

# A Concise Handbook for Language and Writing in All Subjects



**Pinnacle High School**  
Make It Count!

## Table of Contents

### Language, Word Choice, Usage

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Greek & Latin Roots	3-6
Frequently Misspelled Words	7
Descriptive Words	8
Usage Problems	9-10
Transitions	11

### Grammar and Mechanics

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Punctuation	12-15
Parts of Speech	15-18
Functions of Word in a Sentence	18
Sentence Errors	20
Sentence Structure	21
Suggested Sentence Beginnings	21

### Composition, Style

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AIMS Writing Terms	22
Features Common to Writing	23
6 Traits	23
Multiple Paragraph Essay Terms	24
Model Essay	25

### Essay Writing

---

Thesis Statements	26
Narrative Essays	27
Illustration Essays	28
Description Essays	28
Process Analysis Essays	29
Compare and Contrast Essays	30
Classification and Division Essays	31
Cause and Effect Essays	32
Definition Essays	33
Rhetorical Fallacies	33
Argument Essays	34

### Documentation

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Plagiarism	35
MLA Citations	36
MLA Essay Format Guide	36-38
Proofreading Marks	39

### Math & Science

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Algebraic Symbols & Expressions	40
Science Symbols	41
Math Prefixes & Roman Numerals	41
Greek Alphabet	41

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Literary Terms	42
Editing Marks	43

## Greek & Latin Prefixes

Prefix	Meaning				
<i>a, an</i>	without, not	<i>e, ef</i>	out of, away from	<i>peri</i>	around, near
<i>ab, abs, a</i>	apart, away from	<i>ego</i>	I, self	<i>post</i>	after
<i>ac, af, al, ar, as, at</i>	at, toward, near	<i>epi</i>	upon, over	<i>pre, prae</i>	before
<i>ad</i>	to	<i>ex</i>	out	<i>pro</i>	before, in favor of
<i>ag, agere</i>	act, to do	<i>exo</i>	outer		
<i>amphi, ambi</i>	round, both	<i>extra, extro</i>	beyond	<i>re</i>	again, back
<i>ante</i>	before			<i>retro</i>	backward, behind
<i>anti</i>	against	<i>hetero</i>	mixed, unlike		
<i>apo</i>	away, up	<i>homo</i>	same, alike	<i>se, sed</i>	away, aside, without
<i>auto</i>	self			<i>sub, subter</i>	below, under
		<i>il, im, in</i>	not	<i>suc, suf, sug, sum,</i>	under, inferior,
<i>bene</i>	well, favorable	<i>in</i>	in	<i>sup, sus</i>	below
		<i>inter</i>	between	<i>super, sur</i>	above, on top of, over
<i>caco</i>	bad	<i>intra, intro</i>	within, into	<i>sym, syn, sys</i>	together, with
<i>circum</i>	around				
<i>co, com, con, cor,</i>	together with	<i>mis</i>	bad, hatred	<i>tele</i>	distance
<i>col</i>		<i>non</i>	not	<i>trans, tra</i>	across, beyond, over
<i>counter</i>	against				
<i>cumu</i>	heaped	<i>o, oc, of, op</i>	over, against, toward, before	<i>ultra</i>	beyond, extreme
<i>de</i>	down	<i>ob</i>	against	<i>un</i>	not
<i>dia</i>	across, through	<i>oligo</i>	few		
<i>dis, dif</i>	away, not, apart				
		<i>per</i>	through		

## Common Roots

Root	Meaning				
<i>acri, acu</i>	sharp, bitter	<i>cede, cess</i>	go, surrender	<i>dorm</i>	sleep
<i>act</i>	to do	<i>cenetri</i>	center	<i>dox</i>	opinion
<i>agon</i>	actor	<i>chloro</i>	green	<i>drome</i>	run, step
<i>agora</i>	marketplace	<i>chrom</i>	color	<i>duct</i>	lead
<i>alb</i>	white	<i>chron</i>	time	<i>dura</i>	hard, lasting
<i>alt</i>	high	<i>chronic</i>	lasting	<i>dyna</i>	power
<i>alter</i>	other	<i>cide</i>	killer of		
<i>amat</i>	love	<i>cise</i>	cut	<i>eco</i>	house
<i>ambul</i>	walk	<i>cit</i>	call, start	<i>epist</i>	letter
<i>amor</i>	love	<i>civ</i>	citizen	<i>equi</i>	equal
<i>andro</i>	man	<i>clam</i>	cry out	<i>erg</i>	work
<i>anglo</i>	English	<i>clud, clus</i>	shut	<i>err</i>	wander
<i>annu, enni</i>	year	<i>cogno</i>	know	<i>eu</i>	true, good
<i>anthrop</i>	man	<i>coron</i>	crown		
<i>apt</i>	fit	<i>cosmo</i>	universe, world	<i>fac, fect, fic</i>	make
<i>archaio</i>	ancient	<i>crea</i>	create	<i>fals</i>	deceive
<i>astr</i>	star	<i>cred</i>	believe	<i>fer</i>	carry
<i>atom, atmo</i>	vapor	<i>cresc, cru</i>	rise, grow	<i>fid</i>	faith, trust
<i>audi, aus</i>	hear, listen	<i>crit</i>	separate, choose	<i>fila</i>	thread
<i>aug</i>	increase	<i>crypt</i>	hidden	<i>fin</i>	end
<i>aur</i>	gold	<i>cud</i>	strike	<i>firm</i>	strong
		<i>culp</i>	blame	<i>flect, fiss</i>	bend
<i>bas</i>	low	<i>cumb</i>	lie down	<i>flu</i>	flow
<i>bath</i>	deep	<i>cura</i>	care for	<i>form</i>	shape
<i>belli</i>	war	<i>curr, curs</i>	run	<i>fort</i>	strong
<i>biblio</i>	book	<i>cyan</i>	blue	<i>fract, frag</i>	break
<i>bon</i>	good	<i>cyclo</i>	circular	<i>frat</i>	brother
<i>brachy</i>	short			<i>fug</i>	flee
<i>brev</i>	short	<i>demi</i>	half	<i>fulg</i>	shine, flash
		<i>demo</i>	people	<i>funi</i>	cord
<i>cad, cas</i>	to fall	<i>dicho</i>	in two parts	<i>fus</i>	pour
<i>calli</i>	beautiful	<i>dict</i>	say, speak		
<i>calor</i>	heat	<i>dign</i>	worthy	<i>gamy</i>	marriage
<i>cant</i>	sing	<i>diplo</i>	double	<i>gen</i>	origin
<i>cap, cip, cept</i>	take	<i>dol</i>	grief	<i>germ</i>	vital or related
<i>capit</i>	head	<i>dol</i>	grief	<i>geron</i>	old man
<i>cata</i>	down	<i>dominus</i>	master, lord	<i>gest</i>	carry
<i>caust</i>	burn, heat	<i>don</i>	give	<i>glyc</i>	sweet

<i>gno</i>	know
<i>grade</i>	step, go
<i>gram</i>	writing
<i>gran</i>	grain
<i>graph</i>	write
<i>grat</i>	pleasing
<i>grav</i>	heavy
<i>greg</i>	group
<i>gress</i>	step
<i>gymno</i>	naked
<i>gyn</i>	woman
<i>gyro</i>	turn
<i>hagio</i>	saint
<i>haplo</i>	simple
<i>hedon</i>	pleasure
<i>helio</i>	sun
<i>hemi</i>	half
<i>hend</i>	grasp
<i>here, hes</i>	stick
<i>hibern</i>	winter
<i>hippo</i>	horse
<i>holo</i>	whole
<i>hum, human</i>	earth, man
<i>hypn</i>	sleep
<i>hypo</i>	under
<i>idem</i>	the same
<i>ideo</i>	idea
<i>idios</i>	one's own
<i>ign</i>	fire
<i>infra</i>	beneath
<i>ject</i>	throw
<i>junct</i>	join
<i>jur</i>	swear
<i>jus</i>	law
<i>juven</i>	young
<i>lat</i>	side
<i>lect</i>	gather
<i>leg</i>	law, read
<i>lent</i>	full of
<i>lepsy</i>	attack
<i>less</i>	without
<i>leuko</i>	white
<i>levi</i>	light
<i>lexis</i>	word
<i>liber</i>	free
<i>lin</i>	line
<i>lite</i>	letters
<i>loco</i>	place
<i>locu. loqu</i>	talk
<i>log</i>	reason or word
<i>luc, lum, luna</i>	light
<i>luct</i>	struggle
<i>luvi, lau</i>	wash
<i>lykos</i>	wolf
<i>magn</i>	great
<i>mal</i>	bad
<i>mand</i>	command
<i>mania</i>	madness
<i>mar, mer</i>	sea, pool
<i>matri</i>	mother
<i>medi</i>	middle
<i>mega</i>	large
<i>mel</i>	song or honey
<i>mela</i>	black
<i>mem</i>	remember
<i>ment</i>	mind
<i>meta</i>	change, beyond
<i>meter</i>	measure
<i>migr</i>	wander

<i>mir</i>	wonder
<i>miss</i>	send
<i>mob, mot, mov</i>	move
<i>moll</i>	soft
<i>monger</i>	seller
<i>monit</i>	warn, remind
<i>mont</i>	mountain
<i>morph</i>	form
<i>mort</i>	mortal, death
<i>mund</i>	world
<i>mur</i>	wall
<i>muta</i>	to change
<i>myria</i>	many
<i>narco</i>	sleep
<i>nat, nasc</i>	born, spring forth
<i>nav</i>	ship
<i>nec</i>	kill
<i>necro</i>	death
<i>neo</i>	new
<i>nepo</i>	nephew
<i>nesia</i>	island
<i>niga</i>	black
<i>nihil</i>	nothing
<i>nom, nym</i>	name
<i>not</i>	knot
<i>nov</i>	new
<i>nox, noc</i>	night
<i>nuc</i>	center
<i>obit</i>	death
<i>omni</i>	all, every
<i>oper</i>	work
<i>opia</i>	sight
<i>orb</i>	circle
<i>ortho</i>	straight, correct
<i>ose</i>	sugar
<i>ostra</i>	shell
<i>pac</i>	peace
<i>paleo</i>	old
<i>pan</i>	all
<i>par</i>	equal
<i>para</i>	beside
<i>partheno</i>	virgin
<i>pater, patri</i>	father
<i>path</i>	feeling
<i>ped, pod</i>	foot
<i>pedo</i>	child
<i>pel, puls</i>	drive, urge
<i>pend, pens</i>	weight, hang
<i>phaeo</i>	brown
<i>phage</i>	eat
<i>phan, phen</i>	appearance
<i>phil</i>	love
<i>phobia</i>	fear
<i>phon</i>	sound
<i>phor</i>	carry
<i>photo, phos</i>	light
<i>phylo</i>	kind
<i>plais</i>	please
<i>plan</i>	smooth
<i>plasto</i>	molded
<i>platy</i>	flat
<i>pleo, plu</i>	more
<i>plic</i>	fold
<i>pluto</i>	wealth
<i>polis</i>	city
<i>pond</i>	weight
<i>pop</i>	people
<i>port</i>	carry
<i>portion</i>	part, share
<i>pose</i>	put, place
<i>post</i>	after

<i>pot</i>	drink
<i>potent</i>	power
<i>proto</i>	first
<i>pseudo</i>	false
<i>psyche</i>	mind, soul
<i>pugn</i>	fight
<i>pulse</i>	drive
<i>punct</i>	point
<i>put</i>	think
<i>pyro</i>	fire
<i>quasi</i>	somewhat
<i>quis</i>	ask
<i>rat</i>	think
<i>rect</i>	right
<i>reg</i>	rule
<i>rid</i>	laugh
<i>rogat</i>	ask
<i>rub</i>	red
<i>rupt</i>	break
<i>sacro, sanct,</i>	sacred
<i>sanguis</i>	blood
<i>sap</i>	taste or know
<i>sapro</i>	rotten
<i>sarco</i>	flesh
<i>sat</i>	enough
<i>scen</i>	stage
<i>schizo</i>	divide
<i>sci</i>	know
<i>scope</i>	see, watch
<i>scrib</i>	write
<i>sed, sess</i>	sit
<i>semi</i>	half
<i>sen</i>	old
<i>sens</i>	feel
<i>sequ</i>	follow
<i>sesqui</i>	one and a half
<i>simul</i>	resembling, feign
<i>sine</i>	without
<i>sis</i>	condition
<i>socio</i>	society
<i>sol</i>	alone
<i>solv</i>	loosen
<i>somn</i>	sleep
<i>soph</i>	wisdom
<i>sopor</i>	sleep
<i>soror</i>	sister
<i>spec</i>	look
<i>sta</i>	stand, stop
<i>stereo</i>	solid
<i>string, strict</i>	draw tight
<i>struct</i>	build
<i>sui</i>	self
<i>surg</i>	rise
<i>tachty</i>	quick
<i>tact, tang</i>	touch
<i>tele</i>	far
<i>telo</i>	end
<i>tempor</i>	time
<i>ten, tin</i>	hold
<i>tend, tens</i>	stretch, strain
<i>terato</i>	monster
<i>terr</i>	earth
<i>thanatos</i>	death
<i>theo</i>	god
<i>thesis, thet</i>	place, put
<i>tomy</i>	cut
<i>topo</i>	place
<i>tort</i>	twist
<i>tox</i>	poison
<i>tract</i>	pull

<i>trib</i>	pay, bestow	<i>val</i>	worth	<i>vict, vinc</i>	conquer
<i>trap</i>	turn	<i>vale</i>	farewell	<i>vid</i>	look
<i>turbo</i>	disturb	<i>vas</i>	vessel	<i>vita, viv</i>	life
		<i>vect</i>	carry	<i>voc</i>	voice
<i>ultima</i>	last	<i>vect</i>	clothes	<i>vol</i>	will
<i>umber</i>	shadow	<i>ven</i>	come	<i>volv</i>	roll
<i>und</i>	wave	<i>ver</i>	true		
<i>urb</i>	city	<i>vert</i>	turn	<i>xeno</i>	stranger
		<i>via</i>	road		
<i>vac</i>	empty	<i>vice</i>	in place of		

## Greek & Latin Suffixes

Suffix	Meaning				
<i>able, ible</i>	able, capable		language of	<i>ize, ise</i>	make
<i>ade</i>	result of action	<i>esis, osis</i>	action, process		
<i>age</i>	act, state, or, result of	<i>ess</i>	female	<i>logy</i>	study of
		<i>et, ette</i>	small one, group	<i>ly</i>	like, manner of
<i>al</i>	relating to			<i>ment</i>	act of, state, result
<i>algia</i>	pain	<i>fic</i>	making, causing	<i>mony</i>	condition
<i>an, ian</i>	native of, relating to	<i>ful</i>	full of		
		<i>fy</i>	make	<i>ness</i>	quality
<i>ance, ancy</i>	action, process, state	<i>hood</i>	order, condition, quality	<i>nomy</i>	law
<i>archy</i>	government			<i>oid</i>	appearance
<i>ary, ery, ory</i>	relating to, quality, place where	<i>ling</i>	very small	<i>ous</i>	full of
				<i>ship</i>	state of, office, quality
<i>cian</i>	having a skill or art	<i>ice</i>	condition, like, state	<i>some</i>	like, apt, tending to
<i>cracy</i>	government	<i>ics</i>	art		
<i>cy</i>	action, function	<i>id, ide</i>	belonging to	<i>tude</i>	state of
<i>cle</i>	small	<i>ile</i>	suited for, capable of	<i>ure</i>	state of, act, rank
		<i>ine</i>	nature of	<i>ward</i>	in the direction of
<i>dom</i>	rule, quality	<i>ion, sion, tion</i>	act or state of, result	<i>y</i>	inclined to, tend to
		<i>ish</i>	like		
<i>ee</i>	recipient of action	<i>ism</i>	system, doctrine		
<i>en</i>	made of, to make	<i>ist</i>	one who		
<i>ence, ency</i>	action, state of, quality	<i>ite</i>	nature of, quality of, mineral product		
		<i>ity, ty</i>	state of, quality		
<i>er, or</i>	one who, that which	<i>ive</i>	causing, making		
<i>escent</i>	in the process of				
<i>ese</i>	a native of,				

