**Writing Conventions**

**Part One: Punctuation and Capitalization**

CAPITALIZATION

* Capitalize proper nouns:
  + Days of the week, months, holidays, historical events, etc.
  + Names of people, companies, organizations, etc.
  + Names of states, countries, cities, islands, bodies of water, mountains, streets, parks, stores, etc.
  + Nationalities, races, religions
  + Brand names of products
  + Titles of books, magazines, stories, poems, songs, etc.
  + Names of ships, trains, monuments, planets, etc.
* Always capitalize the word I
* Capitalize the first word of each sentence
* Capitalize the first word of a quotation

SEMICOLON

* Joins two clauses without a coordinating conjunction
  + He likes apples; she likes oranges.
  + He goes to Harvard; however, she goes to Yale.
* Can be used in series with commas for clarity
  + We went to London, England; Paris, France; Madrid, Spain; and Rome, Italy.
* Can be used in a compound-complex sentence that already contains other commas
  + If you understand this rule, you can use it; and you’ll seem very smart.

APOSTROPHE

* Use apostrophes to make words possessive and to make contractions
* Don’t use apostrophes to make words plural
* Possessive pronouns don’t use apostrophes (hers, its, ours, yours, etc.)
* Be sure you have a real word before your apostrophe: children’s toys, not childrens’ toys
* If the word is plural and ends in a *s*, add apostrophe only: dogs’ owners
* Treat singular nouns ending in *s* just like any other singular noun: boss’s, brutus’s

UNDERLINING/ITALICIZING

* Underlining and italicizing are the same thing
* Underline or italicize titles of long works: newspapers, magazines, movies, novels, plays, etc.
* Underline or italicize names of ships, planes, trains, and artwork
* Underline or italicize foreign expressions

QUOTATION MARKS

* Quote titles of short things: short stories, poems, songs, articles, episodes of TV shows, etc.
* Quote dialogue and words copied from other sources
* Commas and periods ending quotes always go inside quotation marks (I said, “Go home.”)
* Colons and semicolons that follow quoted words always go outside closing quotation marks (We’re “friends”; we don’t date.)
* Use single quotation marks only to enclose quotes within quotes
* Use double quotation marks in all other situations (He’s a real “team player.”)

COMMAS

1. adverb dependent clause**,** independent clause
   * If it rains, we’ll go inside.
2. independent clause (no comma) adverb dependent clause
   * We’ll go inside if it rains.
3. independent clause**,** cc independent clause (cc = FANBOYS for, and, nor, but, or, yet, so)
   * Joes likes pizza, but Fred likes tacos.
4. subject verb (no comma) cc verb
   * Joe likes pizza but does not like vegetables.
5. independent clause**;** independent clause
   * Joe likes pizza; Fred likes tacos.
6. introductory participial phrase**,**
   * Running down the hall, he tripped and fell.
7. introductory prepositional phrase**,**
   * After English class, we go to lunch.
8. **,** nonessential appositive**,**
   * We read *The Great Gatsby*, a novel, in class.
   * We read the novel *The Great Gatsby* in class. (essential)
9. **,** nonessential adjective clause**,**
   * Jane, who drives a red car, is nice.
   * All students who skip school should be suspended. (essential)
10. items**,** in**,** series
    * Please buy apples, oranges, and bananas.
    * I like the warm, fuzzy blanket.
11. **,** noun of direct address**,**
    * Tom, would you hand me the phone? Please sit down, Sue.
12. day of the week**,** month date**,** year**,**
    * The baby is expected on Sunday, February 27, 2000, in Georgia.
13. city**,** state**,**
    * We moved to Peachtree City, Georgia, in 1975.
14. introductory word**,**
    * Well, I hope these rules come in handy. However, you must use them.
15. **,** interrupter**,**
    * The rules, I think, will help you if you use them. **Part Two: Parts of Speech**

NOUN (n) or (N) or (pos n) or (pos N)

* Person, place, thing, idea
* Common (n): names a general noun; begins with lower case letter (city)
* Proper (N): names a specific noun; begins with capital letter (Detroit)
* Possessive (pos n, pos N): shows ownership (girl’s, Roger’s)

PRONOUN (pro)

* Takes the place of a noun
  + personal (1st person: pronouns having to do with “me”; 2nd person: pronouns having to do with “you”; 3rd person: pronouns having to do with everyone else)
    - singular nominative (nom): I, you, he, she, it
    - plural nominative (nom): we, you, they
    - singular objective (obj): me, you, him, her, it
    - plural objective (obj): use, you, them
    - singular possessive (pos): my, your, his, her, its, mine, yours
    - plural possessive (pos): our, your, their, ours, yours, theirs
  + reflexive (ref): reflects back to “self”
    - myself, yourself, himself, herself, itself, ourselves, yourselves, themselves
    - not words: hisself, ourself, theirself
  + relative (rp): starts adj. dependent clauses
    - that, which, who, whom, whose
  + interrogative (int): asks a question
    - Which? Whose? What? Whom? Who?
  + Demonstrative (dem): demonstrates which one
    - this, that, these, those
  + indefinite (ind): doesn’t refer to a definite person or thing
    - each, either, neither, few, some, all, most, several, many, none, one, someone, no one, everyone, anyone, somebody, nobody, everybody, anybody, more, much, another, both, any, other, etc.

