

Writing Grading Abbreviations

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| A1P | Avoid using the 1st person as much as possible. |
| A2P | Avoid all use of the second person. |
| AGR | Agreement issues: Subject-verb, pronoun-antecedent, etc. ¹ |
| APC | Avoid personal comments (negative or positive) that you cannot prove, e.g. “The <i>Iliad</i> is the best poem ever.” It may be, but you cannot prove it. |
| APV | Avoid <u>passive voice</u> unless necessary. |
| AWK | Your phrasing of this sentence is grammatically possible, but awkward , and difficult for the audience to understand. Make it smoother. |
| CIT | Cite , in proper format, a specific source which provided this information. |
| COM | Commas pause progress of a reading or thinking in a sentence to separate ideas which are related, but not directly part of one another. You have separated what should be joined, or joined ideas that should be separate. |
| COP | Use a clear organizing principle in your order of presenting evidence. For instance, do not start examining words and phrases in a poem, jump into the examination of whole passages and then go back to words and phrases. |
| DEF | Do not use terms without defining them. ² |
| DET | Give specific, detailed evidence to support your argument. |
| DEV | Expand and explain your ideas. Follow that path further. |
| FRAG | This is a fragment , not a sentence. It lacks some word to complete the thought and the grammatical structure: subject, verb, direct object, etc. |
| IL | Illegible -Your hand-writing is unreadable. |
| INF | This word or phrase is not appropriate/ too informal for academic writing. |
| IS | Excessive use of forms “to be”: is , am, are, was, were, be, being, been |
| ITS | Use it’s to mean “it is” and its for “belonging to it”. |
| NA/ <u>NRA</u> | Not Applicable. This is not relevant to your argument . |
| NO | Incorrect claim about a fact. |
| NRT | This is not relevant to the assigned topic . |
| OWN | Understand material from other sources and put it into your own words; do not simply copy phrases, as this could be considered plagiarism. |

¹ Sebranek, Kemper, Meyer. Writer’s Inc. p123

² Ibid. 145

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| P-A | <u>Pronoun-antecedent agreement</u> - Pronouns must agree with the word(s) they replace in gender and number. When discussing one person of unknown gender use “he or she” NOT “they”. Etc. |
| PAR | Parallel structures |
| PRO | <u>Antecedent</u> unclear. It is not clear to the reader to what word this pronoun refers. |
| PREV /REC | In your intro, preview in order the points you will cover to map your essay, then recap those points again at the end to give a satisfying final summary. |
| ¶ | Start a new paragraph when you take up a new subject, and only then. |
| RUN | This sentence runs on with no unifying idea. Break it into smaller units. |
| SL | Skip alternating/ every other line to make your writing easier for me to read and mark, aka double space. |
| SP | Spelling is incorrect. Heed spell check or refer to a dictionary, online or paper. |
| T | Wrong tense ; be consistent about the time that the ideas you describe are taking place. Don’t jump from past tense to present, back to past again. |
| UG | Unhelpful generalization. Say something specific, backed up with fact rather than making vague, unclear statements. |
| WH | Wrong homonym. These words sound alike but mean different things and are different parts of speech. |
| WW | Probably not quite the best word in this context. |
| WDY | This is overly wordy ; find a more simple and direct way to say it. |