## Additional Roots for Math & Science

Prefix	Quantity	Roots	Meaning		
<i>uni, mono, solo</i>	one	<i>aden</i>	gland	<i>cranio</i>	skull
<i>bi, di, duo</i>	two	<i>alveus</i>	cavity	<i>cyt</i>	cell
<i>tri</i>	three	<i>anima</i>	life	<i>cytis</i>	pouch
<i>quat, quadr, tetra</i>	four	<i>antho</i>	flower	<i>dent</i>	tooth
<i>quint, penta</i>	five	<i>aqua</i>	water	<i>derm</i>	skin
<i>sex, hexa, ses</i>	six	<i>arthron</i>	joint	<i>digit</i>	finger
<i>sept, hepta</i>	seven	<i>atrium</i>	entrance room		
<i>oct, octa, octo</i>	eight			<i>ecto</i>	on the outside
<i>non, nov</i>	nine	<i>bacterio</i>	bacteria	<i>endo</i>	inner, within
<i>deca, deci</i>	ten	<i>baro</i>	pressure	<i>enter</i>	intestine
		<i>bio</i>	life	<i>entomo</i>	insect
<i>cent, hecto</i>	one hundred	<i>brachio</i>	arm		
<i>mille, milli, kilo</i>	one thousand	<i>branchio</i>	gills	<i>foli</i>	leaf
<i>nano</i>	billionth			<i>feto</i>	fetus
<i>pico</i>	trillionth	<i>cardi, cor</i>	heart	<i>gastro</i>	stomach
<i>multi, poly</i>	many	<i>corp</i>	body	<i>geo</i>	earth
<i>macro</i>	large	<i>carn</i>	flesh	<i>glott</i>	tongue
<i>micro</i>	small	<i>cephalo</i>	head	<i>gon</i>	angle
<i>numer</i>	number	<i>chele</i>	claw		
<i>prim</i>	first	<i>chiro</i>	hand	<i>hedron</i>	side object
		<i>cirr</i>	hair	<i>halo</i>	salt

<i>hema, hemo</i>	blood	<i>oo, ovi</i>	egg	<i>soma</i>	body
<i>herb</i>	plant	<i>ophthal</i>	eye	<i>son</i>	sound
<i>histo</i>	tissue	<i>osteo, osis, oss</i>	bone	<i>sperm, spor</i>	seed
<i>hydro</i>	water			<i>spir</i>	breathe
		<i>patho</i>	disease	<i>stasis</i>	position
<i>iso</i>	equal	<i>petr</i>	rock	<i>stell</i>	star
<i>ichthy</i>	fish	<i>pestis</i>	plague	<i>sthen</i>	strength
<i>itis</i>	infection	<i>phasia</i>	speech		
<i>ium</i>	an element	<i>phlegma</i>	inflammation	<i>taxis</i>	arrangement
		<i>phyll</i>	leaf		
<i>karyo</i>	nucleus	<i>plasm</i>	form	<i>strat</i>	layer
<i>kin</i>	motion	<i>pneumo</i>	lung	<i>thallus</i>	green shoot
		<i>phys</i>	nature	<i>therm</i>	heat
<i>lign</i>	wood	<i>phyte</i>	plant	<i>thrombos</i>	clot
<i>lingu</i>	tongue	<i>pino</i>	to drink	<i>trich</i>	hair
<i>lith</i>	rock	<i>pithec</i>	ape	<i>troph</i>	nourishment
<i>lys</i>	break down	<i>plankto</i>	drifting		
		<i>pter</i>	wing	<i>vermi</i>	worm
<i>man</i>	hand			<i>ventri</i>	belly
<i>maxilla</i>	jaw	<i>radi</i>	ray	<i>vore</i>	eater
<i>mens</i>	measure	<i>renes</i>	kidney	<i>volcan</i>	fire
<i>meso</i>	middle	<i>reptilis</i>	crawling		
<i>meteor</i>	high	<i>rhino</i>	nose	<i>xero</i>	dry
<i>myco</i>	fungi	<i>rhiz</i>	root	<i>xylo</i>	wood
<i>myo</i>	muscle	<i>rhodo</i>	rose		
		<i>rodere</i>	to gnaw	<i>zym</i>	ferment
<i>neuro</i>	nerve			<i>zoo</i>	animal
		<i>sapros</i>	rotten	<i>zygo</i>	yoke
<i>oculo</i>	eye	<i>saur</i>	lizard		
<i>oma</i>	tumor	<i>sect</i>	cut		

## Spelling Rules

Spell correctly; make a habit of checking words in your dictionary. English has no infallible guides to spelling but the following are helpful

- Use "i" before "e" except after "c" or when sounded as "a" as in neighbor and weigh.

### Silent e

Drop	Keep
<b>When suffix begins with a vowel:</b>	<b>When suffix begins with a consonant:</b>
Come	Live
Coming	Lively

### Change y to I

Change	Do not Change
<b>When y is preceded by a consonant:</b>	<b>When y is preceded by a vowel:</b>
Try	Try
Tried	Trying

### Add s or es

Add s	Add es
<b>For plurals of most nouns:</b>	<b>When the plural is pronounced as another syllable:</b>
Book	Fox
Books	foxes
<b>For nouns ending in o preceded by a vowel:</b>	<b>For nouns ending in o preceded by a consonant:</b>
Radio	Potato
Radios	Potatoes

### Double final consonants

Double	Keep
<b>When the final consonant is preceded by single vowel.</b>	<b>When the final consonant is preceded by two vowels</b>
<b>Monosyllables:</b>	
Pen	Despair
Penned	Despairing
<b>Polysyllables accented on last syllable:</b>	<b>Polysyllables not accented on the last after addition of suffix:</b>
Begin	Defer
Beginning	Deference

## Frequently Misspelled Words

### A

absorbent  
abundance  
accessible  
accessory  
accidentally  
accommodate  
accumulate  
achievement  
acknowledgment  
acquaintance  
admissible  
admittance  
advertisement  
affect  
affiliate  
alignment  
all right  
allotted  
already  
aluminum  
amendment  
analyze  
apparatus  
apparent  
appearance  
appointment  
appropriate  
architect  
asphalt  
assignment  
assistance  
asterisk  
athletics  
attendance  
attorneys  
auctioneer  
audible  
auxiliary  
aviator

### B

bachelor  
bankruptcy  
banquet  
battery  
behavior  
believable  
bicycle  
brilliant  
brochure  
budget  
bulletin  
business

### C

calendar  
campaign  
canceled  
candidate  
carburetor  
career  
cashier

catastrophe  
cemetery  
changeable  
chauffeur  
collateral  
college  
commitment  
committee  
concede  
condemn  
confident  
conscience  
conscientious  
conscious  
consecutively  
conspicuous  
contribute  
controlling  
controversy  
convenience  
correspondent  
corrugated  
criticism

### D

deceive  
deferred  
deficient  
deficit  
definite  
delegate  
delinquent  
description  
develop  
development  
diagnosis  
disappear  
disappoint  
dissatisfied  
distinct  
divine

### E

ecstasy  
effect  
eligible  
eliminate  
embarrass  
encyclopedia  
endorsement  
enterprise  
especially  
evidently  
exaggerate  
exceed  
exhaust  
exhibition  
existence  
extension  
extraordinary

### F

facsimile  
familiar

February  
feminine  
fiend  
fiery  
flexible  
fluorescent  
foreign  
forty  
franchise  
fulfill

### G

gauge  
genuine  
gesture  
gigantic  
gorgeous  
government  
governor  
grammar  
gratuity  
grievous  
grocery  
grudge  
guarantee  
guidance  
gymnasium

### H

handkerchief  
handsome  
heavily  
hectic  
height  
hindrance  
hosiery  
hospital  
hygiene

### I

illegal  
illegible  
illiterate  
imitation  
immediately  
immigrant  
incidentally  
independence  
inflammable  
inhabitant  
installation  
integrate  
interest  
interfere  
irrelevant  
irresistible  
issuing

### J

jeopardize  
jewelry  
journey  
judgment  
justifiable

### K

kerosene  
khaki  
kidnapped  
kindergarten  
knowledge

### L

laboratory  
legitimate  
leisure  
liaison  
library  
license  
liquefy  
listen  
livelihood  
loose  
lovely

### M

maintenance  
manageable  
maneuver  
manual  
manufacturer  
manuscript  
mathematics  
mileage  
miscellaneous  
misspell  
mortgage  
movable

### N

necessary  
nickel  
niece  
nineteenth  
ninety  
noticeable  
nuisance

### O

oblige  
occasion  
occasionally  
occurred  
occurrence  
omission  
omitted  
opponent  
opposite  
optimism  
ordinance

### P

pageant  
pamphlet  
parallel  
parliament  
partial  
pasteurize  
peculiar  
performance

permanent  
permissible  
perseverance  
personally  
personnel  
persuade  
physician  
poison  
possession  
prairie  
precede  
precious  
prefabricate  
preferable  
presumptuous  
privilege  
procedure  
proceed  
professor  
prominent  
pronunciation  
psychology  
publicly  
pursue

### Q

quantity  
questionnaire  
quotient

### R

receipt  
receive  
recipient  
recommend  
reconcile  
recurrence  
reference  
referred  
relevant  
relief  
repelled  
restaurant  
reveal  
rhyme  
rhythm  
ridiculous  
rotary

### S

safety  
scholastic  
scissors  
secretary  
seize  
sensible  
separate  
shepherd  
similar  
simultaneous  
sizable  
skeptical  
souvenir  
specifically

speech  
splitting  
statistics  
succeed  
successor  
sufficient  
suing  
superintendent  
surgeon  
surprise  
survey  
susceptible  
suspicious  
symmetry  
T

tangible  
technical  
technique  
televise  
temperature  
temporary  
tenant  
tendency  
terrible  
territory  
their  
theory  
tomorrow  
tragedy  
transferred

triumph  
twelfth  
tying  
U  
unanimous  
undoubtedly  
unique  
usable  
useful  
V  
vaccinate  
vacuum  
vegetable  
vicinity

villain  
visible  
visitor  
volume  
W  
waiver  
warranty  
weather  
Wednesday  
weird  
welfare  
whether  
X  
x-ray

xylophone  
Y  
yacht  
yesterday  
youngster  
youth  
Z  
zealous  
zenith  
zodiac  
zoology

## Word Choice

### Say What You Mean

<b>Connotation</b>	implied meaning for a word or phrase
<b>Denotation</b>	dictionary meaning for a word or phrase
<b>Synonyms</b>	words that have nearly the same meaning
<b>Antonyms</b>	words with opposite meanings
<b>Standard</b>	follows the rules of good grammar and usage
<b>Nonstandard</b>	is acceptable only in casual conversation, such as slang words

- Empty Sentences:** say little or nothing
- Repeats an idea
  - States an opinion without including facts or reasons to support it.
    - The stop sign said stop. *or* This is stupid.

### Dead words:

get	lots	go	a lot	the end
very	well	nice	fine	
your	so	you	fun	
good	great	just	every	

### Dead Phrases

Because of the fact that	The reason is	You see
The point is	My feeling is	I am going to write about
What I'm trying to say is	On account of the fact that	What I think is
Due to the fact that	The thing is	You know

### Substitutes for very:

intensely	exceedingly	bitterly	surely	powerfully
unusually	truly	richly	mightily	shockingly
immeasurably	infinitely	severely	chiefly	
slightly	incredibly	fully	especially	

## Descriptive Words

### Touch

cool	cold	wet	crisp	smooth	thin
steamy	damp	oily	sandy	dull	feathery
slippery	mushy	satiny	dry	fuzzy	
silky	gritty	pulpy	hairy	warm	
rough	thick	prickly	tepid	tough	
fragile	tender	lukewarm	rubbery	leathery	
furry	icy	fleshy	elastic	sharp	

## Taste

tangy	gingery	raw	alkaline	medicinal	fishy
rotten	unripe	oily	buttery	salty	bitter
spicy	peppery	hearty	mellow	sugary	crisp
bittersweet	bland	sour	tasteless	fruity	vinegary
ripe	hot	burnt	overripe	spoiled	

## Smell

sweet	minty	acidic	sickly	scented	odorous
acid	stagnant	fragrant	pungent	burnt	moldy
musty	gaseous	tempting	aromatic	perfumed	spicy
reeking	mildewed	heady	savory	putrid	damp
fresh	sharp	rotten	dank	stench	earthy
fishy	sour	spoiled	gamy	piney	rancid

## Sounds

crash	thud	explode	roar	scream	screech
bang	smash	whistle	whine	squawk	bark
shout	yell	blare	rumble	slam	clap
bawl	rage	nose	discord	jangle	rasp
stomp	stamp	tumult	riot	racket	brawl
clash	clamor	hubbub	blatant	deafening	raucous
bedlam	pandemonium	piercing	rowdy	disorderly	twitter
earsplitting	murmur	whisper	whit	rustle	crackle
sigh	hum	mutter	snap	hiss	swish
patter	peep	buzz	zing	gurgle	melody
bleat	speechless	mute	faint	inaudible	
still	bump	thump	boom	thunder	

## Common Usage Problems

A lot	nonstandard form of many or much	Disinterested	impartial
ain't	nonstandard form of am not	Uninterested	bored or indifferent
Irregardless	incorrect form of regardless	Explicit	to express directly
Hopefully	incorrect used to mean it's hoped	Implicit	express indirectly or to suggest
Use to	Nonstandard for used to	Hanged	only used for an execution (past tense)
as to	awkward, replace with about	Hung	for all other meanings (past tense)
between you and I	incorrect form of between you and me	I	subject
Adapt	to change	Me	object
Adopt	to take as one's own	Imply	suggest
Among	Three or more people	Infer	conclude
Between	Two people	Learn	to gain knowledge or skill
Bad	always an adjective	Teach	to help someone learn
Badly	always an adverb	Lie	to recline (past tense of lie is lay)
Beside	at the side of	Lay	to place something
Besides	in addition to	May	permission or something possible
Bring	to carry something from far to near	Can	refers to ability
Take	to carry something from near to far	Raise	to lift or move something up
Continual	repeated often	Rise	to go upward
Continuous	never stopping	Real	adjective
Conscience	awareness of right and wrong (noun)	Really	an adverb
Conscious	awake or aware (adjective)		
Convince	change of opinion		
Persuade	a decision to take action		

We	phrase used as subject	Whom	used as an object
Us	phrase used as object	Quote	verb
Who	used as the subject of a verb	Quotation	noun

## Words Often Confused

Accept	to take or approve	Its	possessive pronoun
Except	to leave out	It's	it is
Advice	opinion about an action (noun)	Lose	misplace (verb)
Advise	to offer advice (verb)	Loose	not tight (adjective)
Affect	influence (verb)	Peace	calm, no disagreement
Effect	result (noun)	Piece	a part or portion
Allusion	reference to something	Principal	head of the school
Illusion	false appearance	Principle	a rule, truth, belief
All ready	completely prepared	Then	afterward
Already	previously or before	Than	comparison
altogether	completely	There	location
all together	together as a single group	Their	plural possessive
awhile	for a while (adverb)	They're	they are
a while	article and noun (used after prepositions)	To	location (preposition)
Capital	most important or chief	Two	number
Capitol	building in which legislature meets	Too	also or very
Compliment	statement of praise or act of respect	Sit	occupy a seat
Complement	refers to quantity or completeness	Set	to place or put
Desert	dry, barren region (noun)	Stationary	won't move
Dessert	food or last course of meal	Stationery	writing paper
Forth	onward or forward	Weather	condition of the atmosphere
Fourth	number	Whether	introduces choices
Good	positive qualities (adjective)	Whose	possessive pronoun
Well	satisfactorily (adverb)	Who's	who is
Hear	to listen to	Your	second person possessive
Here	in this place	You're	you are

## Using Comparative Adjectives and Adverbs

<b>Positive Degree:</b>	is the regular form of an adjective or adverb and describes one
<b>Comparative degree:</b>	used to compare two
<b>Superlative degree:</b>	used to compare three or more

**-er and -est:** nearly all one-syllable modifiers and most two-syllable adjectives

	<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
<i>regular</i>	strong	stronger	strongest
<i>double final consonant</i>	flat	flatter	flattest
<i>drop the final e</i>	finer	finer	finest
<i>change the y to i</i>	likely	likelier	likeliest

**More and most:** two-syllable adverbs, -ly adverbs and all modifiers with three or more syllables

**Positive**

calmly  
lethargic

**Comparative**

more calmly  
more lethargic

**Superlative**

most calmly  
most lethargic

**Irregular**

good  
bad

better  
worse

best  
worst

**Few, Fewer, Fewest:** objects that can be counted  
**Little, Less, and Least:** qualities or quantities that cannot be counted  
**Farther and Farthest:** compares distance  
**Further and Furthest:** compares times, amounts and degrees; "to a greater extent" or "additional"

