

EMPTY WORDSand..... EMPTY PHRASES.....and.....REDUNDANCIES

EMPTY WORDS

a bit
absolutely
actually
all
almost
a lot/a lot of
always
amazing
any
anyone/anybody
awesome
awfully
bad/good
cool
ever/never
every
everyone/everybody
excellent
feel
fine
got
interesting
just
kind of/sort of
literally
many
maybe
might be
most
nice
no one/nobody
nowadays
often
overall
probably
really
quite
seem
so
tall/short/fat/skinny
things/stuff
think
totally
truly
usually
very
well
went
whereas
wonderful

EMPTY PHRASES

a majority of
a number of
and many more
as you can see
at this point
being that
better late than never
by means of
by this I mean
despite the fact that
due to the fact that
for many reasons
for the most part
in a heartbeat
in all cases
in conclusion
in my opinion
in my personal belief
in order to
in the event of/ that
in terms of
in this day and age
in spite/view of the fact that

I am going to discuss
I believe
I hope that
I think

it is clear that
let us
needless to say
on account of
on the other hand
prior to
the bottom line
The End
the reason is because
think outside the box
this being said
this is why
this paper will
to tell the truth
when you think about it
with/in reference to
when you think about it
with/in reference to

REDUNDANCIES

actual experience/fact
add up
and also
as for example
ask a question
at the present time
both of them
circle around
each and every
each individual
end result
every single person
exactly the same
extra bonus
final outcome
forever and ever
free gift
future plans
he/she is a person who
in spite of the fact that
large amount/number of
last and final
many more
past history
personal opinion
plan ahead
postpone until later
revert back
summarize briefly
terrible tragedy
true fact
12 noon/midnight
am in the morning
pm at night
various differences
very unique
written down
unexpected surprise

FOR YOUR INFORMATION: GRAMMAR RULES

- Avoid run-on sentences they are hard to read.
- About sentences fragments.
- One word sentences? Eliminate.
- Use words correctly, irregardless of how others use them.
- Never use a big word when substituting a diminutive one would suffice. Be more or less specific.
- In my opinion, I think that an author when he is writing should definitely not get into the habit of making use of too many unnecessary words that he does not really need in order to get his message across.
- You should avoid using “you” in a formal essay.
- Never use a preposition to end a sentence with.
- Don't string too many prepositional phrases together unless you are walking through the valley of the shadow of death.
- Verbs has to agree with their subjects.
- If any word is improper at the end of a sentence, a linking verb is.
- The passive voice is to be ignored.
- Steer clear of incorrect forms of verbs that have snuck in the language.
- To ignorantly split an infinitive is a practice to consistently avoid.
- Writing carefully, dangling participles must be avoided.
- The adverb always follows the verb.
- Place pronouns as close as possible, especially in long sentences, as of 10 or more words, to their antecedents.
- Make sure each pronoun agrees with their antecedent.
- Everyone should be careful to use a singular pronoun with singular nouns in their writing.
- Each person should use their possessive pronouns correctly.
- Avoid commas, that are not necessary.
- In letters essays and reports use commas.
- Parenthetical words however should be enclosed in commas.
- Don't use contractions in formal writing.
- Don't overuse exclamation marks!!! (In fact, avoid them whenever possible!!!).
- Hyphenate between syllables and avoid unnecessary hyphens.
- "Avoid overuse of 'quotation' marks.”
- Don't use too many quotations. Ralph Waldo Emerson said, “I hate quotations...Tell me what you know.”
- Avoid ampersands & abbreviations, etc.
- Use the apostrophe in its proper place, omit it when its not needed, and use it correctly with words' that show possession.
- Puns are for children, not groan readers.
- Mixed metaphors are a pain in the neck and ought to be weeded out.
- Analogies in writing are like feathers on a snake (unless they are as good as gold).
- Understatement is probably not the best way to propose earth-shattering ideas.

- Exaggeration is a billion times worse than understatement.
- Last but not least, avoid clichés like the plague; seek viable alternatives.
- Comparisons are as bad as clichés.
- Foreign words or phrases are not always apropos.
- Go around the barn at high noon to avoid colloquialisms.
- If I've told you once, I've told you a thousand times, resist hyperbole.
- Also, avoid awkward or affected alliteration.
- Always pick on the correct idiom.
- It is incumbent on us to avoid archaisms.
- Take the bull by the hand and avoid mixed metaphors.
- Avoid trendy locutions that sound flaky.
- .All generalizations are bad.
- Use parallel structure not only to be concise but also clarify.
- Do not put statements in the negative form.
- Don't use no double negatives. Don't never use no triple negatives.
- A writer must not shift your point of view.
- Never, ever use repetitive redundancies.
- People don't spell "a lot" correctly alot of the time.
- Who needs rhetorical questions? However, what if there were no rhetorical questions?
- There are so many great grammar rules that I can't decide between them.
- Proofread carefully to make sure you don't repeat repeat any words.
- If you reread your work, you will find on rereading that a great deal of repetition can be avoided by rereading and editing.
- Proofread carefully to see if you any words out.
- The spell chequer is knot always write.

