



Department of American Studies

Supplementary Writing Guide

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Introductory Comments

The primary purpose of this guide is to remind students of items that are important in an academic paragraph written in English. Its purpose is to supplement—not replace—your textbook and professors' directions. When in doubt, ask your professor and follow his or her guidelines.

With this guide, the authors (professors Margaret Scates and William Cartwright) also hope to clarify their expectations for their students in classes requiring written assignments.

This guide is meant to lighten the burden on students, not increase it. If you find something difficult to understand or notice an omission, please contact the authors at the e-mail addresses below.

If you have any other comments or suggestions, also feel free to contact the authors. We are always interested in updating this guide and making it more convenient and easier to use for you, the student.

We would like to thank our editors, professors Dawn Booth and Huitae Kim as well as Dr. Peter Edwards, for their time and effort in improving this supplement.

Also, please note that all icons pictured in this supplement are taken from MS Word 2007.

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Paragraph Organization

A paragraph is an organized group of sentences that form a single, unified and detailed thought. Paragraphs vary greatly in the number of sentences they have, but most paragraphs have three parts: a Topic Sentence, Supporting Sentences (body), and a Concluding Sentence (often omitted).

Topic Sentence · 주제문

In academic writing every paragraph has a Topic Sentence. A good Topic Sentence clearly introduces the main idea of the paragraph. The Topic Sentence is the most general sentence in a paragraph, but it should still be specific enough to explain the idea clearly in one sentence. The Topic Sentence should not be a simple statement of fact.

Weak Topic Sentences	Strong Topic Sentences
Automobiles are bad.	Pollution from Automobiles should be reduced.
Soccer is a sport.	Soccer is popular for several reasons.

Supporting Sentences (Body) · 보충설명 (뒷받침 내용) 문장

All paragraphs have several Supporting Sentences. All Supporting Sentences must be related to the Topic Sentence. Supporting Sentences are more specific and concrete than Topic or Concluding Sentences. Supporting Sentences explain the Topic Sentence by giving facts, details, and other appropriate information. Below are several possible Supporting Sentences for the Topic Sentence "Soccer is popular for several reasons."

Weak Supporting Sentences	Strong Supporting Sentences
My mom is dating a famous Brazilian soccer player.	The rules for soccer are very easy to learn.
Basketball is also very popular.	The equipment for soccer is also very popular.

Concluding Sentence · 결론문장

Not all paragraphs have a Concluding Sentence, but some paragraphs in academic writing do have a Concluding Sentence. Concluding Sentences usually restate the Topic Sentence, but can serve other functions such as to summarize the paragraph or offer a suggestion or recommendation. The following are examples of good concluding sentences.

- a) For these reasons, it is easy to see why soccer is so popular.
- b) If you have followed these simple steps, you should have a delicious pot of ramyun.

Sample Paragraph #1. A Bad Example.

A king would love this.

Ramyun, which is called *ramen* in the USA, is a delicious and easy-to-prepare dish. Before you make it, you should buy one pack of ramen and one liter of water.

There are many kinds of ramyun—just pick one that looks good. My father hates ramyun!

Also, you should find a measuring cup and a pot large enough to hold over 500 cc of boiling water. First, bring approximately 500 cc of water to boil *in the pot*. When the water is boiling, add the ramyun and seasoning mix.

Allow the mixture to cook at a boil for three minutes, stirring occasionally. After three minutes, turn off the heat and pour the ramyun into a bowl. (If you like cheese. Add

a slice of cheese to the ramyun now.)After allowing the ramyun to cool slightly, you

can eat it. If you have carefully followed these directions, it is good.

Some Common Problems:

No.	Problem	Correct Form
1.	Title should be centered, short, and not a complete sentence.	<u>A Meal Fit for a King</u>
2.	The sentences do follow one after the other.	There are many kinds of ramyun – just pick one that looks good. My father hates ramyun! Also, you should
3.	This sentence does not relate to the topic sentence.	“ My father hates ramyun ” should be removed.
4.	This section is single-spaced. Single-spacing is unacceptable for your assignments.	Set your word program to always double-space your papers.
5.	The font is different.	Use only one font in your whole paper.
6.	“If you like cheese” is incomplete, a sentence fragment.	If you like cheese, add a slice to the ramyun now.
7.	There should be a space after the parenthesis.	(If you like cheese. Add a slice of cheese to the ramyun now.) After allowing the ramyun
8.	The reader does not know what “it” is.	If you have carefully followed these directions, you should now have a tasty dish of ramyun that will satisfy any hunger.

Sample Paragraph #2. A Good Example (unmarked).