**Transitions**

Commonly Used Adverbs							
also	indeed	then	besides	moreover	accordingly	meanwhile	furthermore
next	otherwise	still	however	nevertheless	consequently	therefore	instead

Signals:	Transitional Word
Addition:	in addition, furthermore, moreover, also, equally important, next another, first, second, third
Example:	for example, for instance, thus, in other words, as an illustration, in particular, in this case, in this situation, as proof, as evidence, once, such as
Suggestion:	for this purpose, to this end
Emphasis:	indeed, truly, again, to repeat, in fact, certainly, unquestionably, without a doubt,
To Show a Narrowing of Focus:	after all, indeed, in fact, in other words, in particular, specifically, that is
Granting a point:	granted that, although, though, even though, while it may be true, in spite of, of course, to be sure, admittedly
Summary/Conclusion:	in summary, in conclusion, therefore, finally, consequently, thus, ultimately, accordingly, in short, in brief, as a result, on the whole, obviously
Development of a sequence:	Value Sequence: first, second, secondly, third, thirdly, next, last, finally then
	Time Sequence: then, once, after, afterward, next, subsequently, previously, first, second, at last, meanwhile, in the meantime, immediately, yesterday, today, tomorrow
	Space Sequence: above, across, under, beyond, below, nearby, opposite to, adjacent to, to the left/right
Relationship:	Similarity: similarly, likewise, equally, moreover, in like manner
	Contrast/Difference: although, otherwise, nonetheless, conversely yet, not, still, nevertheless, at the same time, even so, however, in contrast, instead, on the contrary, on the other hand
	Cause and Effect: consequently, because, since, therefore, accordingly, thus, hence, as a result

Logical Relationship: as a result, consequently, for this reason, if, since, so, therefore, thus

## Punctuation

*note: most source information for grammar is from Little Brown Handbook for Writers*

### Commas

*are used to separate equal elements such as independent clauses and items in a series, and to set off modifiers or parenthetical words, phrases, and clauses, all of which take a comma both before and after.*

- a. Use a comma to separate independent clauses joined by a coordinating conjunction
- b. Use commas between words, phrases, or clauses in a series
- c. Use a comma between coordinate adjectives not joined by *and*. Do not use a comma between cumulative adjectives
- d. Use a comma after an introductory phrase or clause—a comma is always correct after introductory elements, but if the phrase is short, the comma may be omitted provided the sentence will be clear.
- e. Use commas to set off nonrestrictive appositives, phrases, and clauses. *That* should never introduce a nonrestrictive clause.
- f. Use commas to set off sentence modifiers, conjunctive adverbs, and sentence elements out of normal word order
  - The politician's remarks, I believe, raise probing questions.
- g. Use commas with degrees and titles and with elements in dates, places, and addresses
  - Bill Simon, M.A., ran for office.
  - Sallie Ortega, chief of police, wrote the report.
- h. Use commas for contrast or emphasis and with short interrogative elements.
  - Monday, April 1, is a holiday.
  - She was born 5 June 1938.
  - Boston, Massachusetts, is near the Atlantic Ocean.
  - Write your mother at The Ritz, 123 Main St, Phoenix, Arizona 85032.
- i. Use commas with mild interjections and with words like *yes* or *no*.
- j. Use commas with words in direct address and after the salutation of a personal letter.
  - Driver, stop the bus!
- k. Use commas with expressions like *he said*, *she remarked*, and *she replied* when used with quoted matter.
  - He replied, "It's all Greek to me."
- l. Set off an absolute phrase with commas
- m. Use commas to prevent misreading or to mark an omission
  - To err is human; to forgive, divine.

### Unnecessary Commas

- a. Do not use a comma to separate subject and verb, verb or verbal and complement, or an adjective and the word it modifies
- b. Do not use a comma to separate two compound elements, such as verbs, subjects, complements, or predicates
- c. Do not use a comma before coordinating conjunctions joining two dependant clauses
- d. Do not use a comma before the subordinating conjunction (after, although, because, before, if, since, etc) when an adverbial clause follows an independent clause
  - We cannot leave today because the storm still rages.
- e. Do not use a comma before *than* in a comparison
- f. Do not use a comma after *like* and *such as*
- g. Do not use a comma with a period, a question mark, an exclamation point, or a dash. These marks stand by themselves.
  - "Is the hotel to the north?" asked the tourist.
- h. Do not use a comma before an opening parenthesis
- i. Do not use a comma to set off coordinating conjunctions
- j. Do not use commas to set off restrictive clauses, phrases, or appositives
- k. Do not use a comma between adjectives that are not coordinate
- l. Do not use a comma to set off a dependent clause at the end of a sentence

### Semicolons

- a. Use a semicolon between independent clauses not connected by a coordinating conjunction
- b. Use a semicolon to separate independent clauses that are long and complex or that have internal punctuation
- c. Use semicolons in a series between items that have internal punctuation
- d. Do not use a semicolon between elements that are not coordinate

### Colons

*Use a colon as a formal mark of introduction*

- a. Use a colon after an independent clause that introduces a quotation or a series of items
- b. Use a colon after an independent clause that introduces an appositive
- c. Use a colon between two independent clauses when one explains the other
- d. Use a colon after the salutation of a formal letter, between figures indicating hours and minutes, and in bibliographical entries
- e. Do not use a colon after a linking verb or after a preposition

## Dashes

*(two hyphens) Use a dash to introduce summaries and to indicate interruptions, parenthetical remarks, and special emphasis*

- a. For summary
  - Cards, candy, jewelry—all are good gifts.
- b. For sudden interruptions
  - He replied, “I will tell you—No, I won’t either.”
- c. For parenthetical remarks
  - A great actor’s best moment on stage—this is his theory—is when they completely believe they are the character.
- d. For special emphasis
  - One person always knows best—your mom.

## Parentheses

*Use parentheses to enclose a loosely related comment or explanation, figures that number items in a series, and references in documentation.*

- a. For a comment
  - The tree (it was a palm) was not uprooted in the storm.
  - On that day all school buses were late. (There was an accident blocking traffic.)
- b. For figures
  - The judge wouldn’t drop the charges because (1) it was too offensive, (2) it was too late to change the ruling, and (3) he didn’t...
- c. For a reference in documentation
  - Taft makes a different assertion (45).

## Brackets

- a. Use brackets to enclose interpolations within quotation marks.
  - In the opinion of Arthur Miller, “There is no more reason for falling down in a faint before his [Aristotle’s] *Poetics* than before Euclid’s geometry.”
- b. Use brackets within parenthetical elements

## Quotation Marks

- a. Use quotation marks to enclose direct quotations and dialogue
- b. Use single quotation marks to enclose a quotation within a quotation
- c. Use quotation marks to enclose the titles of essays, articles, short stories, short poems, chapter (and other subdivisions of books or periodicals), dissertations, episodes of television programs, and short musicals
- d. On your paper, do not use quotation marks around its title
- e. Do not use quotation marks to emphasize or change the usual meanings of words or to justify slang, irony, or attempts at humor
- f. Do not enclose a block quotation (set-off quotation) in quotation marks
- g. Follow established conventions in placing other marks of punctuation inside or outside of quotation marks
  - Periods and commas in American usage are placed inside closing marks.
  - Semicolons and colons are placed outside of closing quotation marks
  - Question marks and exclamation points are placed inside closing quotation marks when the quotation itself is a direct question or an exclamation. Otherwise, these are placed outside.

## Apostrophes

*Use the apostrophe for the possessive case of many nouns, for contractions, for omissions, and for some plurals*

- a. Use `s for the possessive of nouns not ending in s
- b. Use `s for the possessive of singular nouns ending in s
- c. Use ` without s form the possessive of plural nouns ending in s
- d. Use `s to form the possessive of indefinite pronouns
- e. Use `s with only the last noun for joint possession in a pair or a series
- f. Use ` to show omissions or to form contractions
- g. Use `s to form the plural of acronyms and words being named

## End Punctuation

- a. Use a period after a sentence that makes a statement or expresses a command
- b. Use periods after most abbreviations (*note that writers are increasingly omitting periods from abbreviations*)

- c. Use an ellipsis to show an omission in a quotation
- d. A title does not end with a period even when it is a complete sentence, but some titles include a question mark or exclamation point.
- e. Use a question mark after a direct question.
- f. Do not use a parenthetical question mark or exclamation point to indicate humor or sarcasm.
- g. Use an exclamation point after a word, a phrase, or a sentence to indicate strong exclamatory feeling.

## Mechanics

### Underlining for Italics

- a. Underline titles of books (except for the Bible and other sacred books and their divisions), periodicals, newspapers, motion pictures, paintings, sculptures, musical compositions, television and radio programs, plays, and other works published separately.
- b. Underline names of ships, aircraft, spacecraft, and trains.
- c. Underline foreign words used in an English context except words that have become part of our language. (consult dictionary)
- d. Underline words, letters, and figures being named
- e. Avoid frequent underlining for emphasis
- f. Linnean classification. (for example *homo sapien*)

### Hyphenation and Syllabication

*Consult a dictionary to determine whether a compound is hyphenated or written as one or two words.*

- a. Hyphenate a compound of two or more words used as a single modifier before a noun
- b. Hyphenate spelled-out compound numbers from twenty-one through ninety-nine and join the parts of fractions (three-fourths).
- c. Divide a word at the end of a line according to conventions
- Do not divide monosyllables
- Do not put a one-letter syllable on a separate line
- Prefixes and suffixes may be divided
- Avoid carrying over a two-letter suffix
- Avoid dividing and adding another hyphen to hyphenated words

### Capital Letters

- a. Capitalize the first word of a sentence, the pronoun *I*, and the interjection *O*.
- b. Capitalize first, last, and important words in titles, including the second part of hyphenated words
- c. Capitalize first words of direct quotations
- d. Capitalize titles preceding a name
- e. Capitalize the title of the head of a nation
- f. Capitalize titles used specifically as substitutes for particular names
- g. Capitalize degrees and titles after a name
- h. Do not capitalize names of occupations used as appositives or as descriptions
- i. Capitalize words of family relationship used as names when not preceded by a possessive pronoun or the word "the" (Uncle John)
- j. Capitalize proper nouns and adjectives but not general terms
- Specific persons and things
- Specific places and geographical regions
- Months, days of the week, and holidays
- Historical events, documents, periods, movements
- Government offices or departments and institutions
- Political, social, athletic, and other organizations and their members
- Races, nationalities, and their languages
- Religions, their followers, and terms for the sacred
- Common nouns as parts of proper nouns
- k. Do not capitalize seasons and numbered days of the month unless they name holidays
- l. Capitalize BCE (used after numerals: 420 BCE), CE. (used before numerals: CE 60) or BC and AD
- m. Capitalize names of specific courses of instruction

### Abbreviations

*Avoid most abbreviations in formal writing*

- a. Spell out names of days, months, units of measurement, names of people, course of instruction, and (except in addresses) states and countries
- b. Use the common Latin abbreviations (without underlining) only in source citations and comments in parentheses
- i.e. (id est: that is), cf. (confer: compare), e.g. (exempli gratia: for example), et al. (et alii: and others), etc. (et cetera: and so forth), NB (nota bene: note well)
- c. Use only acceptable abbreviations (*note that writers increasingly omit periods from abbreviations*)

Titles before and after proper names:

#### Before the name

Mr. Kolesar

#### After the name

Mark James, MD

Dr., Mrs., Ms., Hon.,  
St., Rev., Gen.

DDS, DVM, Ph.D.,  
Ed.D., SJ, Sr., Jr.

**Familiar Abbreviations:**

*Institutions* ASU, UCLA, LSU  
*Organizations* CIA, FBI, NAACP  
*Corporations* IBM, CBS, ITT  
*People* JFK, LBJ, FDR

*Countries*

USA

**BCE, CE, BC, AD, AM, PM, no., and \$:**

44 BC *or* 44 BCE 10:33 AM  
 CE 1492 *or* AD 1492 8:02 p.m.  
 no. 10 \$17.03

**Numbers***Spell out numbers or use numerals where appropriate*

- a. Spell out numbers that can be written in one or two words. Use numerals for other numbers.
- b. Be consistent with numbers in a sequence or series
- c. Use a combination of numerals and words for round numbers over a million (26 million)
- d. Spell out any number that begins a sentence; reword the sentence if the number is more than two words.
- e. Use numerals for dates, street numbers, page references, percentages, and hours of the day used with AM or PM.

**Use Numerals**

April 26, 1977  
 510 Main Street  
 See page 2.  
 The play starts at 8 PM.  
 \$4.16

**Spell out**

twenty-first century  
 First Avenue  
 The novel has 232 pages.  
 The opera will begin at 7 o'clock.  
 22 percent

**Parts of Speech****Nouns***are words that name*

- a. **Proper nouns:** name particular people, places, or things
  - George Washington, Mesa, Parthenon
  - Harper Lee was born in Alabama.
- b. **Common nouns:** name one or more of a class or a group
  - student, technician, golfers
  - Few playwrights write anonymously.
- c. **Collective nouns:** name a whole group but are singular in form
  - Army, team, pair
- d. **Abstract nouns:** name concepts, beliefs, or qualities
  - The crowd cheered enthusiastically.
  - bravery, honor, enthusiasm, faithfulness
  - Their love of freedom was as obvious as their courage.
- e. **Concrete nouns:** name tangible things perceived through the five senses.
  - snow, brick, heat
  - The rain fell on the desert.

**Pronouns***most stand for or take the place of a noun; some have general or broad references such as something or anyone*

	Nominative Case		Possessive Case		Objective Case	
	<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
<b>First Person</b>	I	we	my, mine	our, ours	me	us
<b>Second Person</b>	you	you	your, yours	your, yours	you	you
<b>Third Person</b>	he, she, it	they	his, her, her, its	their, theirs	him, her, it	them

- a. **Personal pronouns:** *see chart above*
- b. **Demonstrative pronouns:** refer to specific objects or people
  - This, that or these, those
  - These are pine trees.
- c. **Indefinite pronouns:** do not refer to a particular person or thing
  - Some, any, each, everyone, everybody, one neither
  - Everyone likes encouragement.

- d. **Intensive pronouns:** end in *–self* or *–selves* and emphasize a word that precedes it in a sentence
- Only the doctor herself likes the doctor's office.
- e. **Reflexive pronouns:** end in *–self* or *–selves* and indicate that the subjects acts upon itself
- I like myself.
- f. **Interrogative pronouns:** used in asking questions
- Who, whom, whose, which, whoever, whomever
- g. **Relative pronouns:** used to introduce dependent adjective or noun clauses
- Who, whoever, whom, whomever, that, what, which, whose
  - The student had not read the assignment *that* was given.

## Case

*Case expresses the relationship between pronouns and nouns to other words in a sentence.*

English has remnants of the three cases: subjective, possessive, and objective.

- a. **Subjective case:** Acting (subject)
- I, he, she, we, they, who
  - Use the subjective for subjects that follow linking verbs
  - Who vs. Whom: Who wrote the essay?
- b. **Possessive case:** possessing
- My (mine), you (yours), his, her (hers), its, our (ours), their (theirs), whose
  - Use the apostrophe or an *of* phrase to indicate the possessive case.
- c. **Objective case:** acted upon (object)
- Me, him, her, us, them, whom
- d. Use the objective case for a direct object, an indirect object, or the object of the preposition
- Who vs. whom: Whom does it affect?
  - Use the objective case for subjects and objects of infinitives
- d. Use the same case for an appositive and the word to which it refers
- e. The case of a pronoun after than or as in a elliptical clause (incomplete clause) should be the same as if the clause were completely expressed

## Verbs

*assert an action or express a condition*

Five Principal Parts of the Verb

1. **Infinitive** "to" plus the verb. to run
2. **Present** the singular and plural forms of the verb stem. runs/run
3. **Past** Past form of the verb stem. ran
4. **Present Participle** the "ing" form of the verb stem. running
5. **Past Participle** Usually the same form as the past; used with "have". (have) run

*Note: Irregular verbs have a different form for the past participle.*

- a. **Auxiliary verbs:** help main verbs
- The sun will shine another day.
  - Roman soldiers may have arrived in America first.
- b. **Linking Verbs:** usually the many forms of the verb *to be*
- Is, are, was, were, be, being, been
  - The man with the suit is a politician.

