

Writing Grading Abbreviations

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

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.