A Meal Fit for a King

Ramyun, which is called *ramen* in the USA, is a delicious and easy-to-prepare dish. Before you make it, you should buy one pack of ramyun and one liter of water. There are many kinds of ramyun—just pick one that looks good. Also, you should find a measuring cup and a pot large enough to hold over 500 cc of boiling water. First, bring approximately 500 cc of water to boil in the pot. When the water is boiling, add the ramyun and seasoning mix. Allow the mixture to cook at a boil for three minutes, stirring occasionally. After three minutes, turn off the heat and pour the ramyun into a bowl. (If you like cheese, add a slice of cheese to the ramyun now.) After allowing the ramyun to cool slightly, you can eat it. If you have carefully followed these directions, you should now have a tasty dish of ramyun that will satisfy any hunger.

Sample Paragraph #3. A Good Example (annotated)

① → A Meal Fit for a King

② → Ramyun, which is called ramen in the USA, is a delicious and easy-to-prepare

③ → dish. Before you make it, you should buy one pack of ramyun and one liter of water.

④ → There are many kinds of ramyun—just pick one that looks good. Also, you should

⑤ → find a measuring cup and a pot large enough to hold over 500 cc of boiling water.

⑥ → First, bring approximately 500 cc of water to boil in the pot. When the water is

⑦ → boiling, add the ramyun and seasoning mix. Allow the mixture to cook at a boil for

⑦ → three minutes, stirring occasionally. After three minutes, turn off the heat and pour

⑦ → the ramyun into a bowl. (If you like cheese, add a slice of cheese to the ramyun

⑦ → now.) After allowing the ramyun to cool slightly, you can eat it. If you have carefully

⑧ → followed these directions, you should now have a tasty dish of ramyun that will

⑧ → satisfy any hunger.

Important Parts of a Paragraph:

1. Title (p. 7)
2. Topic Sentence (p. 2)
3. Indentation – five spaces (p. 6)
4. Left margin (p. 6)
5. Right margin (p. 6)
6. Supporting Sentences (Body) (p. 2)
7. Left justification (p. 6)
8. Concluding Sentence (p. 2)

Also, please notice that the paragraph is double spaced and that all sentences support the Topic Sentence.

Paragraph Formatting

Margins · 여백 (p. 5, numbers 4 and 5)

Left and Right Margin: The space between the edge of the paper where your writing begins on the left side and ends on the right side is called a margin. It is usually 2.54 centimeters (1 inch); however, it can be bigger or smaller. Margins are essential, especially the left margin, even if you are writing in longhand.

Top and Bottom Margin: The space at the top and at the bottom of each sheet of paper should be at least 2.54 centimeters (1 inch).

Justification / Alignment · 행 정렬

Between the margins, your text can be aligned to the *left*, the *right* or *justified*. In North American academic writing, it is usual to align writing to the left. We find full justification and distributed alignment irritating because the space between the words or letters is uneven. We do not care about having an even margin on the right side.

Alignment	Icon	Example
Left		This sentence is aligned left. When you write, the left side is always even and the right side is usually uneven.
Right		This sentence is aligned right. When you write the right side is even and the left side is uneven.
Justified		This sentence is justified. The left and right sides are even. It looks nice but it often leaves odd spaces between words.
Distributed		This sentence is distributed. It leaves odd spaces between
Centered		This sentence is aligned centered. Use this for the title of your work.

Be sure that you use left alignment for all of your writing in English except the title, which is aligned centered.

Indenting · 행 들여쓰기 (p 5, number 3)

In a traditional academic paragraph, the first line of each paragraph is indented. The North American standard indent is 1.27 centimeters ($\frac{1}{2}$ inch) beyond the left margin. An indentation signals that a new paragraph is starting. It is easy to indent correctly — just hit the *tab* key once.

→ This is where the first line of a new paragraph should begin. If your indentation is larger, the paragraph will look strange. If your indentation is smaller, the reader will not know whether it is a new paragraph or just an extra space.

Line Spacing · 행 간격

In standard academic writing, all work is *double-spaced*. *Double-spaced* means having an extra space between lines. This can be done easily and automatically by setting your line spacing to double space on Microsoft or Hangeul Word:



single spaced

There are many rules to writing a paragraph. Most of them are very simple and you only need to remember to go through a simple checklist. Always check your margins, alignment and double-spacing. Double-spacing gives the reader more room to read and the teacher more room for corrections. It is very important to use double-spacing for everything that you write in school.

double spaced

There are many rules to writing a paragraph. Most of them are very simple and you only need to remember to go through a simple checklist. Always check your margins, alignment and double-spacing. Double-spacing gives the reader more room to read and the teacher more room for corrections. It is very important to use double-spacing for everything that you write in school.