## Verb Tenses

*Every verb has six tenses, and each tense has a simple form and a progressive form.*

**Simple Present** action occurs in the present.

Form by using the present part of the verb. run/runs

**Present Progressive** action is occurring in the present.

Form by using "is", "am", or "are" plus the present participle. is/am/are running

**Simple Past** action occurred in the past.

Form by using the past part of the verb. ran

**Past Progressive** action was occurring in the past.

Form by using "was" or "were" plus the present participle. was/were running

**Simple Future** action that will occur in the future.

Form by using "will" or "shall" with the infinitive stem. will/shall run

**Future Progressive** action will be occurring in the future.

Form by using "will" or "shall" plus "be" plus the present participle. will/shall be running

**Present Perfect** action was begun in the past and still occurs.

Form by using "has" or "have" plus "been" plus the present participle. has/have been running

**Past Perfect** action that was begun and completed in the past.

Form by using "had" plus the past participle. had run

**Past Perfect Progressive** action was begun in the past and was completed in the past.

Form by using "had" plus "been" plus the present participle. had been running

## Positive and Negative Verb Tenses

<i>Tense</i>	<i>Positive Example</i>	<i>Negative Example</i>
<b>Simple Present</b>	I write well.	They do not write well.
<b>Simple Past</b>	I went to school.	She did not go to school.
<b>Simple Future</b>	I will see go home.	They will not go home.
<b>Present Progressive</b>	She is sleeping.	He is not sleeping.
<b>Past Progressive</b>	He was sleeping when I got home.	She was not sleeping now.
<b>Future Progressive</b>	I will be jogging later.	They will not be jogging.
<b>Future with Going to</b>	He is going to eat lunch.	They are not going to eat lunch.
<b>Present Perfect</b>	I have read three novels.	She has not read anything.
<b>Past Perfect</b>	I had already finished.	He will not have finished.
<b>Future Perfect</b>	We will have exercised 20 minutes.	I have not been exercising.
<b>Present Perfect Progressive</b>	She had been sleeping for two hours.	I had not been sleeping all day.
<b>Past Perfect Progressive</b>	They had been talking a while.	I will not have been talking.
<b>Future Perfect Progressive</b>	He will have been sleeping all night.	I will not have been sleeping at all.

## Adjectives

*modify a noun or a pronoun. Adjectives limit, qualify, or make more specific usually answering the following:*

<b>Which one?</b> That	<b>What kind?</b> optic	<b>How many?</b> every	<b>How much?</b> some
a. <b>Predicate adjectives:</b> follows the linking verb and modifies the noun or pronoun that is the subject of the sentence. <ul style="list-style-type: none"> <li>• A dictionary is <u>helpful</u>.</li> </ul>			
b. <b>Articles:</b> <ul style="list-style-type: none"> <li>• A, an, the</li> </ul>			
c. <b>Possessive adjectives:</b> have forms similar to possessive pronouns			
		d. <b>Demonstrative adjectives:</b> have exactly the same form as demonstrative pronouns and are used before the nouns they modify <ul style="list-style-type: none"> <li>• <u>This</u> book, <u>that</u> book, <u>these</u> book, <u>those</u> books</li> </ul>	
		e. <b>Indefinite adjectives:</b> have the same form as indefinite pronouns <ul style="list-style-type: none"> <li>• Any, each, every, some.</li> </ul>	

## Adverbs:

*modify verbs (and verbals), adjectives, and other adverbs by describing, qualifying, or limiting other elements in the sentence:*

<b>Where?</b> south, higher	<b>When?</b> now, today	<b>How?</b> fast, well	<b>How often?</b> Frequently, always	<b>How much?</b> Extremely, very
a. Most adverbs end with <b>-ly</b> <ul style="list-style-type: none"> <li>• run <u>quickly</u></li> <li>• <u>undoubtedly</u> correct</li> <li>• .</li> </ul>				
				<ul style="list-style-type: none"> <li>• worked <u>extremely hard</u></li> <li>• <u>Frankly</u>, she did not participate</li> </ul>

## Conjunctions:

*connect words, phrases, or clauses*

a. <b>Coordinating conjunctions:</b> connect elements that are of equal rank <ul style="list-style-type: none"> <li>• And, but, for, nor, or, so, yet</li> <li>• The actors presented scenes from Sophocles and Shakespeare.</li> </ul>				
b. <b>Subordinating conjunctions:</b> introduce a subordinate or dependent element of a sentence <ul style="list-style-type: none"> <li>• After, as, because, before, even though, if, once, when, while</li> </ul>				
				<ul style="list-style-type: none"> <li>• <i>Although</i> many actor get paid for their work, few become famous.</li> </ul>
				c. <b>Correlating conjunctions:</b> always used in pairs <ul style="list-style-type: none"> <li>• Both... and, either... or, not only... but also, neither... nor</li> <li>• <u>Not only</u> a nutritious diet <u>but also</u> quality sleep and exercise is required for good health.</li> </ul>

## Prepositions:

*connect a noun or a pronoun to another word in a sentence (the object of the pronoun)*

- a. Most are short single words

about	above	across	after	against	along
among	at	before	behind	below	beneath
beside	between	beyond	but	by	concerning
down	during	except	for	from	in
inside	into	like	near	of	off
on	onto	over	since	through	to
toward	under	until	up	upon	with
within	without				

- b. Groups of words can also serve as prepositions
- Along with, according to, in spite of
  - Above the ground
  - After the dance
- c. A prepositional phrase acts as a single unit of speech
- Usually an adjective or adverb
  - Through the window

## Interjections:

*words that exclaim—express surprise or strong emotion*

- a. Because of their nature, interjections are more often used in speech than in writing.
- Ouch!
  - Well, maybe another time.

## Functions of Words in a Sentence

### Clause

*a group of words that contains a subject and a complete predicate*

- **Independent Clauses** are able to stand alone as a simple sentence.
- **Dependent Clauses** are unable to stand alone; do not express a complete thought; and act as either a noun, adjective, or adverb.

### Direct Object

*the noun that receives the action of the verb.*

He completed his assignment.

### Indirect Object

*the noun that names the person or thing for whom or to whom the action of the verb is directed. An indirect object cannot be present without a direct object. The indirect object precedes the direct object in a sentence.*

The teacher asked her to write a pangram.

### Modifier

*a descriptive word, usually an adjective or adverb or any phrase or clause functioning as an adjective or adverb.*

The teacher asked her an easy question.

### Object of a Verbal

*a noun that receives the action of a verbal. This can be an infinitive, a participle, or a gerund.*

My friends were frustrated by my sleeping.

### Phrase

*a group of words that does not contain a subject and predicate and acts as one unit as a part of speech. it can be a noun phrase, verb phrase, prepositional phrase, or verbal phrase.*

The quick brown fox jumps over the lazy dog.

### Predicate

*the main verb of a sentence (including helping verbs) plus its modifiers, object, and/or complements.*

The lazy dog ran away from the fox.

## Predicate Nominative

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*a noun that follows a linking verb and renames the subject of the sentence.*

The wrestler on the team is she.

## Prepositional Phrase

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*a group of words beginning with a prepositional phrase and ending with a noun (the object) and used as an adjective or an adverb.*

The best time to improve your grade is before progress reports.

## Sentence

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*A sentence is a group of words that contains a subject and a predicate and conveys a complete thought or idea.*

**Simple Sentences** have one independent clause.

She sings.

**Compound Sentences** have two or more independent clauses.

She sings, and she writes music.

**Complex Sentences** have one independent and one or more dependent clauses.

She sings while she dances.

**Compound/Complex Sentences** have two or more independent clauses and one or more dependent clauses.

Lauren won't sing anymore, and she won't even talk to her friends until her voice gets better.

## Show Possession

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Showing possession allows a word to show ownership. Nouns show possession by adding 's. Pronouns have possessive forms and do not contain apostrophes.

- That is Bill's money. That is his wallet.

## Subject

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The subject is the noun or pronoun that performs the action of the verb, is acted upon by the verb, or is described by the verb.

Dave works. The work Dave does is creative.

## Verbals

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*grammatical form derived from a verb*

**Gerunds:** always ends in *-ing* and functions as a noun

- Swimming is good exercise.

**Participles:** usually ends in *-ing* or *-ed* and functions as adjectives

- Running steadily, he reached the finish line.
- Overcooked, the meat was charred.

**Infinitive:** begin with *to*, which is sometimes understood rather than stated—may be a noun, adjective, or an adverb

- To operate the plane was impossible.
- Someone should go [to] see if she is feeling better.

## Additional Terms

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**Absolute Phrase:** a phrase that consists of a noun or pronoun followed by a modifier. It modifies the whole sentence. (i.e.

The painting having dried, the artist hung it in the gallery.)

**Antecedent:** the word to which a pronoun refers

**Appositive:** A word, phrase, or clause used as a noun and placed beside another word to explain, identify, or rename it.

**Colloquial Language:** is the everyday spoken language—informal language

**Complement:** A word or group of words used to complete a predicate

**Contraction:** The shortening of two words combined by replacing omitted letters with an apostrophe

**Dialects:** regional, social, or ethnic groups with their own distinct versions of English—Standard English, African-American

English ("Ebonics"), and Creole are examples.

**Double negative:** A nonstandard form consisting of two negative words used in the same construction so that they effectively cancel each other

Ellipsis: mark consists of three spaced periods (. . .) which generally indicates an omission from a quotation.

Jargon: The technical, specialized language that all disciplines and professions rely on to allow its members to communicate precisely and efficiently

Idiom: An expression that is peculiar to a language and that may not make sense if taken literally (dark horse or by and large)

Nonrestrictive element: modifier which adds information that describes but does not alter the essential meaning of the sentence

Object: a noun or pronoun that receives the action of or is influenced by another word

Restrictive element: modifier that is essential to the meaning of the sentence because it limits the word it refers to.  
Removing it would leave the meaning unclear or too general

Series: Three or more items with the same function

Slang: the insider language used by a group, such as musicians or football players, to reflect common experiences and to make technical references efficient

## Sentence Errors

### Sentence Fragments

*Fragments take the form of dependent clauses, phrases, or other word groups without independent meaning or structure.*  
WRITE IN COMPLETE SENTENCES.

### Comma Splices and Fused Sentences

*Join two independent clauses clearly and appropriately, or write two separate sentences.*

1. **Comma splice:** occurs when a comma is used between two independent clauses without a coordinating conjunction
2. **Fused sentence or run-on:** occurs when the independent clauses have neither punctuation nor coordinating conjunctions between them

### Subject and Verb Agreement

Use singular verbs with singular subjects, plural verbs with plural subjects.

- The *-s* and *-es* of the present tense of a verb in third person indicates the singular.
  - The *-s* or *-es* ending for most nouns indicates the plural
- a. A compound subject takes a plural verb
  - b. A compound subject that express a singular idea takes a singular verb
  - c. After a compound subject with *or*, *nor*, *either.. or*, *neither.. nor*, *not.. but*, *not only.. but also*, the verb agrees in number and person with the nearer part of the subject
  - d. Intervening phrases or clauses do not affect the number of a verb
  - e. A collective noun takes a singular verb when referring to a group as a unit, a plural verb when the members of a group are thought of individually.
  - f. Most nouns plural in form but singular in meaning take a singular verb
  - g. Indefinite pronouns (*anybody*, *anyone*, *each*, *either*, *no one*, *somebody*, etc) usually take singular verbs
  - h. Some words such as *all*, *some*, *none*, *part*, *half* (and other fractions) take a singular or a plural verb, depending on the noun or pronoun that follows.
  - i. In sentences beginning with *there* or *here* followed by verb and subject, the verb is singular or plural, depending on the subject
  - j. A verb agrees with its subject, not with a predicate nominative
  - k. After a relative pronoun (*who*, *which*, *that*), the verb has the same person and number as the antecedent
  - l. A title or a word used as a word is singular and requires a singular verb even if it contains plural words and plural ideas
  - m. Expressions of time, money, measurement, and so forth take a singular verb when the amount is considered a unit

## Sentence Structure

### Choppy Sentences and Excessive Coordination

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Do not string together brief independent clauses or short sentences.  
Excessive coordination does not show precise relationships between thoughts.

### Subordination

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Use subordination to achieve proper emphasis and effective, varied construction

- Express main ideas in independent clauses, less important ideas in dependent clauses
- Avoid excessive overlapping of dependent clauses (i.e. Pianos are instruments that contain metals string that make sounds when struck by felt-covered hammers that...)

### Position of Modifiers

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Attach modifiers (participles, gerunds, infinitives, prepositional phrases, etc) clearly to the right word or element in the sentence

- a. **Dangling modifiers:** do not sensibly modify anything in its sentence
- A verbal phrase at the beginning of a sentence should modify the subject
  - Loosely attaching a verbal phrase to the end of a sentence is not emphatic
  - Some verbal phrases that are sentence modifiers do not need to refer to a single word
- b. **Misplaced modifiers:** a modifier so far from the term it modifies or so close to another term it could modify that its relation to the rest of the sentence is unclear
- Placement of a modifier in a sentence affects meaning
  - Almost anything that comes between an adjective clause and the word it modifies can cause confusion
  - A modifier placed between two words so that it could modify either word is said to squint and is unclear.
- c. **Split infinitives:** Infinitive with an element interposed between *to* and the verb for

### Parallelism

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- a. Use parallel grammatical forms to express parallel thoughts
- b. Use parallel constructions with coordinating conjunctions (and, but, for, etc.)
- c. Use parallel construction with correlatives (not only... but also, either... or, etc.)
- d. Use parallel constructions with and who and with and which

## Suggested Sentence Beginnings

Two adjectives

- Tall, handsome lifeguards flirt ...

An appositive

- Sam, the tall, handsome lifeguard, flirts...

A parallel structure

- Tall and handsome, Sam flirts...

A question

- Who could that tall, handsome lifeguard be?

A prepositional phrase

- On the high tower the tall, handsome lifeguard lounges...

An infinitive

- To sit all day in the high tower is the job of the lifeguard.

A gerund

- Sitting all day in the high tower, watching the pretty girls, is the lifeguard's duty

A perfect infinitive

- To have sat in the burning sun all day was a challenge for the guards.

A perfect participle (past participle)

- Having sat all day in the tower, the lifeguard left to find a cold drink.

A present participle

- Smiling at the happy crowds, the lifeguard keeps watch.

A perfect gerund

- Having sat there all day was a challenge for the lifeguards.

A predicate adjective

- The guard was tall and handsome.

A predicate noun

- A tall, strong man was the guard.

Parallel structure, more complex

- A tall man and a handsome one, my father loved the ocean.

An adverbial clause

- While he swam in the ocean, the guard kept watching for sharks.

An adjective clause

- Sam, who had the build of a wrestler, worked as a guard every summer.

A noun clause

- That he could swim to Catalina has never been proven.

An exclamation

- Wow! He certainly seems powerful.

## AIMS Writing Terms

**Active Voice:** a verb is active when the subject performs the action and passive when the subject receives the action.

**Attention Grabber:** part of the introduction that catches the reader's attention; may be a description, anecdote, startling statement, rhetorical statement, etc.

**Audience:** who will read your writing? Consider audience to clarify purpose, focus topic, choose details, and determine tone to best communicate ideas.

**Bias:** when evaluating opinion or persuasion, look for bias-the writer's leaning or belief about a topic; writer's outlook or prejudice.

**Conclusion:** last paragraph of an essay which should leave readers with a strong final impression

**Dialogue:** written conversation between two or more characters

**Expert Opinion:** often used in persuasive or factual articles to support opinion; use of experts in a field to support thesis

**Fact:** statements that can be verified as true

**Mood:** feeling or atmosphere that a writer creates for the reader

**Opinion:** writer's belief or bias; cannot be proven true or false

**Passive Voice:** a verb is passive when the action is performed upon the subject; almost never has a direct object; made from a form of to be plus the past participle of a verb

**Persuasive Thesis:** subject and position in writing that is meant to change a reader's thinking or actions

**Purpose:** general reason a person has for writing; the goal of writing; may be to entertain, to inform, to analyze, to persuade, to describe, to express yourself

**Rebuttal:** countering an argument from the other side in persuasion; considering the other side and pointing out the weaknesses

**Support:** specific details, examples, reasons which lend substance to the thesis; usually refers to the body paragraphs of an essay

**Thesis:** statement of the subject and position of an essay; usually appears as the last sentence of an introductory paragraph

**Tone:** attitude the writer takes toward a subject; includes the language and details a writer chooses to use; may be playful, serious, bitter, angry, etc.

