



## Thesis Statements

- FOC 602** Present a critical thesis that clearly establishes the focus on the writer's position on the issue
- KLA 501** Revise vague, clumsy, and confusing writing
- KLA 401** Delete redundant and wordy material when the problem is contained within a single phrase (e.g., "alarmingly startled," "started by reaching the point of beginning")

## Topic Sentences

- TOD 501** Determine relevance of material in terms of the focus of the paragraph
- TOD 401** Determine relevance of material in terms of the focus of the essay

## Claims, Evidence, Reasoning

- TOD 601** Determine relevance when considering material that is plausible but potentially irrelevant at a given point in the essay
- ORG 604** Rearrange the sentences in a fairly complex paragraph for the sake of logic and coherence
- DEV 601** Provide ample development in support of ideas; substantiate ideas with precise use of specific, logical reasons and illustrative examples
- ORI 601** Provide a unified, coherent organizational structure that presents a logical progression of ideas

## Transitions

- ORI 602** Use precise transitional words, phrases, and sentences to convey logical relationships between ideas
- ORG 601** Determine the need for transition words or phrases to establish subtle logical relationships within and between paragraphs

## Embedding Evidence

- ORI 601** Provide a unified, coherent organizational structure that presents a logical progression of ideas
- ORI 602** Use precise transitional words, phrases, and sentences to convey logical relationships between ideas

## Active/Passive Voice

- SST 302** Recognize and correct appropriate shifts in verb tense and voice when the meaning of the entire sentence must be considered

## Apostrophes

- PUN 402** Delete apostrophes used incorrectly to form plural nouns
- PUN 603** Use apostrophes to form possessives, including irregular plural nouns
- USG 602** Correctly use reflexive pronouns, the possessive pronouns *its* and *your*, and the relative pronouns *who* and *whom*

## Sentences and Fragments

- SST 301** Determine the need for punctuation or conjunctions to correct awkward-sounding fragments and fused sentences as well as obviously faulty subordination and coordination of clauses
- SST 401** Recognize and correct marked disturbances in sentence structure

## Subject-Verb Agreement

- USG 302** Ensure straightforward subject-verb agreement
- USG 601** Ensure subject-verb agreement in some challenging situations (e.g., when the subject-verb order is inverted)

## Commas

- PUN 301** Delete commas that markedly disturb sentence flow
- PUN 403** Use commas to avoid obvious ambiguity
- PUN 404** Use commas to set off simple parenthetical elements
- PUN 501** Delete commas in long or involved sentences when an incorrect understanding of the sentence suggests a cause that should be punctuated
- PUN 601** Use commas to avoid ambiguity when the syntax or language is sophisticated

## Commonly Confused Words

- USG 305** Use the appropriate word in frequently confused pairs
- USG 603** Use the appropriate word in less-common confused pairs
- USG 501** Form simple and compound verb tenses, both regular and irregular, including forming verbs by using *have* rather than *of*



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## Pronoun Agreement

- USG 303** Ensure straightforward pronoun-antecedent agreement
- USG 502** Ensure pronoun-antecedent agreement when the pronoun and antecedent occur in separate clauses or sentences
- USG 503** Recognize and correct vague and ambiguous pronouns
- USG 602** Correctly use reflexive pronouns, the possessive pronouns *its* and *your*, and the relative pronouns *who* and *whom*
- PUN 602** Use punctuation to set off a nonessential/nonrestrictive appositive or clause
- KLA 401** Delete redundant and wordy material when the problem is contained within a single phrase

## Pronoun Case

- SST 502** Maintain consistent and logical verb tense and pronoun person on the basis of the preceding clause or sentence
- USG 602** Correctly use reflexive pronouns, the possessive pronouns *its* and *your*, and the relative pronouns *who* and *whom*

## Colons and Semicolons

- PUN 502** Recognize and correct inappropriate uses of colons and semicolons
- PUN 604** Use a semicolon to link closely related independent clauses
- PUN 702** Use a colon to introduce an example or an observation

## Nouns

- PUN 402** Delete apostrophes used incorrectly to form plural nouns
- PUN 504** Use apostrophes to form simple possessive nouns
- PUN 603** Use apostrophes to form possessives, including irregular plural nouns

## Conjunctions

- KLA 603** Determine the need for conjunctions to create subtle logical links between clauses
- SST 201** Determine the need for punctuation or conjunctions to join simple clauses
- SST 301** Determine the need for punctuation or conjunctions to correct awkward-sounding fragments and fused sentences as well as obviously faulty subordination and coordination of clauses
- SST 701** Recognize and correct very subtle disturbances in sentence structure (e.g., weak conjunctions between independent clauses)

## Clauses and Phrases

- USG 403** Use idiomatically appropriate prepositions, especially in combination with verbs
- SST 201** Determine the need for punctuation or conjunctions to join simple clauses
- SST 301** Determine the need for punctuation or conjunctions to correct awkward-sounding fragments and fused sentences as well as obviously faulty subordination and coordination of clauses
- SST 501** Recognize and correct disturbances in sentence structure (e.g., faulty subordination and coordination of clauses)
- KLA 403** Determine the need for conjunctions to create straightforward logical links between clauses
- KLA 504** Determine the need for conjunctions to create logical links between clauses
- KLA 603** Determine the need for conjunctions to create subtle logical links between clauses

## Parallelism

- SST 701** Recognize and correct very subtle disturbances in sentence structure (e.g., lack of parallelism within a complex series of phrases or clauses)

## Verb Tense

- USG 201** Form the past tense and past participle of irregular but commonly used verbs
- USG 501** Form simple and compound verb tenses, both regular and irregular, including forming verbs by using *have* rather than *of*
- SST 302** Recognize and correct inappropriate shifts in verb tense and voice when the meaning of the entire sentence must be considered
- SST 502** Maintain consistent and logical verb tense and pronoun person on the basis of the preceding clause or sentence

## Adjectives vs. Adverbs

- USG 202** Form comparative and superlative adjectives
- USG 301** Determine whether an adjective form or an adverb form is called for in a given situation
- USG 401** Use the correct comparative or superlative adjective or adverb form depending on context

## Misplaced and Dangling Modifiers

- SST 401** Recognize and correct marked disturbances in sentence structure (e.g., dangling or misplaced modifiers)
- SST 601** Recognize and correct subtle disturbances in sentence structure (e.g., danglers where the intended meaning is clear but the sentence is ungrammatical)