Fonts / Font Size · 폰트 / 폰트 크기

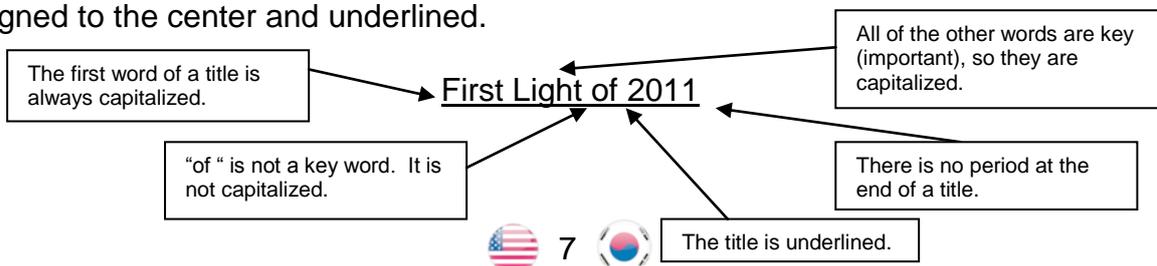
A good font choice is Arial or Times New Roman. They are simple and easy to read. You can choose another similar, easy-to-read font if you like. Avoid curvy and cute fonts. You should present yourself professionally.

A clear, simple font makes your text easier to read, and a large enough font size does, too. The standard size is 12 point. A smaller font and your text will be difficult to read. A larger font and it will look child-like.

Poor Font Choices	Good Font Choices
This sentence is Bradley Hand ITC 12 point 12 point font.	This sentence is in Arial 12 point font.
This sentence is in Comic Sans MS 8 point font.	This sentence is in Times New Roman 12 point font.
This sentence is in Calibri 14 point font.	

Title · 제목 (p. 5, number 1)

The title of your paragraph should be suggestive of the topic, be related, and create a sense of interest but not give away the whole idea. It should not be a complete sentence, and only the key words should be capitalized. Additionally, it should be aligned to the center and underlined.



Punctuation · 구두점

Periods

Most sentences end with a period (.). Many students call it a point. Do not forget to use this punctuation. Students sometimes forget to use a period and begin a new sentence with a capital letter, which can confuse the reader.

Incorrect	Correct
The dog ran out from behind the barn and got hit by a car The car was driven by a university professor who was worried about final exams.	The dog ran out from behind the barn and got hit by a car. The car was driven by a university professor who was worried about final exams.

Question Marks

If you ask a direct question, you must end it with a question mark (?). If you use an embedded question (a question inside a statement or another question), you may not need a question mark. Look at example sentences (a), (b), and (c). Note that sentence (c) is a question embedded in a statement and does not require a question mark.

Question Mark	Example	Explanation
a) Yes	Have you tried eating much foreign food?	It is a direct question.
b) Yes	Do you know that a lot of culture can be seen in different foods?	It is a question within a question.
c) No	Americans wonder if most Asians like kimchi.	It is a question within a statement.

Exclamation Points

The exclamation point (!) is usually used after a sentence or phrase that expresses emotion, emphasizes a command, or signals high volume, and often marks the end of a sentence. The three sentences below are good examples of using the exclamation points.

Use	Example
Emotion	Plagiarism is wrong!
Command	Watch out!
High volume	Don't copy your work from the internet!

Commas

The comma is often a problem for students. Its proper use can be very confusing. These are the five main uses of commas.

No.	Rule	Example
1.	To set off a phrase before the subject.	While she was cooking, her friends arrived.
2.	To separate items in a list when no other internal commas are used. Sometimes we do not use the last comma before <i>and</i> . That is OK. You can do it either way, but be consistent.	They bought lamps, chairs, and wastebaskets. They bought lamps, chairs and wastebaskets. Professor Kim, my boss, gave me a big raise.
3.	To point out extra information. Note that commas are on both sides of the inserted information. Additionally, dashes (--) and parentheses () also show inserted information.	
4.	To introduce or end a quotation.	a) He said, "You deserve it." b) "You deserve it," he said.
5.	To separate two independent clauses joined with a coordinating conjunction (<i>for, and, nor, but, or, so, yet</i>).	I was grateful, so I sent her a gift.

(From *Grammar Trouble Spots*, Anne Raimes)

Semicolons

There are two main uses of the semicolon.

Use	Example
To connect two closely related independent clauses.	He likes dogs a lot; he even has four in his tiny apartment.
To separate items in a list when commas are used elsewhere in the sentence.	They bought a big ham, big enough to feed 12 people; a turkey, which they had to wheel home in a shopping cart; and 10 pounds of vegetables.

Colons (:) in Lists

Use	Example
Use a colon after a complete sentence to introduce a list of items when introductory words such as <i>namely, for example, or that is</i> do not appear.	Please bring the following items to class: paper, a pencil, and a dictionary.