**Topic Sentence:** main idea of the paragraph; all other sentences in the paragraph provide supporting details; usually the first sentence of the paragraph

**Transitions:** words or phrases that show the connections between details.

**Word Choice:** diction; in persuasion, the word choice is often meant to sway the reader; strong word choice usually indicates the use of active verbs; word choice is often determined by the audience

# Composition

## Features Common to All Writing

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- Topic:** Choose a well-defined topic. For example, choose "Tiger Woods' Slam" instead of "Golf". If your topic involves discussing an idea, support it with sound arguments.
- Purpose:** Have a purpose for your writing: to entertain, instruct, inform, or persuade. Purpose gives your writing more focus.
- Audience:** Consider your audience when choosing your words. Are you writing for your newspaper, your teacher, or your little brother or sister?
- Perspective:** Adopt a specific point of view. If you look at the topic from a different perspective, you may increase your understanding and add variety to your writing.
- Format:** There are different requirements for writing journals, essays, letters, research papers, or reviews. Understand and follow the requirements after you have determined which format works best.

## 6 Traits of Excellent Writing

### **Ideas and Content**

Students address ideas and content in their writing by:

- ✓ providing clear and easily identifiable purpose and main idea(s)
- ✓ providing relevant supporting details that develop the ideas adequately
- ✓ providing content and details that consistently show an awareness of audience and purpose

### **Organization**

Students demonstrate organization in their writing by:

- ✓ developing an effective introduction that brings the audience to the topic
- ✓ developing a clearly sequenced body that is easy to follow with effective placement of supporting details
- ✓ developing a conclusion that summarizes or retells and communicates an effective ending
- ✓ developing a variety of transitions between ideas that may include conjunctions, repetition, and key phrases

### **Voice**

Students demonstrate voice in their writing by:

- ✓ conveying a sense of commitment to the topic
- ✓ using a consistent tone that shows an awareness of the audience and purpose
- ✓ including passages that are expressive, engaging, sincere, original, lively, or humorous when appropriate
- ✓ conveying a strong sense that this is "writing to be read," allowing the reader to at least glimpse the writer behind the words

### **Word Choice**

Students demonstrate word choice in their writing by:

- ✓ using words that effectively and accurately convey the intended message
- ✓ using a variety of words that are functional and appropriate to the topic, audience, and purpose
- ✓ attempting colorful language to make the writing more interesting and lively
- ✓ showing a general avoidance of clichés and a minimal use of slang unless it is used to serve a purpose

### **Sentence Fluency**

Students demonstrate sentence fluency in their writing by:

- ✓ showing a strong and consistent control of simple sentences
- ✓ developing a variety of sentence structures with some success at complex patterns
- ✓ developing a variety of sentence beginnings and a variety of sentence lengths
- ✓ creating a natural sound that allows the reader to move easily through the piece

### **Conventions**

Students demonstrate strong use of conventions in their writing by:

- ✓ generally correct use of agreement and tense
- ✓ consistent control of point of view
- ✓ correct use of punctuation, capitalization, and spelling
- ✓ paragraphing breaks that reinforce organizational structure

## Terminology for Teaching the Multiparagraph Essay

(Our thanks go to Jane Schaffer, former English Department Chair of West Hills High School in Santee, California, the source of most of this information.)

Essay:	A piece of writing that gives your thoughts ( <i>commentary</i> ) about a subject. All essays you will write will have at least 4 paragraphs: an introduction, 2 body paragraphs, and a concluding paragraph.
Introduction:	( <i>Also called the introductory paragraph</i> ): The first paragraph in an essay. It should be several sentences long. It should provide background information to set the scene or orient the reader. It should present the plan of the paper and define any unfamiliar terms. It includes the thesis, most often at the end.
Body:	One of the two or more middle paragraphs in an essay. It develops a point Paragraph point you want to make that supports your thesis ( <i>see model</i> ).
Concluding:	The last paragraph in your essay. It may sum up your ideas, reflect on what Paragraph: you said in your essay, say more commentary about your subject, or give a personal statement about the subject. Your conclusion is all commentary and does not include concrete detail. It does not repeat key words from your paper and especially not from your thesis and introductory paragraph. It gives a finished feeling to your whole essay.
Thesis:	A sentence with a subject and opinion ( <i>also called commentary</i> ). This comes somewhere in your introductory paragraph, most often at the end.
Pre-writing:	The process of getting your concrete details down on paper before you organize your essay into paragraphs. You can use any or all of the following: bubble clusters, spider diagrams, outlines, line clustering, or columns.
Concrete Details: (CD)	Specific details that form the backbone or core of your body paragraphs: Synonyms for concrete detail include facts, specifics, examples, descriptions, illustrations, support, proof, evidence, quotations, paraphrasing, or plot references. Concrete details come in two types, paraphrasing concrete details ( <b>PCD</b> ) and quotation concrete details ( <b>QCD</b> ). Paraphrasing concrete details state in your own words something that happened or happens. Quotation concrete details are more complicated. When quoting, you must include a transition, a lead-in and the exact words being quoted, enclosed in quotation marks. For examples of both kinds of CDs, see the model essay below. Concrete details should be introduced by a transition phrase, such as for instance, in addition, finally. These phrases help the reader follow your thoughts from one point to another.
Commentary: (CM)	Your opinion or comment about something; not concrete detail. Synonyms include opinion, insight, analysis, interpretation, inference, personal response, feelings, evaluation, explication, and reflection. When you are just beginning to learn this writing format, it is useful to use the words this shows that or some similar statement to introduce your CMs. This helps you to produce a real CM instead of another CD. Later, when you get better, you can omit these words from your CMs.
Topic Sentence: (TS)	The first sentence of a body paragraph. This must have a subject and opinion (commentary) for the paragraph. It does the same thing for a body paragraph that the thesis does for the whole essay. In addition, the topic sentence must relate to and develop the thesis of the essay.
Concluding Sentence: (CS)	The last sentence in a body paragraph. It is all commentary, does not repeat key words, and gives a finished feeling to the paragraph.
Shaping the Essay:	The step that is done after prewriting and before the first draft of an essay; it is an outline of your thesis, topic sentences, concrete details, and commentary ideas.
First Draft:	The first version of your essay ( <i>also called the rough draft</i> ).
Final Draft:	The final version of your essay.
Peer Response:	Written responses and reactions to a partner's paper.
Chunk:	One sentence of concrete detail and 2 sentences of commentary. It is the smallest unified group of thoughts you can write.
Weaving:	Blending concrete details and commentary in a body paragraph. You can do this after you master the format.

Ratio: The ratio of 1 part concrete detail **(CD)** to 2+ parts commentary **(CM)**.

Word Counts: The minimum length per paragraph to earn a "C."

## MODEL ESSAY

*Please note that this model essay is presented as a model of format only. Attitudes presented are not meant to reflect any official point of view.*

### Introduction

Modern American society is struggling to define new roles for men and women. More than in past times, people are encouraged to view traditional male-female roles in a newly flexible way, yet the transition to the new order is a hard, slow one, accompanied by debates, misunderstandings and confusion. **(Thesis)** Many men, perhaps even more than women, feel limited by the past and by society's expectations.

### First Body Paragraph

**TS:** Many men in the United States do not feel free to do certain things .

*Chunk 1*

**QCD:** For instance, from the time many men are little boys, they are told "Big boys don't cry," or "Crying is for sissies."

**CM:** This shows that they are taught not to express emotions in public.

**CM:** To do so sometimes opens them up for ridicule and misunderstanding.

*Chunk 2*

**PCD:** In addition, some men would not feel comfortable saying they were nurses or primary school teachers.

**CM:** This shows that they do not feel free to take jobs that have traditionally been held by women.

**CM:** This also shows that masculine roles, ironically, are in some ways more rigidly narrow than those open to females.

*Chunk 3 (optional)*

**PCD:** Finally, many men have been taught that it is the man's job to provide for his family and that something is wrong if the wife has to go to work.

**CM:** This results in many men not feeling right about staying home with the children while their wives go off to be the major wage earner.

**CM:** This also results in men making life choices based mainly on what is expected of them.

**CS:** In this country, many men are held back from doing things they might really want to do.

### Second Body Paragraph

**TS:** Women, on the other hand, seem relatively free to choose their own paths.

*Chunk One*

**PCD:** For instance, many more women go to medical school now than was the case fifty years ago.

**CM:** This shows that the notion of the medical profession as exclusively male territory is dead.

**CM:** This also shows that women freely pursue highly demanding careers which they can expect to occupy most of their waking hours.

*Chunk Two*

**CD:** In addition, a great many women work outside the home in a variety of jobs .

**CM:** This shows that, in general, the idea of women spending a large portion of their time and energy outside the home is a widely accepted one in our society.

**CM:** This also suggests that many families are eager to achieve financial success and make that a priority in their lives.

*(No Optional 3rd Chunk)*

**CS:** Americans seem to prefer a double-income family to a working mom and a househusband.

### Concluding Paragraph

The new choices facing women, coupled with the pressures on men to avoid anything considered feminine, have created a new set of challenges for our society. Women, in gaining freedom to enter the workforce, have almost lost the one freedom formerly thought a prison—the freedom to be a homemaker. Men trudge on in their traditional roles with very little sense of choice at all. The dialogue between men and women on who shall do what is far from over; perhaps it is just beginning.

*(Of course, when you write your final draft of your essay, all the sentences in the body paragraphs will follow immediately after one another on the lines of your page and will not be labeled as they are here. )*

## Essay Writing

- Think about the essay topic for a few minutes.
- Brainstorm some ideas about your topic. Use abbreviation or shorthand to write them down quickly.
- Write an outline to arrange ideas into a organizational pattern.
- Write an your introduction.
- Write a tentative thesis.
- Start with general lead-in statements that introduce the reader to the main point of the essay.
- Starting with the first topic (idea, argument, event, etc), create a topic sentence for the body paragraph.
- Support your topic sentence concrete illustrations, details, or quotations and commentary.
- Repeat these two steps for the remaining paragraphs in your essay.
- For your conclusion, summarize the main points, emphasize one of the points, or encourage the reader to take action regarding the topic. Use the method that is most appropriate and effective for the type of essay. Do not introduce any new material in the conclusion.
- Proofread and edit your rough draft. Write your final draft with the corrections you have just made.

### Thesis Statement

*note: some source information for Thesis, Plagiarism, and MLA is from: Write Right!*

- Does it clearly state your essay's main idea?
- Is it more than a general subject, a statement of fact, or an announcement of your intent?
- Is it carefully worded?
- Does it suggest your essay's direction, emphasis, and scope?

### Graphic Organizer for a Thesis

General Topic	Focus	Supporting Point or Points
Organized crime can affect sports	in a negative way	1919 World series

The initial thesis statement you decide on may change as you write your essay and it may be revised many times before you are done.

For example:

**Tentative Thesis Statement** (rough draft):

Professional sports can easily be corrupted by organized crime.

**Revised Thesis Statement** (final paper):

Although proponents of legalized gambling argue that organized crime cannot make inroads into professional sports, the way in which underworld figures compromised the 1919 World Series suggests the opposite.

A thesis statement can suggest not only a possible order and emphasis for an essay's ideas, but also a specific pattern of development that is not forced but will develop in your body paragraph naturally.

Clustering your supporting points can also help organize your essay:

### Graphic Organizer for a Thesis

General Topic	Focus	Supporting Point or Points
School Uniforms	good idea	less distracting promote professional attitude large families pass down to younger kids

Sample: School Uniforms, a controversial issue for educators and students, are a positive choice because a standardized dress code prevents students from being distracted, fosters a professional attitude in the school community, and creates a financial benefit for large families.

## Types of Essays

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**Narrative:** tells how something happened in the form of a story.

**Descriptive:** uses imagery and concrete language to tell about an event, a person, or a place.

**Illustration (Example):** uses specific instances or details to tell how something happened to make something clear or to back up claims.

**Process:** tells the reader how to do something, make something, or how something functions.

**Compare and Contrast:** looks at how subjects are similar and different.

**Cause and Effect:** tells what made something happen, the effects of something happening, or both.

**Definition:** creates a definition of a subject/topic/event

**Argumentative:** uses facts to persuade the reader of the validity of the point of view on a topic.

*Note: The summaries and charts below are an overview of the information on essays provided in your textbook: Successful College Writing.*

## Narrative Essays

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*Relates a series of events, real or imaginary, in an organized sequence (tells a story) and makes a point.*

Narratives provide human interest, spark our curiosity, and draw us close to the storyteller.

- create a sense of shared history, linking people together
- provide entertainment
- offer instruction
- provide insight

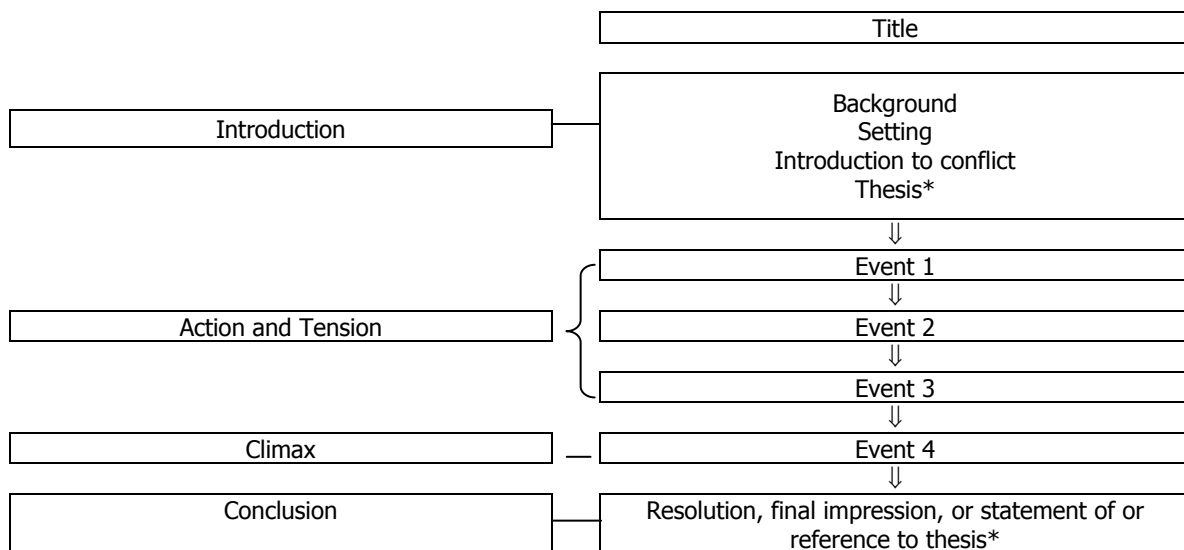
### Characteristics of Narratives:

The essay:

- makes a point directly related to the thesis
- conveys action and detail using dialogue, physical description, and recounting action
- presents a conflict, create tension and works toward its resolution
- sequences events – chronologically – flashbacks and foreshadowing
- uses dialogue
- tells a story from a particular point of view

### Graphic Organizer for a Narrative Essay

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\*The thesis may be stated directly at the beginning or at the end of a narrative, or it may be implied.

## Illustration Essays

*Uses specific situations(one or several extended examples) to reveal the essential characteristics of a topic.*

Examples make ideas concrete, often connecting them to situations within the reader's experience.

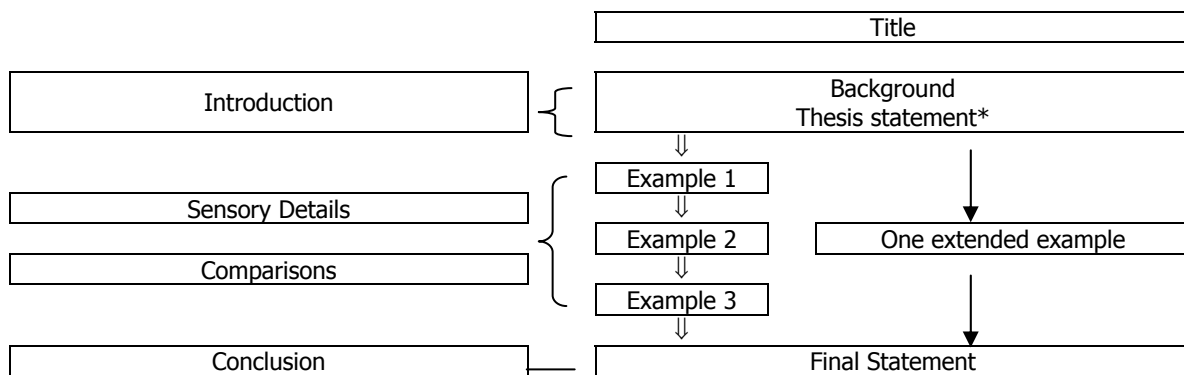
- use examples to define, compare, classify, show the effects, argue
- choose examples that are relevant, representative, accurate, and striking.
- use clear transitions
- limit descriptive details

### Characteristics of Illustration Essays

*The essay:*

- uses extended examples to support generalizations
- uses the examples to explain or clarify – topics, difficult concepts, abstract terms
- maintains the reader's interest
- takes purpose and audience into account
- uses carefully selected examples
- organizes details effectively (most-to-least, least-to-most, chronological, spatial)

### Graphic Organizer for an Illustration Essay



\*In some essays, the thesis statement may be implied or may appear in a different position.

