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| **Part of Speech** | **Function or Job** | **Test** | **Example** |
| **Noun** | A person, place, object, or idea.  | Can be replaced with “it” or “them.”Can be made plural. | The President told the Press about the incident. |
| **Subjective Pronoun** | Replaces a noun in the subject position. | Replace the pronoun with a name. | She (Maria) told me she would be home by 7:00pm. |
| **Objective** **Pronoun** | Replaces a noun in the object position. | Replace the pronoun with a name. | The white Sentra belongs to her (Maria). |
| **Verb** | Shows physical or mental action, or shows a state of being. | Can change verb tense. | The white sentra belongs to her.We saw a play on campus.  |
| **Adjective** | Modifies a noun of pronoun by giving physical traits such as size, color, amount, etc. | To see if something is functioning as an adjective, find the noun it is pairing with.  | The white sentra belongs to the girl in the brown shirt. |
|  **Adverb** |  Modifies a verb, an adjective, or another adverb. | If a word answers an adverb question (*when, where, how, how often, etc.),* then it is modifying a verb. | They unloaded the truck yesterday. Q: When did they unload the truck?A: Yesterday. |

**Sentence Fragments**

Make sure each sentence you write is a complete, independent thought that can stand on its own. Every sentence should have a subject and a predicate.

Incorrect: If you want to go with me. *(What should you do?)*

Correct: If you want to go with me, you need to be home by six.

Incorrect: Scientists conclude that California remains in a drought. **Although the rain did help relieve some stress.** *(Help with what?)*

Correct: Scientists conclude that California remains in a drought, **although the rain did help relieve some stress.**

Incorrect: There are many types of honey. **Such as wildflower, agave, clover, and avocado.** *(What about those types?)*

Correct: There are many types of honey, **such as wildflower, agave, clover, and avocado.**

**Run-On Sentences**

When you put two complete sentences together without proper punctuation, you get a run-on sentences. Often, run-on sentences are missing things like commas, semicolons, or coordinating conjunctions. Run-on sentences contain more than one complete thought, and so they can be very confusing for a reader.

To fix a run-on sentence, you can separate the two ideas into their own sentences.

Incorrect: We went to the store to buy apples we were all out and needed them for the pie.

Correct: We went to the store to buy apples**.** We were all out and needed them for the pie.

Or, you can add a conjunction such as *and, but,* or *because.*

Incorrect: I had to pick her up from school she missed the bus.

Correct: I had to pick her up from school **because** she missed the bus.

Sometimes, you can add a **semicolon** to connect to independent ideas that are still related.

 Incorrect: We decided to see the 9:00pm showing it was the only one left.

 Correct: We decided to see the 9:00pm showing**;** it was the only one left.

Note: **Semicolons** are used to connect two independent phrases together. The phrase before and after the semicolon should have a subject and a predicate (can stand as a complete sentence).

**Misplaced and Dangling Modifiers**

Sometimes, phrases appear to be modifying the wrong word, or they are dangling, which means they don’t appear to be modifying anything. Make sure to place a phrase as close to the intended word as possible.

The following sentence contains a misplaced modifier. To correct it, move the modifier (bold) closer to the verb phrase.

 Incorrect: I have discussed how to fill the empty containers **with my employees.**

 Correct: I have discussed **with my employees** how to fill the empty containers.

This sentence contains a dangling modifier. It doesn’t explicitly state who was doing the action.

 Incorrect: To improve the results, the experiment was repeated.

 Correct: To improve the results, **we** repeated the experiment.

Additionally, sometimes it can be unclear what the word is modifying. To fix, move the modifier closer to the subject (Chloe).

 Incorrect: Chloe emailed the report to Melissa **before she went on vacation.**

 Correct: **Just before she left for vacation**, Chloe emailed the report to Melissa.

**Possessives**

To indicate possession, you generally add apostrophe-S to a noun. However, the exception to that rule is when using personal pronouns such as *its, your, their,* and *whose.*

 Incorrect: **Who’s** backpack is on the floor? *(Who is backpack on the floor?)*

 Correct: **Whose** backpack is on the floor?

Here, *who’s* is actually a contraction of *who is,* which would make it incorrect to use as a possessive.

 Incorrect: Please put the book back in **it’s** place.*(Please put the book back in it is place.)*

 Correct: Please put the book back in **its** place.

Again, *it’s* is a contraction of *it is,* which makes the first sentence ungrammatical.

**Commas**

Commas are used to separate structural elements of a sentence to make it more clear. Here are some rules for the most common misuses of commas:

**Use commas to separate independent clauses when they are joined by any of these seven coordinating conjunctions: *and, but, for, or, nor, so, yet.***

Incorrect: Yesterday was her brother’s birthday so she took him out to dinner.

Correct: Yesterday was her brother’s birthday**, so** she took him out to dinner.

Correct: I was late for my appointment**, but** I called and rescheduled.

Correct: They ordered my shoes**, and** they gave me free shipping.

**Use commas to separate (1) several adjectives that describe a single noun, or (2) items in a list.**

(1) Correct: He cried to his mother about the big, green, scary giant.

(2) Correct: We needed eggs, milk, and butter.

Note: The comma after the final item in a list is called the **Oxford comma.** It is used to distinguish the penultimate and final item in a list. It is often used to show clarity.

Incorrect: She took a photograph of her parents, the President and Vice President. *(Implies that her parents are the President and Vice President.)*

Correct: She took a photograph of her parents, the President, and the Vice President.

**I vs Me**

When the **subject** of a sentence contains you and another person, use “I.” If you and the other person are in the object position, use “me.”

Incorrect: Me and Jasmine went out to lunch.

Correct: **Jasmine and I** went out for lunch.

Incorrect: The waiter complimented my best friend and I on our dresses.

Correct: The waiter complimented **me and my best friend** on our dresses.

To test: remove the "and \_\_\_\_” and then test your pronoun. If it works without the extra phrase, then it’s correct!

 Incorrect: Me and Jasmine went out to lunch.

 Test: **Me** went out to lunch.

 Incorrect: The waiter complimented my best friend and I on our dresses.

 Test: The waiter complimented **I** on my dress.

**Verb Tense and Aspect**

Tense indicates the time an action or event occurs.

 Tenses: past, present, future.

Aspect expresses how an action, event, or state extends over time.

**Types of Aspects:**

Simple: Describes an action that is currently happening or happens habitually

 Perfect: Describes an action that has been completed before another action

 Progressive: Describes an action that is in the process of happening

 Perfect-Progressive: Describes an action that began in the past and continues in the present

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|  | **SIMPLE** | **PERFECT** | **PROGRESSIVE** | **PERFECT-****PROGRESSIVE** |
|  |  | **Have** + **-en/ed** | **Be** + **-ing** | **Have + been + -ing** |
| **PAST** | walked | **had** walk**ed** | **was** walk**ing** | **had** **been** walk**ing** |
| **PRESENT** | walk | **have** walk**ed** | **am** walk**ing** | **have been** walk**ing** |
| **FUTURE** | will walk | will **have** walk**ed** | will **be** walk**ing** | will **have been** walk**ing** |

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