Quotation Marks

There is only one style of quotation marks in English, (“ ”). Indicating a quote with a different style (for example, << >>) is incorrect. Make sure your apostrophes and quotation marks are properly oriented. This problem can occur if you use more than one font in your paragraph.

a) “dog”

b) “dog”

Notice that the quotation marks on the left and the right are different.

When you are using quotation marks, you may also need a comma. If you are using a short bit of written information (for example, a definition from the dictionary), you may simply insert the quotation into your sentence and put quotation marks (“ ”) around it (example (a) below). If you are using another person’s exact words as they were spoken, you must put a comma before the quotation marks (example (b)). If the exact quote begins the sentence, you need to put a comma after the quote in place of a period (example (c)).

Type of Quote	Rule	Example
a) Short quote from a written source.	No comma is needed.	According to dictionary.com, plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.”
b) A person’s exact words as they were said.	A comma is necessary before the quote.	My sister got really mad at me and said, “I hate you!”
c) A person’s exact words begin the sentence.	A comma is necessary after the quote.	“I will buy some juice,” she said.

Hyphens

Sometimes when you are writing longhand, you may have a long word that will not fit on a line. Often, students begin to write the word, and use a hyphen (-) to indicate that the word continues on the next line. This is rarely done when you type. If you align left, Microsoft Word and Hangeul Word will take care of it. If you are writing longhand, you can only split a word at a syllable, as you can see in the sentence below.

- a) A cat ran out from behind the barn and hit a car. The car, driven by a uni-
versity professor, was not damaged, but the cat was killed.

The long word is broken at the syllable.

Parentheses / Spacing (p. 3, number 7)

We use parentheses () to contain words or figures that explain something or that do not exactly fit with the theme. There is always a space between the last letter and the parenthesis, as well as the parenthesis and the next letter. Sentence (a) does not have the correct spaces while sentence (b) is correct. If the parentheses come at the end of a sentence, the period or other end punctuation always goes on the outside of the parenthesis. Example (c) is incorrect; example (d) is correct.

Incorrect	Correct
a) I met him on December 5(a Tuesday)and by the December 10 we were married.	b) I met him on December 5 (a Tuesday) and by the December 10 we were married.
c) I always love walking around Seattle (my hometown.)	d) I always love walking around Seattle (my hometown).

Writing the Time / Spacing

When writing the time, there should be a space between the number and *am* or *pm*.

Incorrect	Correct
Let's meet at 5PM.	Let's meet at 5 PM.
Let's meet at 11:15AM.	Let's meet at 11:15 AM

(Please note that A.M./P.M., am/pm, and a.m./p.m. are also correct.)

Capitalization · 대문자 사용

Five Basic Rules

The rules for using capital letters (BIG LETTERS) instead of small letters are simple.

Rule	Incorrect	Correct
The letter of the first word of every sentence is always capitalized	it is wrong to copy work from the internet.	It is wrong to copy work from the internet.
The first letter of a proper noun (a name representing a unique thing such as <i>Daegu</i> , <i>Jupiter</i> , <i>Margaret Scates</i> , or <i>Samsung</i>).	I visited my friend william yesterday. His hometown is seattle. I live at chung ah ram, William lives at samsung myungga town.	I visited my friend William yesterday. His hometown is Seattle. I live at Chung Ah Ram, William lives at Samsung Myungga Town.
Capitalize the important words in the title of your work.	vanishing on 7 th street The dirty dozen	Vanishing on 7 th Street The Dirty Dozen
Always capitalize <i>I</i> .	i like to eat pizza. The pizza i like is Pizza Hut pizza.	I like to eat pizza. The pizza I like is Pizza Hut pizza.
Capitalize days of the week, holidays, and months of the year.	This year, christmas arrived on a saturday.	This year Christmas arrived on a Saturday.
Do not capitalize seasons.	My favorite time of year is Autumn.	My favorite time of year is autumn.

(Please note that in academic writing, it is unusual to use the pronoun *I* except in certain kinds of paragraphs.)



Usage & Style

etc.* and *and so on

Avoid using the expressions *etc.* and *and so on* at the end of lists, especially if you begin your list with “for example.” Your lists should be fairly complete. Notice that the second sentence is more informative than the first.

Poor Sentence	Better Sentence
My mother is very good at cooking cakes, pies, etc.	My mother is very good at cooking cakes, pies, and other desserts.

Dates · 날짜

When writing dates, the preferred style is as follows:

Poor choice	Better Choice
The president visited Japan on 15, Feb. 2010.	The president visited Japan on February 15, 2010.
Christmas is always on 25 December.	Christmas is always on December 25.

