

## Feedback Key – Horowitz

**awk:** Awkward--The expression or construction is cumbersome or difficult to read. Consider rewriting.

= **(double underline):** Error in Capitalization

**choppy:** The sentence structure is such that there are many stops and starts that interrupt the flow of your ideas. How can you rephrase, or use transitional phrases, so that your ideas flow more naturally?

**(--) Dash:** A dash would be more effective here. Remember that a dash (--) is longer than a hyphen (-).

**EVD?:** Where is your evidence of this? You've made an assertion but have not supported it or it is unfounded.

**frag:** Fragment—a sentence fragment is a phrase or clause that is in some way incomplete. Such fragments become problematic when they attempt to stand alone as a complete sentence. (ie. When he went to the store.)

**^ (Insert here):** Something is missing; insert it here. It might be a comma, a word, a period and I will have specified what.

**IRR:** Irrelevant - This is not necessary to the overall theme or main idea of your paper.

**IQ:** You've incorporated or integrated your evidence with awkward construction. There are many ways to incorporate evidence from a text into your writing.

**mw:** Missing word—you are missing a word that is vital to the clarity or meaning of your sentence.

**New ¶:** New Paragraph—when a paragraph gets too long your reasoning may appear jumbled and confused.

**No ¶:** No new paragraph was needed here.

**oop:** Out of place—this is an error in organization. Consider moving this text somewhere else so that your writing flows more naturally.

**p/a:** Pronoun/Antecedent agreement error—a pronoun usually refers to something earlier in the text. The thing to which it refers is known as the pronoun's antecedent. A pronoun and its antecedent must match in number and point of view. In addition, the reader must be clear to whom the pronoun refers. Too many can make this confusing.

**PV:** Passive Voice - Always try to write in ACTIVE voice. Active voice has the subject doing the action; Passive voice has an unclear subject or the object doing the action. For instance:

- Active: The boy throws the ball.
- Passive: The ball is thrown by the boy.
- Active: Society has high expectations for teenagers.
- Passive: Expectations are high for teenagers.

\*\*Many of these tips were provided by Grammar Girl ([grammar.quickanddirtytips.com](http://grammar.quickanddirtytips.com)). This site provides very helpful and easy to understand grammar tips.

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**PT:** Present Tense - when writing about a literary work (or film) always use present tense. Check throughout your paper as not all instances are marked.

**rep:** Repetitive idea or language. Ideas - You've already made the point or stated this idea. You either need to move on to the next idea or elaborate on this one, contributing something new. Language - Add variety to your language by avoiding repetition of words or phrases. Avoid redundant use of words or phrases. For instance, "female actress" is repetitive because the word "actress" implies female

**r/o:** Run-on sentence: The sentence contains two or more independent clauses (two sentences that have been pushed together into one in error). Separate the clauses with a period or semicolon.

**sp:** Spelling error.

**s/v:** Subject-verb agreement--Subjects and verbs should match in number and person. Singular subjects require singular verbs; plural subjects require plural verbs

**tense shift:** Verb tenses should be consistent throughout your writing in order to make it clear when an action takes place. You will confuse your readers by switching from one tense to another within the same sentence or paragraph. When discussing literature or a published source document of some kind, readers expect you to use the present tense, even though the source you're writing about may have been written many years ago. When writing an essay about historical events, however, readers generally expect that you use the past tense.

**title:** Your paper should have an interesting and attention-getting title.

**trans.:** Need a stronger transition. You need to connect this idea more clearly to the one before it or to the paragraph

**t/w:** Error in that/which—the basic rule concerning this issue is "that" should be used when introducing restrictive clauses (clauses that are necessary to the overall meaning sentence) and "which" should be used with commas to set off unrestrictive (unnecessary) clauses.

**unclear:** Unsure of what you are trying to say here. This might be because your language is unclear or because the idea itself is not logical or reasonable.

**vague:** You need to be more specific in order to accurately convey meaning

**wc:** Word choice error--Sometimes choosing the correct word to express exactly what you have to say is very difficult to do. Word choice errors can be the result of not paying attention to the word or trying too hard to come up with a fancier word when a simple one is appropriate.

**who/that:** When referring to a person(s) use the pronoun "who" instead of "that."

**wordy:** If you use too many words to describe a relatively minor point, your paper may become wordy. In order to be as concise as possible, trim your sentences down and use longer, more meaningful words. Try to use fewer two- and three-letter words, passive constructions, and weak verbs such as "seem" and "appear."

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### Other Writing Tips

**Adverbs:** Avoid adverbs—Even though it may seem to fit your meaning, adverbs (words that modify nouns or other modifiers) can minimize the impact of your idea. Instead, choose the specific words you need.

- For instance: “He threw the ball expertly.”
- Revised without the adverb: “He threw the ball in a single fluid motion; the crowd cheered as it arced through the air.”
- And never, ever, use the word “literally” when what you mean is “figuratively.” (ex. I’m so hungry I could literally eat my own arm.) In fact, just don’t use that word. 😊

**Colloquialisms and Slang:** Avoid them. The use of slang, cliché phrases and idiomatic expressions can confuse your readers and destroy the formal tone of your writing.

**I think and I believe:** Try to eliminate “I think that...” or “I feel that...” phrases. They are informal and they detract from the confidence of your ideas. The reader knows that these are your thoughts and opinions because you are the author of the paper. Usually, these phrases can be omitted entirely and the sentence still makes sense. For instance:

- I think that John is too proud to admit that he is wrong.
- John is too proud to admit that he is wrong.

**Get:** Avoid use of the word “get.” There is almost always a more appropriate verb to use in its place.

**Be Explicit:** Spell. It. Out. (Not literally, of course). In order to make your meaning clear, you need to clearly state it. Don’t assume that the reader thinks the same way you do. For literary analysis, assume your reader’s read the text, but don’t assume he or she has interpreted it the same way you have. You need to make your reader think like you in order to prove your claim.

**Avoid ending with quotes:** Try not to end your paragraph with a direct quote. Instead, end with your own ideas - analysis or interpretation that connects the evidence back to your main idea and/or thesis statement. Your reader wants to hear from you, not the text.

**Confidence:** If you don’t believe your ideas, why would your reader? Be strong and confident in your language. Don’t let something “seem to” or “almost” mean something. It must “prove,” “show,” “demonstrate.”

### Sentence Starters to Avoid

Well, So, First, Second, Third, Also, And also, Lastly, Finally, In conclusion.

### Other Words/Phrases to Avoid (to avoid over generalizations and vague statements)

Always, A lot, Sure, Quote, Typical, All, Everyone, Never, Just, Happenings, etc., Changed ...life forever, There are many..., Mainly, Thing(s), You, Few, Enough, Means, Can’t, Don’t, Won’t, Many, Good, Great, Stuff, Lots, Nice, The author uses..., Well-written, Feel, Think, Sort of, Like, This quote means..., An example of..., Used to

And no slashes (/) or exclamation points!

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