ADJECTIVE (adj) or (art) or (Adj)

* Modifies nouns (I have a green pen.) and pronouns (They are happy.)
* Tells which one? How many? What kind?
* Articles (art): a, an, the
* Proper adjective (Adj): proper noun used as an adjective (American flag)

ADVERB (adv)

* Modifies adjectives (really cute), verbs (extremely fast), and other adverbs (very easily)
* Tells How? When? Where? To what extent?
* Not and never are always adverbs.

PREPOSITION (prep)

* Shows relationship between a noun or pronoun and some other word in the sentence
* across, after, against, around, at, before, below, between, by, during, except, for, from, in, of, off, on, over, since, through, to, under, with, according to, because of, instead of, etc.
* We went to school. We went up the stairs.

CONJUNCTION (cc) or (sc) or (cor conj) or (conj adv)

* Joins words, phrases, and clauses
  + Coordinating (cc)
    - FANBOYS (for, and, nor, but, or, yet, so)
  + Subordinating (sc)
    - Starts adv dependent clauses (must be followed by subject and verb)
    - after, since, before, while, because, although, so that, if, when, whenever, as, even though, until, unless, as if, etc.
  + Correlative (cor conj)
    - not only/but also, neither/nor, either/or, both/and
  + Conjunctive adverb (conj adv)
    - Adverb that helps connect two clauses
    - Must be used with a semicolon (It is cold; however, it is not snowing.)
    - however, then, therefore, also, furthermore, nevertheless, thus, etc.
* Noun clause identifier (nci)
* Starts noun dependent clauses
* May or may not function as part of the noun dependent clause
* That, who, whether, why, what, how, when, where, whom, whoever, etc.

INTERJECTION (int)

* Expresses emotion but has no real connection with the rest of the sentence
* Set apart from sentence by comma or exclamation point
* No, I’m not finished with my homework. Wow! What a great new car.

VERB (av) or (lv) or (hv)

* Shows action or helps to make a statement
  + Action (av)
    - Shows action
    - She wrote a note.
  + Linking (lv)
    - Links two words together
    - Can be linking: is, be, am, are, was, were, been, being, appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, etc.
    - English is fun. (English = fun)
    - The flower smells pretty. Versus The dog smells the flower. (action)
  + Helping (hv)
    - “Helps” an action verb or linking verb
    - Cannot come by itself in a sentence
    - If a verb phrase has four verbs, the first three are helping. If it has three verbs, the first two are helping. And so on.
    - Can be helping: is, be, am, are, was, were, been, being, will, would, can, could, shall, should, may, might, must, have, has, had, do, does, did
    - We have been taking notes all day (taking is action verb.)
    - She will be cold without a jacket. (be is linking verb.)
* Tenses
  + present (pres): happening now (jump, talk, eat)
  + past (past): happened previously (jumped, talked, ate, fell)
  + future (f): will happen in the future (will jump, shall talk)
  + present perfect (pres per): *have* or *has* plus pas participle (have jumped, has talked)
  + past perfect (past per): *had* plus past participle (had jumped, had talked)
  + future perfect (f per): *will have* or *shall have* plus past participle (will have jumped, shall have talked)
  + present progressive (pre sprog): *is, are*, or *am* plus present participle (am jumping, is jumping, are jumping)
  + past progressive (past prog): *was* or *were* plus present participle (was jumping, were jumping)
  + future progressive (f prog): *will be* or *shall be* plus present participle (will be jumping, shall be jumping)
  + present perfect progressive (pres per prog): *have* or *has* plus been plus present participle (have been jumping, has been jumping)
  + past perfect progressive (past per prog): *had* plus *been* plus present participle (had been jumping)
  + future perfect progressive (f per prog): *will have* or *shall have* plus *been* plus present participle (will have been jumping, shall have been jumping)