(Please note that “February 15” would be pronounced as “February fifteenth,” but written as it is here. “December 25” would be pronounced as “December twenty fifth,” but written as it is here.)

Locations / Addresses · 장소 / 주소

In the West, addresses and locations are generally written smaller to larger such as in the following sentences:

Example	Explanation
He is from Miami, Florida.	Miami is a city; Florida is a state.
She lives in Paho-dong, Daegu.	Paho-dong is an area in the city; Daegu is a city.
The mayor’s address is 221 Baker Street, Culver City, California, 20445.	221 Baker Street is the house number; Culver City is a city; California is a state, 20445 is the zip code.

Starting a Sentence with a Conjunction

Avoid starting a sentence with a conjunction such as *and*, *but* or *so*, as done in sentences (a) and (c) below. Notice how the sentences in (a) and (c) have been rewritten or combined in sentences (b) and (d):

Poor Sentence Choice	Better Sentence Choice
a) My brother fell on the ice last Tuesday. So, I visited him in the hospital on the weekend.	b) My brother fell on the ice last Tuesday, so I visited him in the hospital on the weekend.
c) I like walks on the beach and sunsets. And I like fast cars.	d) I like walks on the beach and sunsets. I also like fast cars.

Informal Language · 비격식언어

Please note that it is more common to use the third person voice in academic writing. Avoid using the pronoun *I* except in certain kinds of paragraphs. Compare the examples below.

Poor Sentence Choice	Better Sentence Choice
I think that the true meaning of wealth is having a lot of money.	Many people think that the true meaning of wealth is having a lot of money.

In academic writing (and business writing), avoid informal language such as contractions, jargon and slang.

Informal Writing	Formal Academic Writing
A computer can't think for you.	A computer cannot think for you.
My brother flaps his gums a lot.	My brother is talkative.
I met my peeps last weekend.	I met my friends last weekend.
We must cross hybridize the derivatives.	[This is meaningless!]

Plagiarism / Works Cited · 표절

If you copy from a website, book, or other source, you have to give credit to the person who wrote it. This is called *citing*. If you do not *cite* your source, you are guilty of plagiarism, which is considered very wrong in Western culture. When you write in English, you are writing in western culture, so do not plagiarize. Additionally, you should be aware that many western teachers feel that plagiarism = F.

When you use someone else's ideas or words in your writing, you must give credit to the author. Do this in two parts: an in-text citation and a longer works cited section. In example (a), most of the information came from an outside source (not my brain). To give credit to that source, as I write, I insert the source's name at the end of the idea.

Example (b) shows the MLA standard for a complete citation. It shows exactly where I got the information used in example (a), and it includes details about page numbers and dates. There are a variety of ways to write *works cited* and you should ask your teacher.

Type of Citation	Example
a) In-text Citation	President Obama has finally quit smoking cigarettes. He was motivated to finally kick the bad habit by his children (<i>usatoday.com</i>). This is not only good for his health but also for his image.
b) Works Cited	"First lady says president has kicked smoking habit" <i>usatoday.com</i> . Feb. 8, 2011. Web. Feb. 9, 2011.

Korean Words in English

- Write the names of people, businesses and other entities as they write their names.

Hangeul	Incorrect	Correct
계명 대학교	Gyemyeong University	Keimyung University
대구	Tae-gu or Taegu	Daegu

- Since 2000, Korean names written in English should be in the following order: Family name first (capitalized), given names separated by a space or hyphen. The first letter of the given name should be capitalized. Look at the sentences below using the name 이경화. Only sentences (b) and (d) are correct. However, you should always respect the way a person or other entity chooses to write their name.

Hangeul	Incorrect	Correct
이경화	a) Lee kyunghwa	b) Lee Kyung-hwa
	c) Lee Kyung Hwa	d) Lee Kyung hwa

- Korean (and other foreign) words are often italicized when written in English, especially when you are talking about the word. Many foreign words (such as “sushi”) have become part of English and should not be italicized. If you think you think the reader may not know the word, you should italicize it.

- My favorite food is *chamchi jji-gae*, which is a spicy tuna stew.
- The Korean word for car is *ja-dong-cha*.
- The Japanese word *genki* has no exact English translation.

- There are many ways to write Korean sounds into English. You should usually follow the common spelling; however, avoid using common English words or names when you mean a Korean sound.

