







**WRITING 1**

**SYMBOLS FOR  
COMPOSITION  
MARKING**

## I. SYMBOLS FOR COMPOSITION MARKING

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

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

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

## II. HOW DO THE SYMBOLS WORK?

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

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

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

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

	<p>Each writer has a distinctive style, and he or she uses this in his or her own works.</p> <p><i>In the event that</i> she didn't join us this weekend, we will anyway have the party.</p> <p><i>As far as sexism is concerned it seems to me that</i> a woman can be as guilty of sexism as a man.</p> <p><i>It is easy to learn to cook.</i></p> <p>A few of the students who were in disagreement called in so that they would have the opportunity to refute the arguments set forth by the dean.</p> <p>I think that she knows that that man is not the man whom she should share her life with.</p>	<p>Each writer has a distinctive style.</p> <p>If she..., we will anyway...</p> <p>A woman can be as guilty of sexism as a man.</p> <p><i>Learning to cook is easy.</i></p> <p>A few disagreeing students called in to refute the dean's arguments.</p> <p>I think she knows she shouldn't share her life with that man.</p>
<p><b>What is the problem?</b> You're using too many words to say something or different words to say the same thing (tautology). Eliminate all unnecessary words, and combine sentences, or simplify phrases and clauses, to make your writing less wordy.</p>		
<p>...</p>	<p>ORIGINAL: If —or is it when?—these computers are permitted to talk to one another, when they are interlinked, they can spew out a roomful of data on each of us that will leave us naked before whoever gains access to the information. (From Walter Cronkite, "Foreword," <i>The Rise of the Computer State</i> by David Burnham [New York: Random, 1983], viii.)</p> <p style="text-align: center;"><b>Omission within a quoted sentence</b></p> <p>As Walter Cronkite has observed, "If... these computers are permitted to talk to one another, ... they can spew out a roomful of data on each of us that will leave us naked before whoever gains access to the information."</p> <p style="text-align: center;"><b>Omission at the end of a quoted sentence</b></p> <p>According to Walter Cronkite, "If—or is it when?— these computers are permitted to talk to one another, when they are interlinked, they can spew out a roomful of data on each of us...."</p> <p>ATTENTION: You use 3 equally spaced periods plus one more period to signal the end of the sentence. The same for ellipsis of a whole sentence.</p>	