## Description Essays

*Presents detailed information using the five senses with the purpose of creating a dominant impression.*

**Dominant impression:** leaves the reader with an overall attitude, mood, feeling or concept about the subject. Your descriptive support works only to create this impression.

How to convey the 5 senses:

1. Sight – shape, action, color, and size
2. Sound – active verbs, descriptive adjectives, comparison, and onomatopoeia
3. Smell – list nouns or use adjectives that evoke a distinct odor
4. Taste – the variety of flavors include sweet, sour, bitter, salty and peppery
5. Touch – descriptions of texture, temperature, and weight

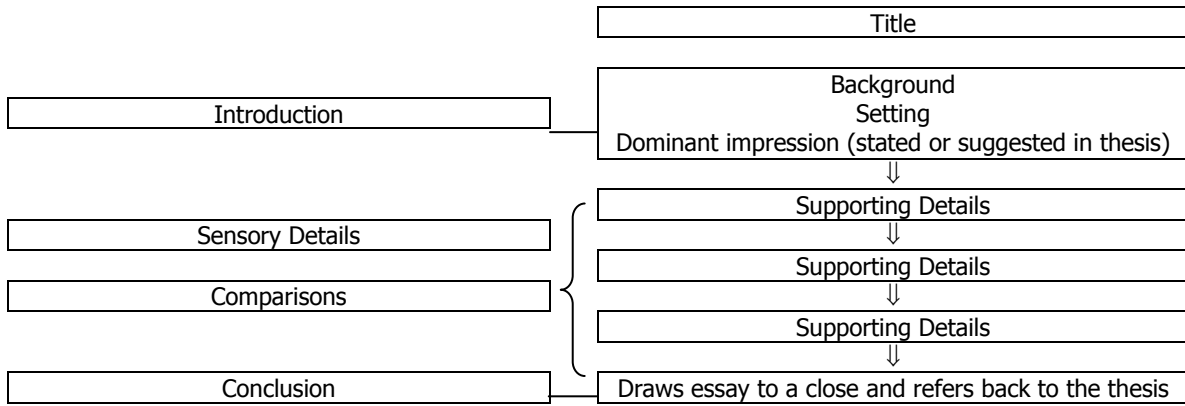
### Characteristics of Description

*The essay:*

- uses sensory details
- uses active verbs and varied sentences
- creates a dominant impression
- uses connotative language effectively
- uses comparisons

- assumes a vantage point
- follows a Method of Organization (spatial, chronological, or most-to-least)

**Graphic Organizer for Descriptive Essay**



**Process Analysis Essays**

*Explains in step-by-step fashion how something works or how something is done or made.*

Two Types:

1. how-to essay: for readers who want or need to perform the process
2. how-it-works: for readers who want to understand the process but not actually perform it.

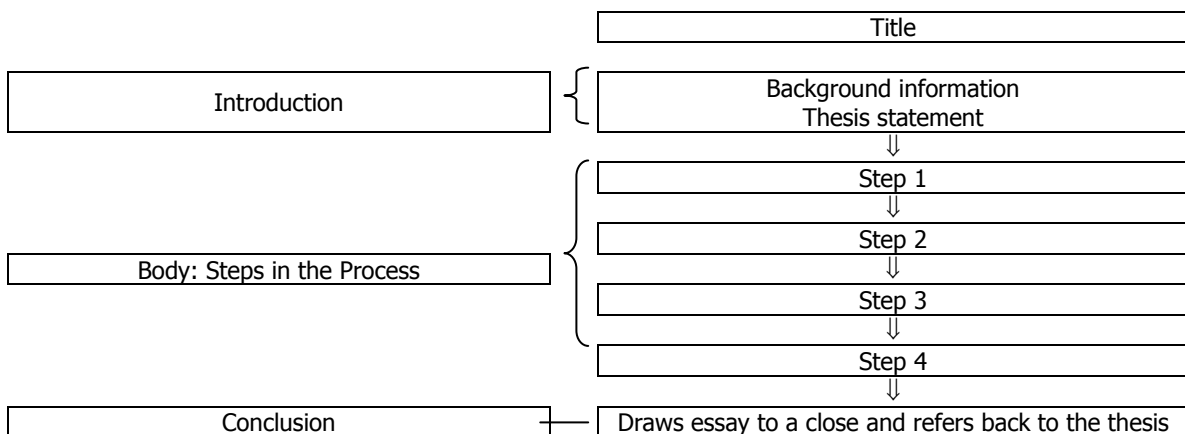
**Characteristics of Process Analysis**

*The essay:*

- presents an explicit thesis
- provides clear, step-by-step description of the process
- defines key terms
- gives necessary background information
- describes equipment needed for the process
- supplies an adequate amount of detail
- (*how-to*) anticipates and offers help with potential problems

Organize the essay chronologically – the order the steps are normally completed.

**Graphic Organizer for Process Analysis Essay**



# Compare and Contrast Essays

*Shows and analyzes the similarities and differences making a decision about the subject.*

## Typical Organization

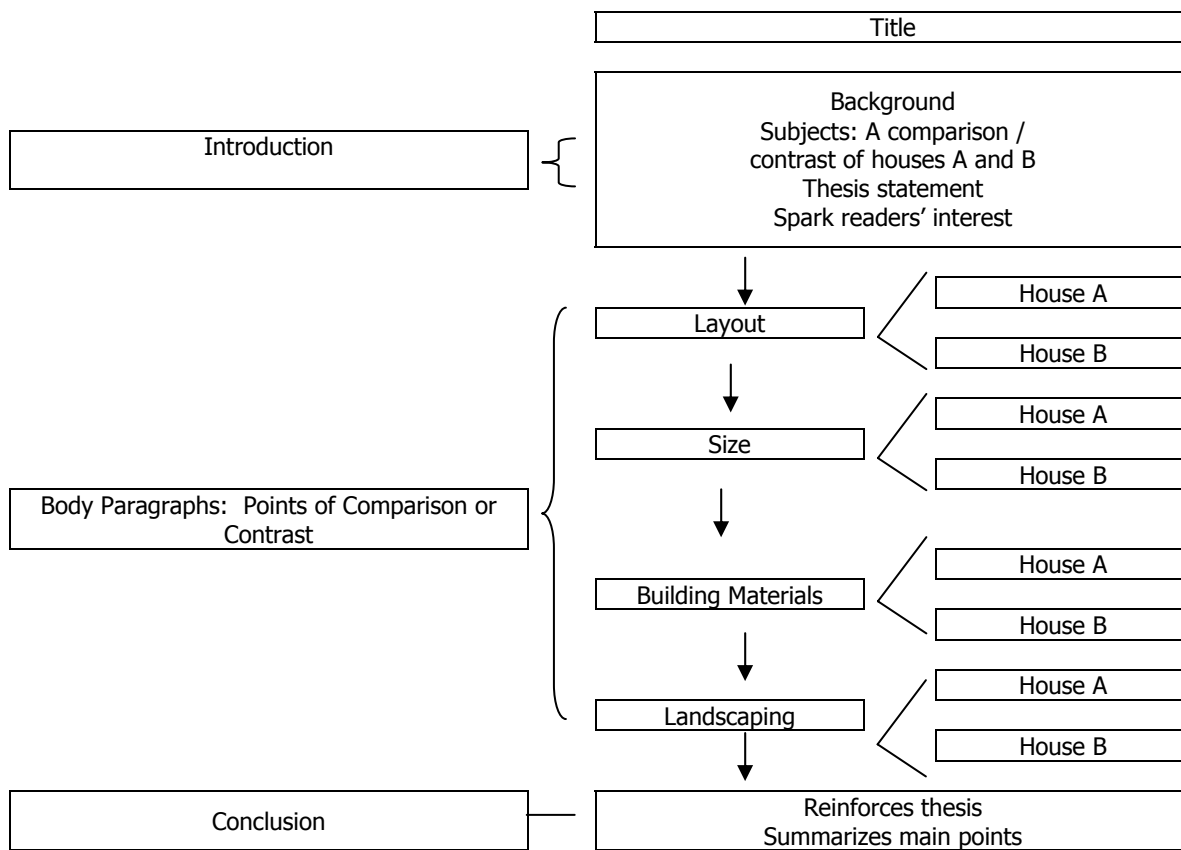
- Point-by-point comparison – moves back and forth between two subjects comparing them on the basis of several key points
- Subject-by-subject comparison – describes the key characteristics of one subject before moving to the other subject

## Characteristics of Comparison or Contrast Essays

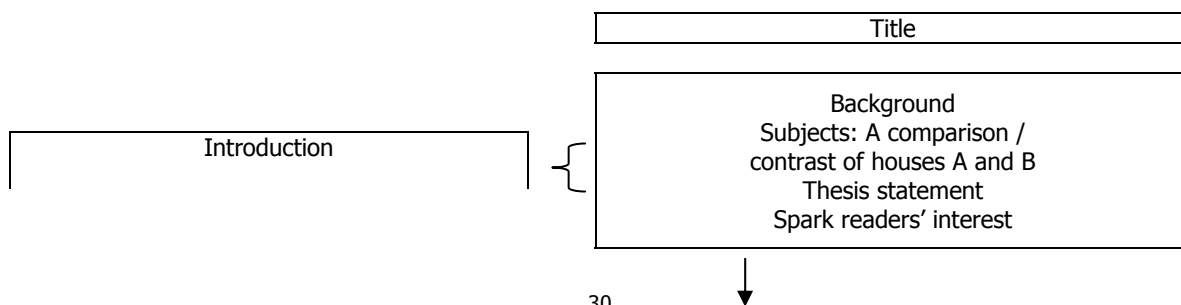
*The essay:*

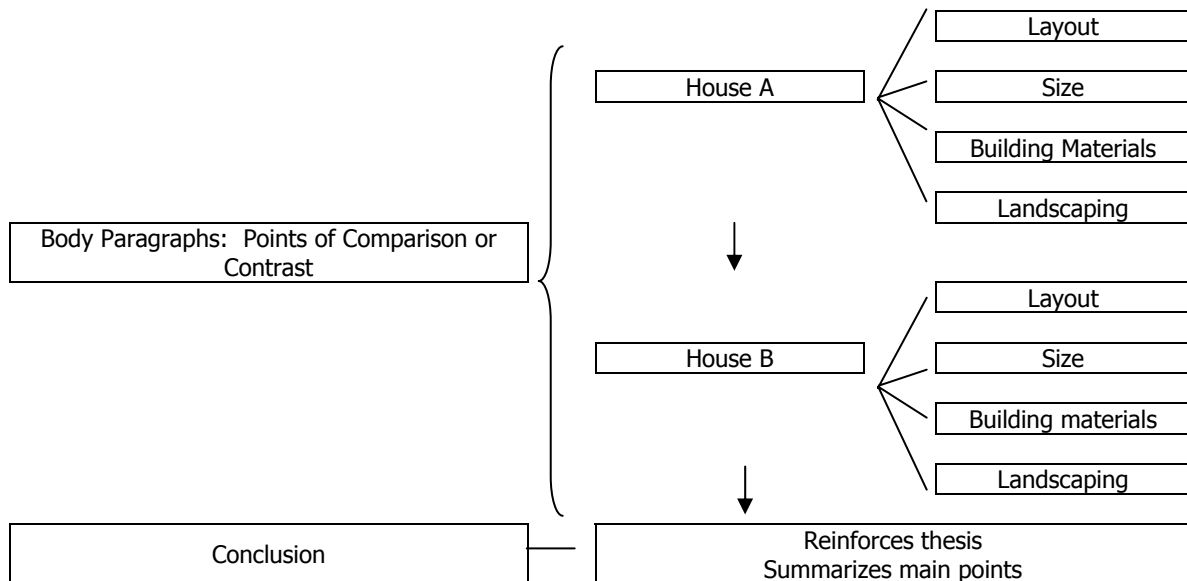
- has a clear purpose
- introduces the comparison clearly
- considers shared characteristics
- makes a point
- uses transitions
- points are short and direct

### Graphic Organizer for a Point-by-Point Comparison and Contrast Essay



### Graphic Organizer for a Subject-by-Subject Comparison and Contrast Essay





## Classification and Division Essays

*Explains a topic by describing types or parts.*

Two Types:

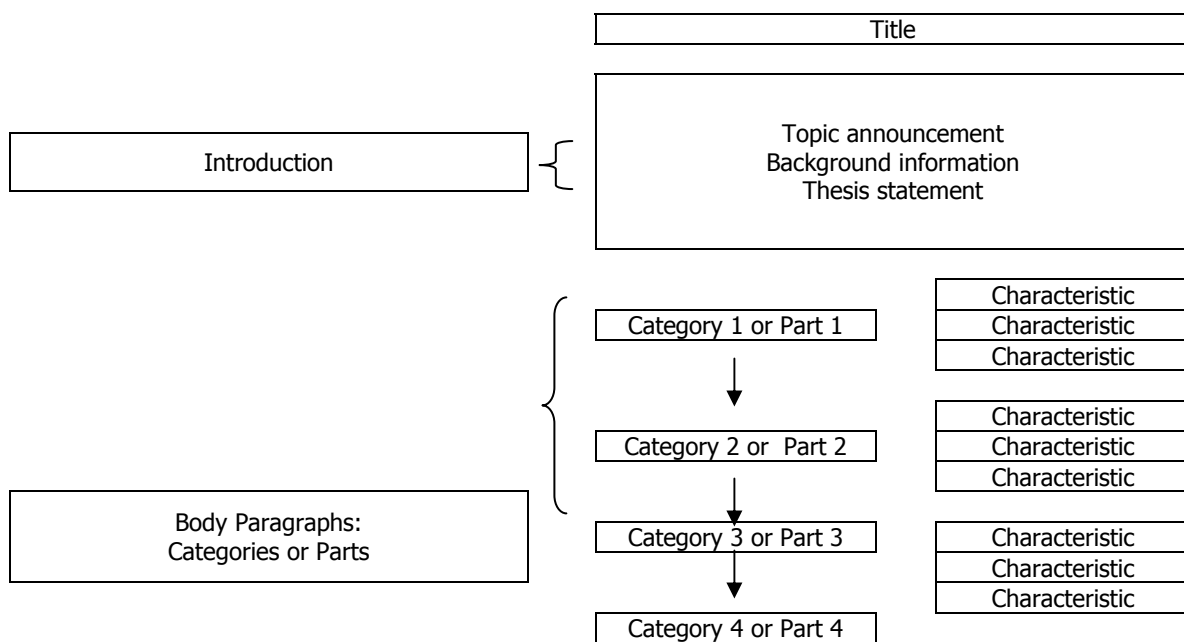
- Classification – process of sorting people things, or ideas into groups or categories to help make them more understandable
- Division – begins with one item and breaks it down into parts.

