Understanding Feedback: Marking Checklist with Symbols and Abbreviations

A RESOURCE CREATED BY Dr. Emily Pez (2018)

☐ //: Faulty parallelism (*LSH* 345-47) (not using the same grammatical structure to connect ideas in a list or with conjunctions such as *not only . . . but also*; Ex. 1: “Odysseus likes being human, promoting himself, and to use his intelligence to solve problems.” → correct “to use” to “using.” Ex. 2: “While on her odyssey, not only does Alison discover herself but also a closer connection with her father.” → correct to “While on her odyssey, Alison discovers *not only herself* but also a closer connection with her father.”)

☐ ¶: Start new paragraph

☐ AP: Ambiguous pronoun (*LSH* 341-42) (Ex. “This shows that . . .” Instead of using “this” by itself, ask yourself “this what?” and place a noun after it.)

☐ Cap: Need capital letter

☐ Cl: Cliché (Ex. “the time of your life,” “fall head over heels,” “think outside the box”)

☐ CS: Comma splice (*LSH* 272-75) (joining two complete sentences with a comma instead of a semicolon or a period; Ex. “‘Everyday Use’ incorporates fire imagery, burning symbolizes oppression in this context.”)

☐ DM: Dangling modifier (*LSH* 373) (often an “ing” word whose reference is unclear or missing; Ex. “After having an epiphany, Dee’s oppression of the family can no longer continue.” Who is “having an epiphany” here?)

☐ Doc: Documentation of sources incorrect or missing

☐ Edit: Unnecessary words (Ex. “In ‘The Yellow Wallpaper,’ it develops the theme by . . . .” → correct to “‘The Yellow Wallpaper’ develops the theme by . . . .”)

☐ HQ: Hanging quote (Need to interpret the quote further)

☐ Ital: Use italics

☐ MC: Mixed construction (*LSH* 278-81) (when a sentence that begins one way finishes with an incompatible structure; Ex. “For writers in the Middle Ages link their texts to an authoritative tradition rather than assert their own originality.” → Need to remove “For” at the beginning of the sentence)

☐ MM: Misplaced modifier (*LSH* 372) Misplaced modifier (modifiers/descriptive words that do not modify describe the words that you want them to describe; Ex. “Iona begins conversing with the officer when he interprets a joke as sympathetic.” [“when he interprets a joke as sympathetic” sounds as if it refers to the officer, but Iona is the one who interprets here.]
□ NL: Non-inclusive language (LSH 376-78) (Ex. “One can place himself in the position of the protagonist.”)
□ P: Incorrect punctuation (usually problems with commas, semicolons, and apostrophes)
□ PR: Proof read to avoid errors such as typos, extra space, and insufficient space
□ PV: Avoid passive voice (LSH 329-30) (Ex. “In the story, it is revealed that . . .”)
□ Rep: Repetition
□ SF: Sentence fragment (LSH 270-72) (an incomplete sentence; Ex. “Mama not giving Maggie enough credit.”)
□ Sp: Incorrect Spelling
□ SV: Subject/verb disagreement (LSH 292-95) (Ex. “The documentary and the blog exemplifies how . . .”)
□ T: Faulty verb tense
□ Trans: Transition needed
□ Var: Need more variety in sentence structure
□ WW: Wrong word, informal language (etc., OK, no clue)

(LSH=Little Seagull Handbook)


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