Hangeul	Strange Translation	Reason	Better Translation
조	Joe	<i>Joe</i> is a common Western given name.	<i>Jo</i>
유	You	<i>you</i> is a common pronoun.	<i>Yu</i> or <i>Yoo</i>
유석	you suck	<i>you suck</i> is an insult.	<i>Yu-seok</i> or <i>Yoo-suk</i>

Computer Translation

Avoid using a computer or website to translate large sections of your work; they will usually produce incorrect or awkward sounding text. You may want to use a translator for a small section and then carefully proofread the result. Example (a), below, is a section from a *Yonhap News* story about South Korean Major League Baseball player Choo Shin-soo. Example (b) is a translation by *Google Language Tools*. After reading this English version, one would think that Mr. Choo had been kidnapped. Example (c) is an understandable version.

- a) (서울=연합뉴스) 추신수(29.클리블랜드 인디언스)가 연봉 조정으 로 가지 않고 거액 몸값에 재계약했다.
- b) (AGI), Choo (29. Cleveland Indians) do not go into the salary jojeongeu huge ransom was renewed.
- c) Choo Shin-Soo (Cleveland Indians, #29) has reached a one-year agreement for a huge salary increase and avoided arbitration.

Helpful Websites & Other Resources

- a) [dictionary.com](https://www.dictionary.com) – provides definitions from several reputable English-language dictionaries.
- b) en.wikipedia.org – a good source for learning about unfamiliar topics.
- c) [imdb.com](https://www.imdb.com) – a great source for movie and TV information. Check here to learn how to spell 레오나르도 디카프리오 in English or what his next movie is!
- d) korean.go.kr/eng/roman/roman.jsp – how to write Korean with English letters.
- e) owl.english.purdue.edu/owl/resource/747/01/ – an in-depth guide to using the MLA format.
- f) [teflsites.com](https://www.teflsites.com) – a website full of activities and links related to learning English.
- g) [thesaurus.com](https://www.thesaurus.com) – provides many, many synonyms for nearly every word you regularly use. A great way to add variety to your writing.
- h) [urbandictionary.com](https://www.urbandictionary.com) – find definitions for the latest slang. (Warning: Some entries contain inappropriate language.)

Grammar Charts

Word Order: In English every sentence follows the SVO word order.

SUBJECT	VERB	OBJECT/COMPLIMENT
<i>I</i>	<i>love</i>	<i>English.</i>
<i>Karen</i>	<i>studies</i>	<i>Chinese and English.</i>
<i>Curtains</i>	<i>keep</i>	<i>the light out of my room.</i>
<i>Tom</i>	<i>is</i>	<i>tired after his long swim.</i>
<i>Susan's mother and brother</i>	<i>are</i>	<i>living in Hawaii.</i>
<i>You</i>	<i>have</i>	<i>three minutes to finish your work.</i>

Word Order in Noun Phrases

DETERMINER	INTENSIFIERS	ADJECTIVE and PARTICIPLE	NOUN MODIFIERS	NOUN	MODIFYING PHRASE
the / a / an	really	old / new	stone	wall	next to the river
some / no	very	interesting	university	campus	
my / your	slightly	well-known			described in the brochure
each / every					
these / those					

Adjective Order

EVALUATION / OPINION	APPEARANCE	AGE	COLOR	ORIGIN
good	<i>(size / measurement)</i>	old	red	<i>(geographical)</i>
bad		young	green	French
ugly	big	new	blue	Mexican
interesting	low	antique	striped	Korean
nice	high		bright green	<i>(material)</i>
intelligent	heavy		dark blue	wooden
	<i>(shape)</i>		deep purple	vegetable
	round			cotton
	triangle			brass
	<i>(condition)</i>			
	chipped			
	broken			
	rotten			

EXAMPLES

A big, round, shiny apple.

size shape condition

A big shiny, round apple.

A shiny, big, round apple.

A Japanese silk fan.

geographical material

A silk Japanese fan.

material geographical

Adjectives of appearance usually follow the order size / shape / condition. However, other orders are possible.

Adjectives of origin usually follow the order geographical / material. However, other orders are possible.

Basic Article Use

A/AN	THE
Use only with singular countable nouns. <i>Susan has a bicycle.</i>	Use with all nouns. The bicycle is new. (singular countable noun) The books are on the shelf. (plural countable noun) The jewelry is in the box. (uncountable noun)
Use to talk about a person or thing for the first time. <i>Susan has a necklace.</i>	Use the second time you talk about a person or thing. <i>Susan has a necklace. The necklace is beautiful.</i>
Use to classify people, animals, and things. <i>She is an actress.</i>	Use when both speakers know which noun they are talking about. <i>When is the party?</i> Use when the noun is only one. <i>The sun is hot.</i>

Subject / Verb Agreement

SUBJECT	VERB	
I You (both singular and plural) We They	work.	
He She It	works.	Third person singular subjects take the -s/-es verb form.
SINGULAR VERB	PLURAL VERB	
<u>My friend</u> lives in Boston.	<u>My friends</u> live in Boston.	Third person singular rule applies.
<u>That book</u> on political parties is interesting.	<u>The ideas in that book</u> are interesting. <u>My brother and sister in San Francisco</u> study medicine.	A <u>prepositional phrase</u> that comes in between the subject and the verb does not change the relationship between the subject and verb.
Every <u>man woman and child</u> needs love. Each <u>cup</u> is decorated differently.		NOTE: Every and each are always followed by singular nouns. Even when there are two or more nouns the verb is singular.
<u>Growing flowers</u> is her hobby.		A gerund used as a subject takes a singular verb.