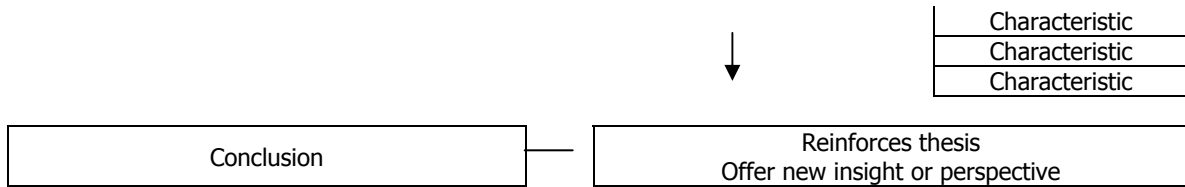
### Characteristics of Comparison or Contrast Essays

*The essay:*

- divides ideas according to one principle
- uses categories or division that is exclusive and comprehensive
- fully explains each category or part
- develops a thesis

### Graphic Organizer for a Classification or Division Essay





## Cause and Effect Essays

*shows how one event or phenomenon brings about another.*

Causal Analysis analyzes:

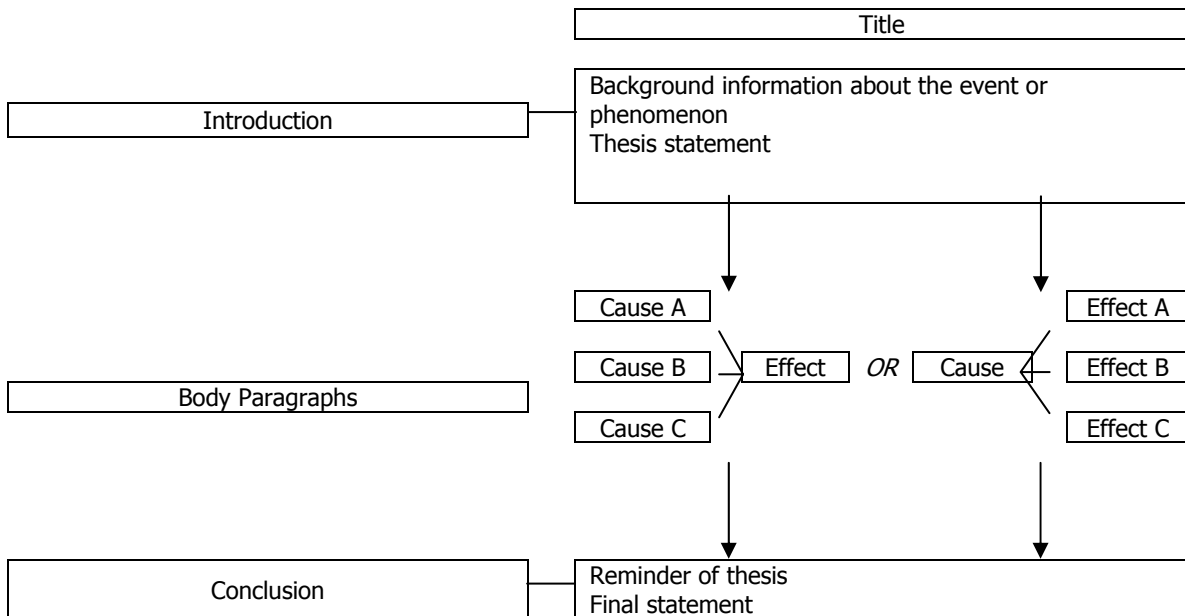
1. causes: why an event or phenomenon happens
2. effects: what happens because of the event or phenomenon
3. both causes and effects

### Characteristics of Cause and Effect Essays

*The essay:*

- may examine multiple causes, effects
  - several causes with a single effect
  - one cause with several effects
  - related events with multiple causes and multiple effects
- is a chain of events showing a series of consequences
- is informative, persuasive or both
- explains each cause and effect clearly
- recognizes or dispel reader's assumptions

### Graphic Organizer for Cause and Effect Essay



## Definition Essays

*a way of explaining what a term means or which meaning is intended when a word has a number of different meanings.*

Extended definitions: explore the term and explain all that it means to the writer.

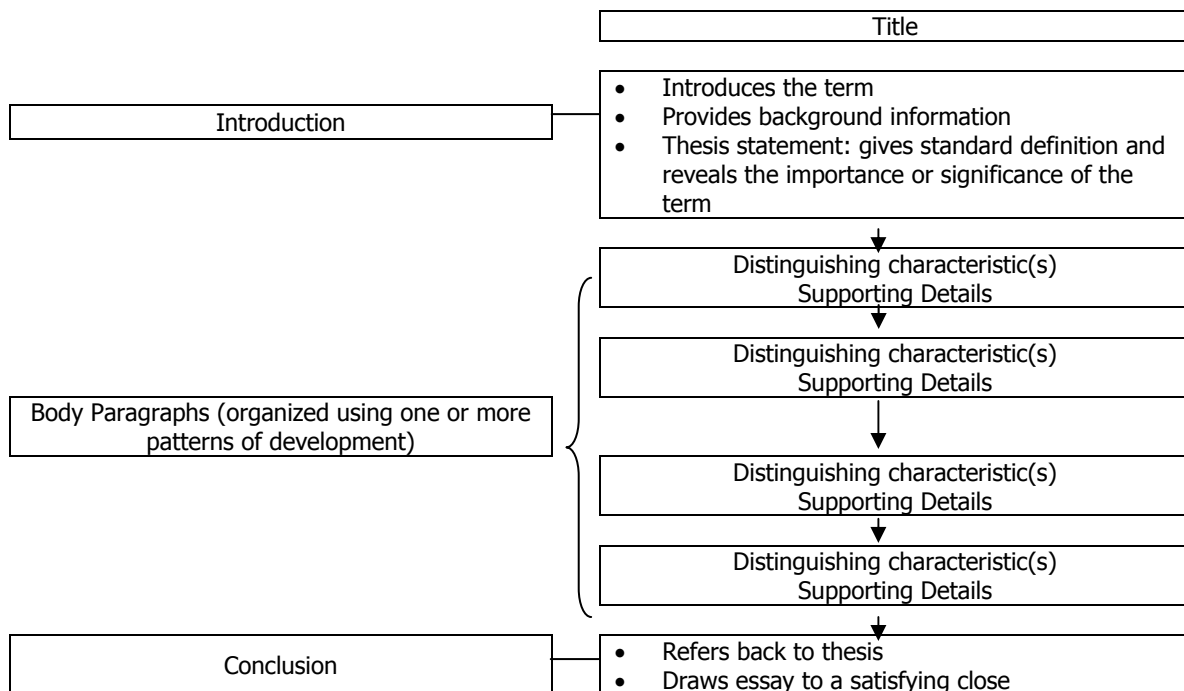
- examines various meanings and applications
- may begin with the standard definition to anchor the thesis
  - describe the class as specifically as possible
  - do not use the term (or forms of) as a part of your definition
  - include the characteristics that distinguish the term from other in its class
  - do not limit the term so much that it becomes inaccurate
- may introduce new ways to think about the term

### Characteristics of Definition Essays

*The essay:*

- often includes a brief explanation of the term
- is specific and focused
- makes a point
- includes sufficient distinguishing characteristics and details
- may use negation and address misconceptions

### Graphic Organizer for Definition Essay



## Evaluating Arguments: Rhetorical Fallacies or Slanting

**Semantic Ambiguity:** presenting an argument that uses a term with more than one meaning without clarifying its meaning. Examples: "pure" "natural" "liberal" "conservative" "the American people" "the average American"

**Emotive Language:** exploiting the emotive aspect of language in order to bias evaluation of evidence. Example from one of former President Reagan's speeches: "After eight hard years of rebuilding America's strength, do we really want to return to a Disneyland defense policy--with Mickey Mouse treatment of our men and women in uniform, Goofy strategic plans, and Donald Duck-like lectures telling us that whatever goes wrong is our own blankety-blank fault?"

**Misuse of Jargon or Euphemism:** using technical or misleading terms for purposes of impressing or masking meaning. Examples: "fib" for "lie," "pass on" for "die," "downsizing" for "firing or laying off employees."

**False Dilemma:** misrepresenting a situation as “either-or” or “all-or-nothing”

Example: “Either we are going to destroy North Korea, or we will be a lame duck, waddling from crisis to crisis.” “Either you are an oppressor or a member of the oppressed.”

**Begging the Question:** presuming as true key assumptions that must be verified to establish the conclusion. Example: “Abortion is wrong because it is immoral.” “Rich people are superior to poor people because they have more money.”

**Loaded Question:** framing a question in a way that presupposes the answer. Ex: “When did you stop beating your wife?”

**Equivocation:** drawing an unwarranted conclusion by using a word or phrase in two different ways. Example: Logic is the study of argument. But there’s too much argument in the world. Therefore, we would be better off not to study logic.

**Innuendo:** implying a judgment, usually derogatory, by using words that suggest a conclusion.

Example: “Liberals are people who want to expand the public welfare roles.”

**Ad hominem:** attacking the person instead of the issue.

**Two Wrongs Make a Right:** attempting to justify what is considered objectionable by appealing to other instances of wrongdoing. Example: Billy does it.

**Red Herring:** drawing attention away from the real issue to a separate one in order to conceal the weakness of an argument.

Example: Yes, it’s true that Phoenix has a brown cloud hovering over it, but Los Angeles has really bad smog. People who are complaining about the brown cloud here ought to visit LA.

**Hasty Generalization:** drawing a conclusion based on an unrepresentative sample or too little evidence.

**Bandwagon Effect:** urging acceptance of a position merely because large numbers of people support it.

**Appeal to Tradition:** appealing to audience’s respect for some custom instead of evaluating it. Example: We’ve always done it this way.

## Argument Essays

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*makes a claim and offers reasons and evidence in support of a claim about an issue.*

### Basic Parts:

**Issue:** controversy, problem, or idea about which people disagree

**Claim:** the point the writer attempts to prove about the issue. There are three types:

1. claim of fact – can be proven or verified
2. claim of value – showing how one idea is more desirable than another
3. claim of policy – offers one or more solutions to a problem.

Three common types of **support:**

1. Reasons – general statement that backs up a claim
2. Evidence – facts, statistics, and expert opinions
3. Emotional Appeals
  - Appealing to Needs
  - Appealing to Values

**Refutation** (rebuttal): recognizes and argues against opposing viewpoints.

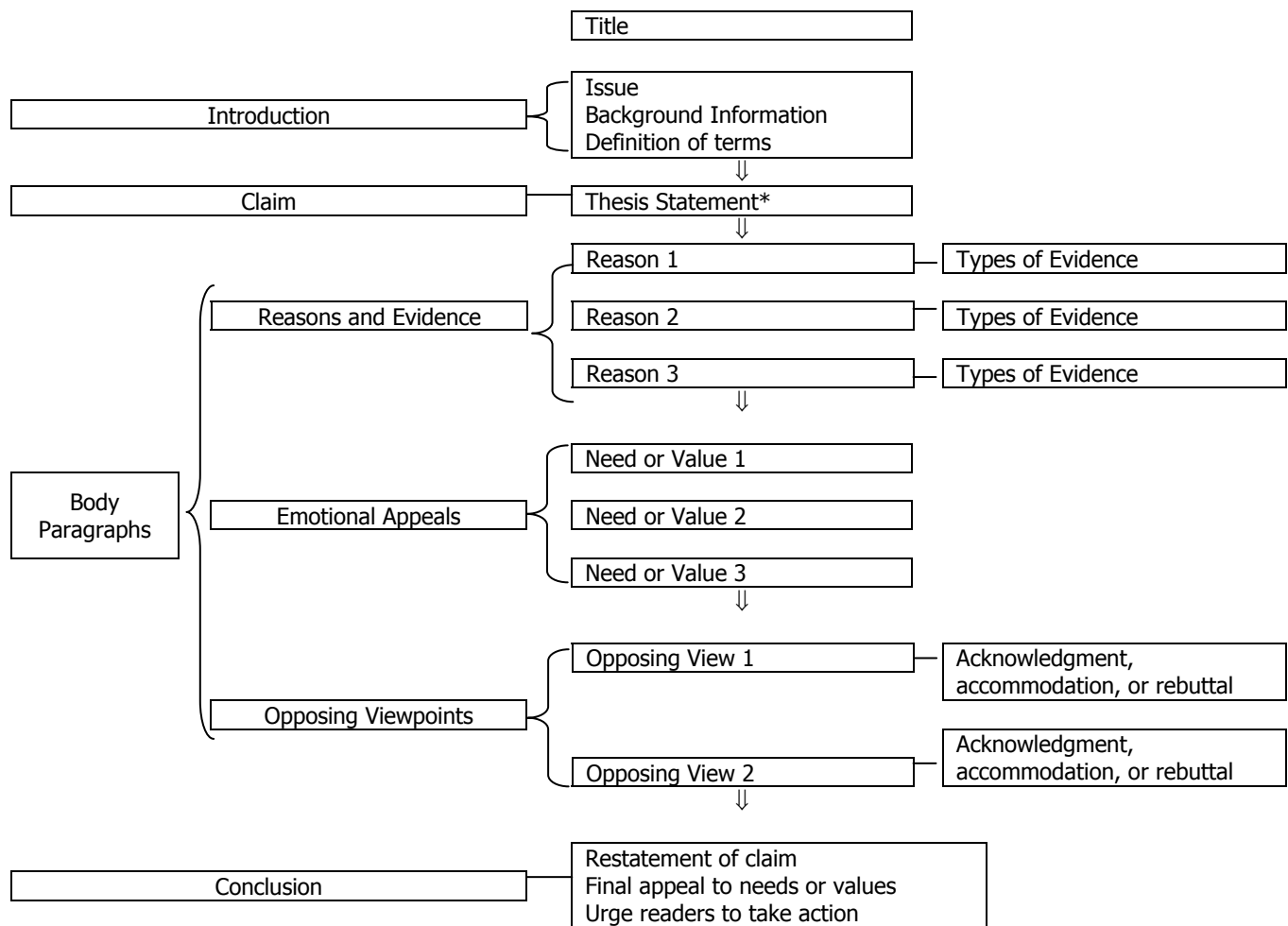
- or acknowledges and/or accommodates an opposing view

### Characteristics of Argument Essays

*The essay:*

- focuses on a narrowed issue
- states a specific claim in a thesis
- depends on careful audience analysis
- follows a logical line of reasoning
  - **inductive reasoning:** begins with evidence and moves to a conclusion
  - **deductive reasoning:** begins with accepted premise and shows how a conclusion follows from it.

## Graphic Organizer for Argument Essay



*\*thesis may appear anywhere within the argument*

## Plagiarism

*Plagiarism is presenting another person's words or ideas--either accidentally or intentionally--as if they are your own. In general, you must document all direct quotations, as well as every opinion, judgment, and insight of someone else that you summarize or paraphrase. You must also document tables, graphs, charts, and statistics taken from a source.*

These situations could lead to plagiarism:

1. Borrowed words not enclosed in quotation marks.
2. Paraphrase too close to its source
3. Statistics not attributed to a source
4. Writer's words and ideas not differentiated from those of the source.

## Documentation

There are many types of documentation, but two in particular you must be familiar with are: Modern Language Association (MLA) and American Psychological Association (APA).

**MLA** format uses three parts: parenthetical references within the text consisting of the author's last name and a page number, a reference to a Works Cited list at the end of the paper, and content notes.

The colony's religious and political freedom appealed to many idealists in Europe (Ripley 132).

**APA** format relies on short parenthetical citations, consisting of the last name of the author, the year of publication, and --for direct quotations-- the page number. References are listed alphabetically at the end of the paper.

One study of stress in the workplace (Weisberg, 1983) shows a correlation between ...

Most commonly your English and Social Studies will ask you to use MLA and your Sciences will ask you to use APA, so it is good to know both.

## MLA Citations

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*For information on how to properly format a research paper, a works cited paper, or parenthetical quotations refer to MLA Handbook for Writers of Research Papers.*

### **Basic Guidelines for Citations**

- Authors' names are inverted (last name first); if a work has more than one author, invert only the first author's name, follow it with a comma, then continue listing the rest of the authors.
- If you have cited more than one work by a particular author, order them alphabetically by title, and use three hyphens in place of the author's name for every entry after the first.
- Dates are cited in order of day, month, and year followed by page numbers—21 Jan. 2004: 76-98.
- If no author is given for a particular work, alphabetize by the title of the piece and use a shortened version of the title for parenthetical citations.
- Capitalize each word in the titles of articles, books, etc. This rule does not apply to articles, short prepositions, or conjunctions unless one is the first word of the title or subtitle.
- Underline or italicize titles of books, journals, magazines, newspapers, and films.
- Use quotation marks around the titles of articles in journals, magazines, and newspapers. Also use quotation marks for the titles of short stories, book chapters, poems, and songs.
- List page numbers efficiently, when needed. If you refer to a journal article that appeared on pages 301 through 350, list the page numbers on your Works Cited page as 301-50.
- If you're citing an article or a publication that was originally issued in print form but that you retrieved from an online database, you should provide enough information so that the reader can locate the article either in its original print form or retrieve it from the online database.

### **Basic Book Entry:**

Author's name. Title of the book. Publication information.

### **A Book by a Single Author** (*correct punctuation indicated*).

Last name, First name. Title of the book. Place of publication: Name of publisher, date of publication. Page numbers.

### **A Book with Two or More Authors** (*samples*)

Strunk, William Jr., and E. B. White. The Elements of Style. 3<sup>rd</sup> Ed. Boston: Allyn & Bacon, 1979.

