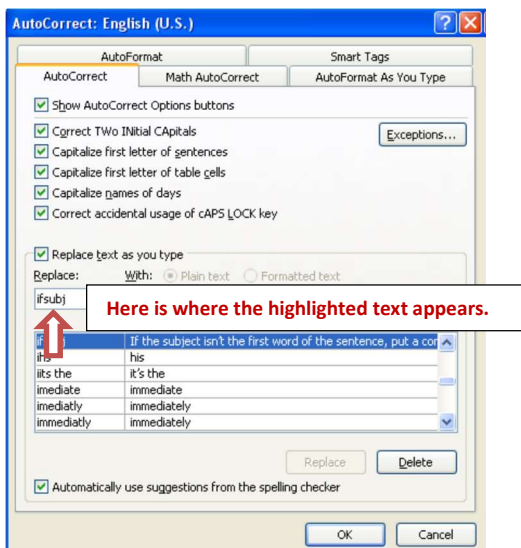
The Pennington Manual of Style (included in *Teaching Essay Strategies*) **includes the download all 438 Essay e-Comments**. The following instructions show you how to manually insert the Fallacious Reasoning essay e-comments into Microsoft Word®. The comments work fine with Google docs. Simply batch download into Word®, open the docs in Word® and insert the comments. Upload back to Google docs, if you wish, and maintain the comments.

How to Add the Fallacious Reasoning e-Comments and Your Own Permanent Autocorrect Entries into Microsoft Word®

1. You can add my e-comments and your own into permanent storage on Microsoft Word®. Here's how: Copy and paste or type the e-comment. The text can include up to 255 characters of hyperlinks, different fonts, colors, italics, boldface, etc. Highlight, but don't copy the e-comment.
2. Click the Microsoft Word® **File**. Then click **Options**. Next click **Proofing**.



3. Now click **AutoCorrect Options**. This page is similar in all recent Microsoft Word® versions. The highlighted text will appear within the **With:** text box.
4. Enter an alpha-numerical code in the **Replace:** text box and click **OK**. You're done!



Essay Introduction e-Comments

Introduction Paragraphs

e1 **Needs Another Introduction Strategy** Use at least two introduction strategies. Add a Definition, Question to be Answered, Reference to Something Known in Common, Quote from an Authority, Preview of Topic Sentences, Startling Statement, Background, or Controversial Statement. **DQ RAPS BC**

e2 **Needs a Different Introduction Strategy** Use a variety of introduction strategies. Add a Definition, Question to be Answered, Reference to Something Known in Common, Quote from an Authority, Preview of Topic Sentences, Startling Statement, Background, or Controversial Statement. **DQ RAPS BC**

e3 **Introducing Evidence** Don't introduce evidence in an introduction. You may preview your topic sentences, but don't include Fact, Example, Statistic, Comparison, Quote from an Authority, Logic, Experience, or Counter-Argument/Refutation. Save evidence for the body paragraphs. **FE SCALE CR**

e4 **Introduction Uses Narrative Genre** An essay introduction doesn't use a *hook* or *lead*, as does a narrative introduction. An essay introduction builds reader interest and understanding of the thesis statement, but keeps a formal essay tone. So, avoid "It was a dark and stormy night."

e5 **Thesis Statement** In an essay that requires the writer to inform the reader, the thesis statement should state your specific purpose for writing. The thesis statement serves as the controlling idea throughout the essay.

e6 **Thesis Statement** In an essay that requires the writer to convince the reader, the thesis statement should state your point of view. The thesis statement serves as the argument or claim to be proved throughout the essay.

e7 **Thesis Statement does not respond to writing prompt.** Re-read the writing prompt and dissect according to the WHO (the audience and role of the writer), the WHAT (the context of the writing topic), the HOW (the resource text title and author), and the DO (the key writing direction word).

e8 **Thesis Statement does not state the purpose of the essay.** Dissect the writing prompt, focusing on the WHAT (the context of the writing topic), the HOW (the resource text title and author), and the DO (the key writing direction word) to specifically state the purpose of your essay.

e9 **Thesis Statement does not state the point of view of the essay.** Dissect the writing prompt, focusing on to the WHO (the audience and role of the writer), the HOW (the resource text title and author), and the DO (the key writing direction word) to clearly state your specific point of view.

e10 **Thesis Statement is too general.** Get more specific in your thesis statement.

Example: There were lots of causes to the Civil War. Revision: Although many issues contributed to problems between the North and the South, the main cause of the Civil War was slavery.

e11 **Thesis Statement is too specific.** Your thesis statement needs to be a bit broader to be able to respond to the demands of the writing prompt. A good thesis statement is like an umbrella-it must cover the whole subject to be effective. Save the specificity for the body paragraphs.

e12 **Thesis Statement is inconsequential.** The thesis statement must state a purpose or point of view that can be meaningfully developed in the essay.

Example: People in France really enjoy their cheese. Revision: The French especially enjoy four types of cheeses.

e13 **Thesis Statement cannot be argued.** An essay designed to convince a reader of the author's specific point of view must provide a thesis statement that is arguable.

Example: Blue is the best color. Revision: Blue is the best color to complement a bright white background.

e14 **Split Thesis Statement** Don't write a split (divided) thesis. A split thesis includes two purposes or two points of view. Focus on only one purpose or point of view throughout the essay. It may be necessary to reference or refute another purpose or point of view in the body paragraphs or conclusion.

e15 **Thesis Statement responds to only part of the writing prompt.** Dissect the writing prompt according to the WHO (the audience and role of the writer), the WHAT (the context of the writing topic), the HOW (the resource text title and author), and the DO (the key writing direction word) and include each part.

e16 **References to Own Writing** Don't include references to your own writing in the thesis statement. **Examples:** In this essay... The following paragraphs... I will prove that... The evidence will suggest that... The purpose of this essay... My point of view is that... In my opinion...

How to Insert Essay e-Comments into Microsoft Word® and Google Docs (Grading and Responding to Student Essays)

The Pennington Manual of Style (included in *Teaching Essay Strategies*) includes the download all 438 Essay e-Comments. The following instructions show you how to manually insert the Fallacious Reasoning essay e-comments into Microsoft Word®. The comments work 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.

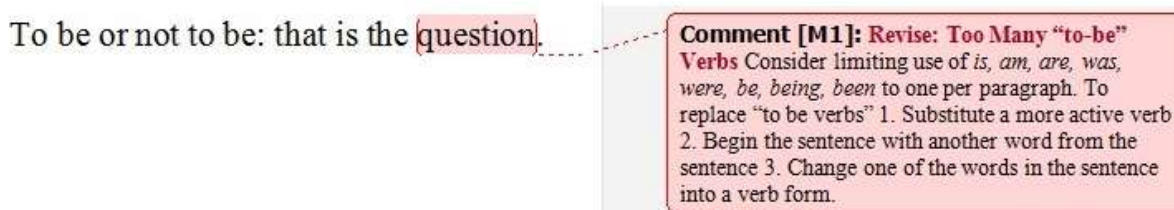
2. Open up a student's essay in Microsoft Word®. Use the Quick Reference Guide with the alphanumeric entry codes and a short comment description, to guide your essay e-comment selection. The Quick Reference Guide organizes the essay e-comments into writing response categories. Highlight the ones you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



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**.