Preposition Combinations

A

be absent from
 admire (someone) for (something)
be afraid of
 agree with (someone) about
be (something)
 angry at / with (someone) for
 (something)
 apologize to (someone) for (something)
 argue with (someone) about / over
 (something)
 arrive at (a building / a room)
 arrive in a (city / a country)
 ask (someone) about (something)
 ask (someone) for (something)

L

laugh at
 leave for (a place)
 listen to
 look at / for / like
 look forward to

B

be bad for
 believe in
 belong to
be bored with / by
 borrow (something) from (someone)

M

be made of
be married to
be the matter with
 multiply (this) by (that)

C

combine with
 compare (this) to (that)
 complain to (someone) about
be (something)
be crazy about
be crowded with
 curious about

N

be nervous about
be nice to

D

depend on (someone) for (something)
 die of / from
be different from
 disagree with (someone) about
 (something)
be disappointed in / with
 discuss (something) with (someone)
be divorced from
be done with
 dream about / of

O

be opposed to

F

be familiar with
be famous for
 feel about
 feel like
 fill (something) with
be finished with
 forgive (someone) for (something)
be friendly to / with
be frightened of / by
be full of

Q

be qualified for

R

read about
be ready for
be related to
 rely on
be responsible for

G get rid of <i>be</i> gone from <i>be</i> good for graduate from	S <i>be</i> sad about <i>be</i> satisfied with <i>be</i> scared of / by search for separate (this) from (that) <i>be</i> similar to speak to / with (someone) about (something) stare at <i>be</i> sure of / about
H happen to <i>be</i> happy about (something) <i>be</i> happy for (someone) hear about / of (something) from (someone) help (someone) with (something) hide (something) from (someone) <i>be</i> hope for hungry for	T take care of talk about (something) talk to / with (someone) about <i>be</i> (something) terrified of / by thank (someone) for (something) <i>be</i> think about / of tired from / of
I insist on <i>be</i> interested in introduce (someone) to (someone) invite (someone) to (something) <i>be</i> involved in	U <i>be</i> used to
K <i>be</i> kind to know about	W wait for / on warn about / of wonder about <i>be</i> worried about

(All grammar charts adapted from *Fundamentals of English Grammar*, 3rd ed. By Betty S. Azar)

Proofreading Marks I

This is an example of one teacher's proofreading marks. Pay attention! Your teacher may use different marks.

1. ¶ = Paragraph. The first sentence of a paragraph must be indented.

It was a dark and stormy night. The wind was blowing and making the house creak and groan. Lisa shivered in fear. Suddenly, there was a knock at the door.

It was a dark and stormy night. The wind was blowing and making the house creak and groan. Lisa shivered in fear. Suddenly, there was a knock at the door.

2. m = (double underline) Capital letter. The letter should be capitalized (M).

my name is margaret. → My name is Margaret.

3. sp = Spelling mistake

I like to watch movies at Lotte Theather. → I like to watch movies at Lotte Theater.

4. art = Article (in, of, the, etc.). You need to insert an article.

Every morning I walk in park. → Every morning I walk in the park.

5. artc = You have chosen the wrong article.

I went to school for study history. → I went to school to study history.

6. punct = Punctuation. You need to use punctuation (. , ? etc.).

Then I went to graduate school. → Then, I went to graduate school.

7. --- = Delete. The word, phrase, or sentence is unnecessary and you should delete it.

I have lived in Korea for 4 years in ~~Suncheon and Daegu~~. → I have lived in Korea for 4 years.

8. VF = Verb form. You have chosen the correct verb, but have used the wrong form. Think about 3rd person singular or the plural form.

I studies English. → I study English.

9. WF = Word form. You have chosen the correct word, but have used it in the wrong form. Think about noun form, adjective forms, or verb forms.

I waited for my friend patient. → I waited for my friend patiently.

10. WC = Word Choice. Try a different word.

I hate soju. It tastes sick. → I hate soju. It makes me sick. / I hate soju. It tastes terrible.

11. # = Singular / Plural. Check to make sure you need a singular or plural form.

There were several peoples waiting for the bus. → There were several people waiting for the bus.

Proofreading Marks II

This is an example of another teacher's proofreading marks.