VERBAL

* Word formed from a verb but acting as a noun, adjective, or adverb
  + Gerund (ger)
    - Verb acting like noun
    - Ends in –ing
    - Reading is fun. (subject) I enjoy shopping. (direct object) Use pencils for drawing. (object of preposition)
  + Participle (part)
    - Verb acting like adjective
    - Ends in –ing or –ed (or other past tense ending)
    - I have running shoes. Frightened, I ran down the street. It’s an unspoken rule.
  + Infinitive (inf)
    - To + verb
    - Can act like noun (I like to eat), adjective (It’s the best place to eat), or adverb (I need a pen to write a letter)

**Part Three: Sentence Parts and Phrases**

SIMPLE SUBJECT (S)

* The “who” or “what” of the verb
* Ex: The dog with spots likes to bark loudly.
* Must be noun, pronoun, gerund, or infinitive
* Can never be a prepositional phrase
* There and here are never the subject of a sentence.
* The subject can be an “understood you”: Bring me the remote control, please. (You bring it.)

COMPLETE SUBJECT (underline once)

* Simple subject plus its modifiers
* Ex: The dog with spots likes to bark loudly.
* Dependent clauses modifying the subject are part of the complete subject of the independent clause. (The dog that has spots likes to bark.)

SIMPLE PREDICATE/VERB (vt) or (vi)

* Transitive verb (vt): takes a direct object (We love English.)
* Intransitive verb (vi): does not take a direct object (Please sit down.)
* All linking verbs are intransitive. All passive voice verbs are transitive.

COMPLETE PREDICATE (underline twice)

* Verb plus its modifiers
* The dog with spots likes to bark loudly.
* Dependent clauses modifying the verb are part of the complete predicate of the independent clause. (The dog likes to bark when I’m asleep.)

COMPLEMENTS (do) or (io) or (pn) or (pa)

* Completes the meaning of the subject and verb
  + Direct object (do)
    - Is a noun or pronoun and is never in a prepositional phrase
    - Follows an action verb
    - To find it, say “subject, verb, what?” or “subject, verb, whom?”
    - I like English. “I like what?” English (direct object)
  + Indirect object (io)
    - Is a noun or pronoun and is never in a prepositional phrase
    - Comes before a direct object and after the verb
    - To find it, say “subject, verb, direct object, to or for whom or what?”
    - He gave me the paper. “He gave the paper to whom?” me (indirect object)
  + Predicate nominative (pn)
    - Is a noun or pronoun
    - Follows linking verb and renames subject
    - To find it, say “subject, linking verb, what or who?”
    - He is a nice guy. “He is what?” guy (predicate nominative)
  + Predicate adjective (pa)
    - Is an adjective
    - Follows linking verb and describes subject
    - To find it, say “subject, linking verb, what?”
    - He is nice. “He is what?” nice (predicate adjective)

APPOSITIVE (app)

* Noun or pronoun that follows and renames another noun or pronoun
* My son Beck likes trains.

APPOSITIVE PHRASE (app ph)

* Noun or pronoun (along with modifiers) that follows and renames another noun or pronoun
* Ansley, my daughter, loves to dance.

PREPOSITIONAL PHRASE (prep ph)

* Group of words beginning with preposition and ending with noun or pronoun
* Can act as adjective (I want a room with a view.) or adverb (His house is on the lake.)
* Must be next to noun or pronoun it modifies

OBJECT OF PREPOSITION (op)

* Follows preposition and tells “what?” or “whom?”
* The key is under the rug. Under what? Rug (object of preposition)
* If there’s no object, it’s not a preposition: Please stand up. (up is an adverb.)

NOUN OF DIRECT ADDRESS (nda)

* Person being spoken to in a sentence
* Mom, I’m hungry. Go clean your room, Rebekah.

INFINITIVE PHRASE (inf ph)

* Infinitives plus its modifiers and objects
* He likes to eat pepperoni pizza.

OBJECT OF INFINITIVE (obj inf)

* Follows infinitive and tells “what?”
* I want to eat pizza. “to eat what?” pizza (object of infinitive)

GERUND PHRASE (ger ph)

* Gerund plus its modifiers and objects
* Writing long essays can be fun.

OBJECT OF GERUND (obj ger)

* Follows gerund and tells “what?”
* I like eating pizza. “eating what?” pizza (object of gerund)

PARTCIPLE PHRASE (part ph)

* Participle plus its modifiers and objects
* Running down the hall, he bumped into the principal.