Bailey, Thomas, et al. Brief American Pageant. 4<sup>th</sup> ed. Lexington: D.C. Heath and Co., 1996.

### **Book Entry with Additional Information** (*omit information not available*)

Last name, First name. "Title of a part of the book." Title of the book. Abbreviated title of the editor (ed.), translator (trans.), or compiler (comp.). Name of the editor, etc. Edition used. Place of publication: Name of publisher, date of publication. Start Page Number – End Page Number.

### **Articles in Periodicals** (*i.e. magazines and journals*)

Author's Name. "Title of article." Title of Periodical. Date of Publication. Page Numbers.

## Internet Sources

Author's name. "Title of Work." Title of Complete Work [Journal. Conference. Home Page]. Volume number, issue number [or other identifying numbers] (Date of publication or year\*): number of pages [or n. pag. if pages not given]. Publication Medium. Name of Computer Network. Available: Protocol and address. Date of access.

## Internet - Single Work (text or graphic)

Close, Chuck. "Leslie/Watercolor 1." Art in Context. (1986): n. pag. Online. Internet. Available: <http://www.artincontext.com/LISTINGS/IMAGES/FULL/L/L9TPN9ML.html> 24 April 1998.

## Internet - Home Page

McCain, John. U.S. Senator John McCain. (n.d.): n. pag. Online. Internet. Available: <http://www.senate.gov/~mccain/> 24 April 1998.

# MLA Essay Format Guidelines

MLA format is a manuscript form and documentation system created by the Modern Language Association (MLA).

## Paper

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- Use 8 ½ x 11-inch paper of good quality.

## Printing on a Computer

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- Use a high quality printer
- Choose a standard, easily readable typeface—Palatino size 12 and Times size 12 are both easily readable typefaces.
- Always use size 12 font.
- Print or type on only one side of the paper.

## Margins

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- All margins – top, sides, and bottom – are one inch.
- These margins should **never** be changed in MLA format.

## Line Spacing

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- All text – including quotations, notes, outlines, and the Works Cited page – are double-spaced in MLA format.
- There are **never** any single, triple, or quadruple spaces in the text.

## Paragraph Indentation

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- Indent paragraphs one-half inch from the left margin when word processing.
- Most word processing programs have a one-half inch margin as the default for one tab.

## Long Quotation Indentation

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- Indent direct quotes that are longer than four typewritten lines in your own text one inch from the left margin when word processing.
- With most word processing programs, this indentation is two tabs from the left margin.

## Title Page

---

- Do **not** include a title page for an essay or research paper in MLA format, unless there are prefatory materials before the text like a summary, an outline, or a table of contents. Should you have prefatory pages, create a title page using the following guidelines:
  - \* On the title page **only**, change the margins – top, sides, and bottom – to two inches.
  - \* These wider margins will allow you to more easily center the personal information like the title of the paper, your name, and course information.
  - \* On the first line of the text, type your title. If the title goes longer than one line, be sure to double-space between the first and second line of the title. Capitalize initial letters of each word in the title in MLA format **except** prepositions, articles, and conjunctions.

- \* One line above the exact center of your page, type the word "by." Then, double space. On the line directly below the center of the page, type your full name, capitalizing only the first letter of each word.
- \* Five single spaces or three double-spaces from the bottom two inch margin, type your instructor's name. Double space and type on this line your course designation. On the last line before you start a new page, type the date that the paper is due.

### First Page Heading When No Title Page Is Needed

---

- When you have no prefatory material, **do not** include a title page. Instead, one inch from the top of the first page of text, on the first line, type your name. Capitalize the first letter of each word in your name.
- Double space and, on the next line of the text, type your instructor's name. Capitalize the first letter of each word in your instructor's name.
- Double space again and type your course information on this line. Include the period number to help further identify the course you are taking.
- Double space and type the due date of the paper using the following format:  
1 May 2006. **Do not** use all numerals.

### Title of Essay

---

- After typing the due date, double space and choose the center margin. Type the title of the essay or research paper, capitalizing the first and all important words.
- Double space and choose the left justified margin again. Indent one tab and begin typing the text of the essay.

### Page Numbers

---

- Place your last name and the consecutive page number in the upper right hand corner of the paper, one-half inch from the top of the page and one inch from the right side of the paper – flush with the right margin.
- When using a word processor, **do not** change the margins to accommodate the page number. Instead, locate the header or footer command in your word processing software and type in your name and page number using the above directions. Many word processing programs have a command to sequentially number each page. Using this command will save a lot of time.
- Remember that the name and page number should be in the same font and of the same font size as the text of your paper.

### **Sample heading for first page of text when no title page is needed:**

Lyon 1

Kristy Lyon

Mr. Walker

English 6

1 May 2006

The History of the Printing Press in America

Start typing the text of the essay.

### **Sample of consecutive pages:**

Lyon 2

Continue typing the text of the essay.

## Proofreading Marks

<i>Non seq. or huh</i>	Non sequitur	<i>This means that your logic is flawed. The ideas don't flow logically.</i>
<i>tight</i>	Tighten	<i>This means you need to say your message economically.</i>
<i>sub-verb</i>	Subject / Verb agreement	<i>The subject in your sentence does not agree in number with the verb.</i>
<i>word</i>	Word Choice	<i>Look up the word you've used to learn the definition. Use a thesaurus to replace it.</i>
<i>coh</i>	Incoherent	<i>The words don't make sense in the order they were written.</i>
<i>unity</i>	Unity	<i>The unity among concepts is not clear</i>
<i>devel</i>	Inadequate Development	<i>The argument or idea lacks thorough commentary and/or support</i>
<i>dtl</i>	Inadequate Detail	<i>This means you need to make your writing more vivid</i>
<i>trans</i>	faulty transition	<i>Inadequate or faulty transition. Find a transition that fits better</i>
<i>usg</i>	Usage Error	<i>Wrong word error</i>
<i>vag</i>	Vague passage	<i>Passage is hard to understand because it is too unclear. Usually an unclear topic.</i>
<i>weak</i>	Weak Sentence	<i>Sentence lacks purpose or function in argument, or information best elsewhere--or passive.</i>
<i>chpy</i>	Choppy	<i>Excessive use of short or repetitive sentences</i>
<i>awk</i>	Awkward	<i>Hard to read sentence because of sentence construction. Rewrite</i>
<i>frag</i>	Fragment	<i>Sentence fragment. non-functional</i>
<i>sl</i>	Slang	<i>Inappropriate slang</i>
<i>cliché</i>	Cliché	<i>Overused/meaningless metaphor</i>
<i>amb</i>	Ambiguous meaning	<i>Can be read in more than one way</i>
<i>emph</i>	Inappropriate Emphasis	<i>Inappropriate emphasis or lack of clear focus</i>
<i>p. c.</i>	Inappropriate	<i>Sexist language, racial slurs, political incorrect statements are offensive and inappropriate</i>
<i>var</i>	Sentence variety	<i>Sentences follow similar construction. Vary : length and clauses; compound and simple</i>

## Math & Science

### Translating English Terms Into Algebraic Symbols

+	Sum	-	Decreased by
+	Add	-	Less than
+	In addition	-	Subtract
+	More than	-	Difference
+	Increased	-	Diminished
+	In excess	-	Remainder
+	Greater	-	Reduce
x	Times as much	/	Per
x	Percent of	/	Divide
x	Product	/	Quotient
x	Interest on	( )	Quantity
=	Is	>	Greater than
=	Was	≥	Greater than or equal to
=	Equal	<	Less than
=	Will be	≤	Less than or equal to
=	Results		

### Translating English Words Into Algebraic Expressions

$x + 10$	Ten more than x	$x/3$	Quotient of x and 3
$5 + x$	A number added to 5	$3/x$	Quotient of 3 and x
$x + 13$	A number increased by 13	$5 = x + 3$	Five is three more than a number
$10 - 5$	5 less than 10	$2x = 10$	The product of 2 times a number is 10
$x - 7$	A number decreased by 7	$x/2 = 10$	One half a number is 10
$x - 3$	Difference between x and 3	$5(x + 2)$	Five times the sum of x and 2
$3 - x$	Difference between 3 and x	$7 > x$	Seven is greater than x
$2x$	Twice a number	$5(x - 4)$	Five times the difference of a number and 4
$0.10x$	Ten percent of x	$10x$	Ten times x

### Science Symbols and Their English Equivalents

Ψ	psi, a measure of water potential	amu	atomic mass units
Δ	Change in	atm	atmospheres
X	to determine chi squared values	Pa	Pascals
Σ	sum of	J	Joules
Π	Osmotic Pressure	I	Current
λ	Wavelength	Q	Charge
v	frequency	R	Resistance
n	number of moles	Ω	ohms
T	Temperature	g	acceleration due to gravity
P	Pressure	q	heat
m	mass	Cp	heat capacity
M	Molarity	ΔS	Entropy
M	Molality	Ea	activation energy
X	Mole Fraction	p	momentum
KE	Kinetic Energy	v	velocity
PE	Potential Energy	s	speed
L	Liters	I	impulse
g	grams	F	force
K	Kelvin	N	Newtons
C	Celsius	t	time
F	Fahrenheit	W	work
ΔH	Enthalpy	d	distance
ΔE	Internal Energy	ΔG	Gibb's Free Energy

## Mathematical

Prefix	Name	Magnitude
xenno	octillionth	$10^{-27}$
yocto	septillionth	$10^{-24}$
zepto	sextillionth	$10^{-21}$
atto	quintillionth	$10^{-18}$
femto	quadrillionth	$10^{-15}$
pico	trillionth	$10^{-12}$
nano	billionth	$10^{-9}$
micro	millionth	$10^{-6}$
milli	thousandth	$10^{-3}$
centi	hundredth	$10^{-2}$
deci	tenth	$10^{-1}$
deka	ten	$10^1$
hecto	hundred	$10^2$
kilo	thousand	$10^3$
mega	million	$10^6$
giga	billion	$10^9$
tera	trillion	$10^{12}$
peta	quadrillion	$10^{15}$
exa	quintillion	$10^{18}$
zetta	sextillion	$10^{21}$
yotta	septillion	$10^{24}$
xenna	octillion	$10^{27}$
vendeka	decillion	$10^{33}$
	googol	$10^{100}$

## Roman Numerals List

## Roman Numerals Chart

			#	Units	Tens	Hundreds	Thousands
I	1	One	1	I	X	C	M
V	5	Five	2	II	XX	CC	MM
X	10	Ten	3	III	XXX	CCC	MMM
L	50	Fifty	4	IV	XL	CD	MMMM
C	100	One-hundred	5	V	L	D	
D	500	Five-hundred	6	VI	LX	DC	
M	1000	One-thousand	7	VII	LXX	DCC	etc.
			8	VIII	LXXX	DCCC	
			9	IX	XC	CM	

## Greek Alphabet

Upper & Lower Case	English Transliteration	Name of the letter
Aa	a	alpha
Bβ	b	bēta
Γγ	g	gamma
Δδ	d	delta
Eε	e	epsilon
Zζ	z	zēta
Hη	ē	ēta
Θθ	th	thēta
Iι	i	iota
Kκ	k	kappa
Λλ	l	lamda
Mμ	m	mu

Upper & Lower Case	English Transliteration	Name of the letter
Nν	n	nu
Ξξ	x	xi
Oο	o	omicron
Ππ	p	pi
Pρ	r	rho
Σσ(ς)	s	sigma
Tτ	t	tau
Υυ	u	upsilon
Φφ	phi	phi
Χχ	ch	chi
Ψψ	ps	psi
Ωω	ō	ōmega

# Literary Terms

## Fiction

Allegory:	A complete narrative that may also be applied to a parallel set of external situations that may be political, moral, religious, or philosophical; a complete and self-contained narrative signifying another set of conditions.
Character:	The verbal representation of a human being, with all the good and bad traits of being human. Character is revealed through authorial comments, interactions with other characters, dramatic statements and thoughts, and statements by other characters.
Conflict:	The essence of plot; the opposition between two forces. Examples: man vs. man, man vs. nature, man vs. himself where "man" is understood to mean "human beings."
Contextual symbol:	<i>(or authorial)</i> A symbol specific to a particular work that gathers its meaning from the context of the work.
Cultural symbol:	<i>(universal symbol)</i> A symbol recognized and shared as a result of common social and cultural heritage.
Epiphany:	Literally, a "manifestation"; for Christian thinkers like Flannery O'Connor, a particular manifestation of God's presence in the created world. For James Joyce: "a sudden sense of radiance and revelation that one may feel while perceiving a commonplace object." In literature, epiphany "has become the standard term for the description . . . of the sudden flare into revelation of an ordinary object or scene."
Initiation:	Type of story or theme in which a character moves from innocence to experience.
Irony:	The discrepancy between what is perceived and what is revealed; language and situations that seem to reverse normal expectations.
Naturalism:	A turn-of-the-century literary movement in which heredity and environment determine human fate.
Point of view:	The voice of the story; the story from the perspective of the person doing the speaking.

First Person	Second Person (uncommon)	Third Person
Narration from "I" or "We"	told from "you"	<i>Omniscient:</i> reveals all characters' thoughts <i>Limited omniscient:</i> only one third-person's thought revealed <i>Dramatic or Objective:</i> no authorial comments reveal thoughts

Protagonist:	The main character of a story; the character around whom the conflict is centered.
Round characters:	According to E. M. Forster, round characters "are dynamic--capable of surprising the reader in a convincing way." Round characters recognize, change with, and adjust to circumstances.
Setting:	A work's natural, manufactured, political, cultural, and temporal environment, including everything that the characters know and own.
Stereotype:	Flat characters that exhibit no attributes except those of their class.
Structure:	The way in which a plot is assembled: chronologically, through dreams, speeches, fragments, etc.
Style:	The manipulation of language to create certain effects.
Symbolism:	Objects, incidents, speeches, and characters that have meanings beyond themselves.
Theme:	The major or central idea of a work.
Tone:	The ways in which the author conveys attitudes about the story material and toward the reader.

## Poetry

Apostrophe:	a turning away, or redirection of attention; speaker addresses a real or imagined listener who is not present
Caesura:	a short but definite pause in a line, often marked by punctuation.
End-stopped lines:	that end in a full pause.
Enjambment:	a line having no end punctuation but running over to the next line.
Metaphor:	comparison; figurative language that describes something as though it were actually something else.
Metonymy:	transfer of name; substitution of one thing for another with which it is allied. The White House
Overstatement:	<i>(hyperbole)</i> exaggeration for effect
Paradox:	apparent contradiction that reveals an unexpected truth
Quatrain:	a four-line stanza
Rhyme scheme:	identifying the pattern of end rhymes in a poem by "using small letters to represent each end rhyme--a for the first rhyme, b for the second, and so on"
Simile:	comparison of unlike things using "like" or "as"
Stanza:	a group of poetic lines corresponding to paragraphs in prose
Synecdoche:	"taking one thing out of another." A part stands for the whole. "All hands aboard." Example: Keats's "To Autumn" when the gourd and hazel shells stand in for the harvest. "Wheels" instead of car; "rhyme" instead of poetry.
Understatement:	<i>(litotes)</i> Deliberate underplaying or undervaluing of a thing to create emphasis or irony

## Editing Marks

Insert Here	^	take <sup>him</sup> away ^
Insert a comma, semicolon, or colon	^ , ^ ; ^ :	Phoenix ^ Arizona ^ ,
Insert a period	⊙	Dr ⊙
Insert a hyphen or a dash	^ - ^	one ^ half teaspoon ^
Insert question mark or exclamation point	? ! ^ ^	What is your name? ^
Capitalize a letter	/ or ≡	<sup>c</sup> olumbia (or) <sup>c</sup> olumbia
Make a capital lowercase	/	<sup>t</sup> heater
Close up space	⌋	luke ⌋ warm
Transpose	↻	Womans ⌋
Delete or replace	— (or) ↶	<sup>hot</sup> a <del>cold</del> pie (or) a <del>cold</del> <sup>pie</sup>
Insert an apostrophe or quotation marks	^ ’ ^ “ ^ ”	don’t    “Great!”
Use Italics or Underline	—	<u>Moby Dick</u> or <i>Moby Dick</i>
Insert parentheses	( ) ^ ^	All topics (from A to Z) ^ ^
Insert space	# ^	<sup>#</sup> lot ^
Spelling error	⊙ sp	<sup>sp</sup> Misspelled word
Move Left	[	[ Left aligned text.
Beginning New Paragraph	¶	¶ Start a new paragraph here.