- 1) Seoul is the capital of korea. = **capitalization problem**. The word "Korea" should be capitalized.
The Pencil is broken. The word "pencil" is usually not capitalized.
- 2) I stayed home . Because I had a cold. = **punctuation problem**. The punctuation should be changed or deleted, and you may need to combine sentences or create separate sentences.
- 3) <Because I said.> = **fragment**. You should rewrite or combine with another sentence.)
- 4) The birds were in the yard. It flew away. = **pronoun problem**. The pronoun antecedent is unclear, or the pronoun does not match its antecedent in gender or number.
- 5) I saw ? car. = **missing word**. Usually the missing word is *a*, *an*, or *the*.
- 6) Three boy^E are in my class. = **missing or incorrect ending**. Usually *-d*, *-ed*, *-s*, or *-es* is needed.
- 7) [Mouse cheering party crowd in house] is here. = **unclear phrase or sentence**. You should rewrite the phrase or sentence.
- 8) The ^{SP}tribul council voted him out. = **misspelled word**.
- 9) I got the letter at March 6. = **problem with word choice**. You should choose another word or another form of the word. It should be "I got the letter on March 6."
My ^{WC}destination is to work for Samsung Financial. ("Goal" would be a better choice in this sentence.)
- 10) I ^Vseen him at the party last night. = **problem with the verb's form, either in number or tense**. It should be "I saw him at the party last night."
The workers ^Vwas angry at the president. (The correct verb form is "were," not "was.")
- 11) I went ~~to~~ home early. = **unneeded word**. Delete the word or words.
- 12) We welcomed the new comers. = **extra space**. It should be written "newcomers."
- 13) I went to bed at 2a.m. = **omitted space**. (It should be written "at 2 a.m.")
- 14) The ~~dog brown~~ bit the man. = **incorrect word order**. (It should be written "The brown dog bit the man.")

Glossary (English-to-Korean)

- a) capitalization - 대문자 사용 (p. 12)
- b) concluding sentence – 결론 문장 (p. 2)
- c) conjunction – 접속사 (p. 9, 13)
- d) contraction – 축약어 (*can't, I'm, won't, etc.*) (p. 14)
- e) coordinating conjunction – 등위접속사 (*and, nor, for, but, or, so, yet*) (p. 9)
- f) dependent (subordinate) clause – 종속절
- g) double-spaced – 한줄씩 띄어쓰기 (p. 7)
- h) font – 서체, 폰트 (p. 7)
- i) font size – 폰트 크기 (p. 7)
- j) fragment / sentence fragment – 불완전한 문장 (p. 3)
- k) indenting – 행 들여쓰기 (p. 6)
- l) independent clause – 주절
- m) informal language / formal language – 비격식언어 / 격식언어 (p. 14)
- n) jargon – 은어, 전문어(p. 14)
- o) justification / alignment – 행 정렬 (p. 6)
- p) line spacing – 행 간격 (p. 7)
- q) margin – 여백 (p. 6)
- r) paragraph – 단락
- s) plagiarism – 표절 (p. 14)
- t) proper noun – 고유명사 (p. 12)
- u) slang – 속어 (p. 14)
- v) subject-verb agreement – 주어-동사 수일치 (p. 19)
- w) subordinating conjunction – 종속접속사 (*when, because, if, etc.*)
- x) supporting sentence – 보충설명 (뒷받침 내용) 문장 (p. 2)
- y) title – 제목 (p. 7)
- z) topic sentence – 주제문 (p. 2)

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Paragraph Checklist

Before you hand in your homework, use this list to check your work.

- Does your paragraph have a good title? Is it aligned centered?
- Is your paragraph indented?
- Is your paragraph double-spaced?
- Do you have standard margins (2.54 cm)?
- Is your paragraph aligned left (“left justification”)?
- Have you used an easy-to-read font in 12 point size?
- Does every sentence begin with a capital letter?
- Are proper nouns capitalized?
- Did you overuse capitalization such as to emphasize a word?
- Does every sentence end with a period, a question mark, or an exclamation point?
- Is everything spelled correctly? Did you check the dictionary?
- If you are referring to another person’s words or another text, have you used quotation marks and correctly cited him or her?
- Did you use a computer translator? Did you check it for problems?
- Have you followed the basic rules for the articles *a/an* and *the*?
- Are your sentences correctly structured such as Subject-Verb-Object (SVO)?
- Do your subjects and verbs agree (“subject-verb agreement”)?
- Do your pronouns agree with their antecedents (선행명사)?
- Have you re-checked your prepositions?
- Did you ask your friend to read your work and check it?
- Other _____
- Other _____
- Other _____

Your personal, specific difficulties.

Check with your teacher.