KEY WORDS USED IN ESSAY QUESTIONS

<u>ANALOGY:</u>	Draw a parallel.
<u>ANALYZE:</u>	Separate into parts and examine each part. Examine various elements to see what they contribute to meaning or effect. Take apart to see how each part works.
<u>PROCESS ANALYSIS:</u>	Explain step by step.
<u>ARGUE:</u>	Take a stand about some question and supply reasons to support your position.
<u>CAUSE & EFFECT:</u>	Why something happens. (CAUSE)) What happens as a result. (EFFECT)
<u>COMMENT:</u>	Make critical observations.
<u>COMPARE:</u>	Point out similarities and differences.
<u>CONTRAST:</u>	Point out differences.
<u>CRITICIZE:</u>	Express your judgments. Discuss both strong and weak points and give the results of your own analysis. Points must be justified.
<u>CRITICAL ANALYSIS:</u>	Examine topic or argument in terms of its strengths and weaknesses.
<u>DEFEND:</u>	Write in favor of an opinion.
<u>DEFINE:</u>	Clarify meaning.
<u>DEFINITION:</u>	Define a term. First classify it or assign it to a larger class or group and then discuss the specific features that differentiate it from the same class. Provide specific examples that illustrate the statement or definition.
<u>DESCRIBE:</u>	Give a picture of something. Use sense words: sight, taste, hear, touch, smell.
<u>DIAGRAM:</u>	Present a drawing, chart, plan, or graphic representation in your answer. Label the diagram.
<u>DISCUSS:</u>	Examine in detail. Consider various possibilities, perhaps more than one interpretation. Examine the subject thoroughly – treat all significant aspects.
<u>DIVISION & CLASSIFICATION:</u>	Sort into kinds.
<u>ENUMERATE:</u>	Provide a list or outline form of reply. Concisely recount required points, one by one.
<u>EXAMPLE:</u>	Point to instances.
<u>EXPLAIN:</u>	Tell how, what, or why. Make something clear – give reasons for something being the way that it is.

EVALUATE:

Give your opinion.

Determine if the writer has successfully achieved his/her purpose and how important that purpose is.

ILLUSTRATE:

Give examples.

Give examples, quotations, or other textual evidence you can quote directly or indirectly.

INTERPRET:

Express your understanding of a work and support your interpretation with references to the text.

JUSTIFY:

Prove, show grounds for decisions.

Evidence must be presented in convincing form.

LIST:

Give an itemized series or a tabulation.

OUTLINE:

Give an organized description with main points in systematic classification.

PROVE:

Demands confirmation or verification with examples.

NARRATE:

Tell the story.

PERSUADE/CONVINCE:

Supply reasons why readers should agree with your opinion.

RELATE:

Emphasize the points in a descriptive manner.

RESPOND:

Give your personal reaction.

State whether you liked or disliked something, how it made you feel, and what it made you think.

Give reasons for your response whenever possible.

REVIEW:

Report on important ideas and major points briefly analyzing and commenting on each.

STATE:

Express high points in brief and clear narrative form.

Details, illustrations, examples may be eliminated.

SUMMARIZE:

Briefly review the main points.

SUPPORT:

Provide ideas, claims, or opinions with evidence or argument.

TRACE:

Show development or progress.

FOR YOUR INFORMATION: WRITING CHECKLIST

THOUGHTS:

Be responsible – follow ALL instructions! Why risk losing valuable points – or maybe even having your essay disqualified – because you were careless?

As the writer, YOU ARE THE AUTHORITY of your paper.

Do NOT leave any “holes” for reader. Do NOT allow reader to take control of your paper and manipulate your points. Assume reader does not know your topic – give sufficient proof/examples/details/etc.

Avoid use of YOU – it misdirects paper and allows reader to take control.

Always check facts. Incorrect information invalidates your paper and invalidates you as the writer.

WASTED WORDS/WASTED PHRASES/REDUNDANCIES = WASTED TIME = WEAK PAPER.

(These bad habits are waiting to sabotage you and take control of your writing!)

NO PREPLANNING, NO EDITING/REVISING/PROOFREADING = WEAK PAPER.

THE WRITING PROCESS:

PREWRITING:

Read prompt carefully. Are there multiple parts?

Choose and limit topic.

Consider tone and audience.

Gather information.

Complete some sort of preplan: outline, jot list, venn diagram, map, etc.

ROUGH DRAFT:

Following preplan, express ideas in sentences and paragraphs. Concentrate on content.

Write a solid thesis.

Organize details into an introduction, body, conclusion.

REVISE/EDIT/EVALUATE/PROOFREAD:

Improve content, organization, style, unity, coherence.

Correct errors in grammar, usage, sentence/paragraph structure, word usage, mechanics,, organization.

FINAL COPY:

Check to be certain prompt is answered . Have all requirements been met?

Are manuscript guidelines followed?

Does paper have a solid thesis?

Does paper have an introduction, body, and conclusion that support thesis?

Check for fragments, run-ons, comma usage, other punctuation marks, plurals and possessives, pronouns, pronoun/antecedent agreement, subject/verb agreement, tenses, capitalization, spelling, parallelism, sentence structure, sentence variety.

Check for flow, clarity, wordiness, redundancy, word usage.

Are points stated directly and clearly?

DOES MY PAPER HAVE...

INTRODUCTION and THESIS:

- Did I clearly address the prompt in the thesis?
- Is the thesis direct and focused?

BODY:

- Did I discuss thesis points in the order I presented them in the introduction?
- Did I develop thesis with specific proof/details/support/examples/etc.?
- Did I balance the length of the discussion points?
- Did I explain generalizations with facts, examples, details, etc.?
- Do I have clear transitions between points/paragraphs?
- Do paragraphs have a topic sentence? Are they adequately developed, organized, unified, coherent?
- Did I contradict or digress from thesis?

CONCLUSION:

- Does it complete essay?
- Did I reference thesis?
- Did I avoid moralizing?
- Did I avoid closing with rhetorical questions?