OBJECT OF PARTICIPLE

* Follows participle and tells “what?”
* Riding his bike, he struggled up the hill. “riding what?” (object of participle)

**Part Four: Clauses and Sentence Types**

CLAUSES (ind cl) or (dep cl)

* Each clause must have a subject and a verb
  + Independent (ind cl): also called main clause
    - Every sentence must have at least one independent clause.
    - Independent clause has a subject and a verb and makes sense on its own
  + Dependent (dep cl): also called subordinate clause
    - The dependent clause can never stand alone.
    - A dependent clause starts with a relative pronoun, a subordinating conjunction, or a noun clause identifier.
      * Adverb (adv dep cl)
        + Usually starts with a subordinating conjunction
        + Acts like an adverb
        + We will eat when the bell rings. (modifies eat)
        + We will eat is independent.
      * Adjective (adj dep cl)
        + Usually starts with a relative pronoun
        + Acts like an adjective
        + She likes the guy who sits in front of her. (modifies guy)
        + She likes the guy is independent.
      * Noun (n dep cl)
        + Usually starts with a noun clause identifier
        + Acts like a noun
        + I hope that you understand the examples. (acts as direct object)
        + I hope is independent.

SENTENCE TYPES (s) or (cd) or (cx) or (cd-cx)

* Simple sentence (s) = one independent clause
* Compound sentence (cd) = two or more independent clauses
* Complex sentence (cx) = one independent clause + one or more dependent clauses
* Compound-complex sentence (cd-cx) = two or more independent clauses + one or more dependent clauses

SENTENCE PURPOSE (dec) or (int) or (imp) or (exc)

* A declarative sentence makes a statement and ends in a period. (dec)
* An interrogative sentence asks a question and ends in a question mark. (int)
* An imperative sentence gives a command and ends in a period. (imp)
* An exclamatory sentence expresses strong feelings and ends in an exclamation point. (exc)
* A declarative, interrogative, or imperative sentence can be exclamatory if it expresses strong feelings and ends in an exclamation point.

**Tips from Mrs. Ramp (that almost always work!)**

\*You will inevitably hear me repeat these tips/shortcuts several times each week, but most of you will invariably ignore them until you are freaking out before a test. **#truth #listenthefirsttime**

**Part One Tips (Capitalization and Punctuation)**

* Every comma has a rule—commas are not placed randomly (or, as some past students have put it, wherever you “breathe” when you’re reading \*face palm\*).
* Read the text and make sure it makes sense; if it doesn’t, check to see if you’ve missed a title or a clause in there.
* It’s the easiest section, but that doesn’t mean you should just blow through it.

**Part Two Tips (Parts of Speech i.e. nouns, adjectives, etc.)**

* MANY words can function as more than one part of speech. Ex🡪 I went to church. The word ‘church’ is a common noun here. I listened to the church bells. NOW the word ‘church’ is an adjective. Lesson? You’ve got to look at each word in context….not by itself!
* Linking verbs are by themselves (i.e. they won’t be next to an action verb). Ex. I was tired. Was🡪 LV tired 🡪 adj
* Helping verbs are NEVER by themselves (they are always helping another verb that is nearby. Ex. I was carrying her. Was🡪 hv and it’s helping the word ‘carrying.’ See how it’s right next to the word that it’s helping? It’s like if you were helping an elderly woman cross the street…in Times Square. Are you going to let her cross by herself? Nope…you’d be **RIGHT NEXT TO** her….**HELPING** her!
* Pay close attention to any action verbs or linking verbs that you label….they will be your simple predicates (vi or vt) on part three!
* How do you tell the difference between a relative pronoun and an interrogative pronoun? Interrogative pronouns have to be part of a question (the sentence would be interrogative!).
* Subordinating conjunctions, relative pronouns, and noun clause identifiers are VERY IMPORTANT PARTS OF SPEECH because they start dependent clauses. Commit them to memory.

**Part Three Tips (Sentence Parts…i.e. subject, predicate/verb, phrases, etc.)**

* The simple predicate is also called the verb of the sentence. They are literally the same thing.
* If on part two (parts of speech) you labeled any LINKING or ACTION verbs, they will always be a simple predicate (which you will label as VI or VT). So right after we go over the answers as a group, you can go ahead and write a ‘V’ under those verbs on part three. It’ll save you time.
* Linking verbs are always intransitive (VI)
* Action verbs are the only verbs that can be transitive and therefore have a direct object. Action verbs can also be intransitive!
* Transitive verbs always have a DO. They might have an IO (indirect object), but it’s rare. You can NEVER have an IO without a DO in the same clause. Here’s the order it always goes in:

**Subject 🡪 verb transitive 🡪 IO 🡪 DO**

* All phrases start with their specific part of speech, and they all end with a noun or a pronoun.

A prep phrase starts with a preposition and ends with a noun/pronoun.

An infinitive phrase starts with an infinitive and ends with a noun/pronoun.

A gerund phrase starts with a gerund and ends with a noun/pronoun.

A participle phrase starts with a participle and ends with a noun/pronoun.

**Please say you see a pattern**!

* Intransitive linking verbs MIGHT have a PA (predicate adjective) or a PN (predicate nominative). They might not have any sentence complements at all.
* Your subject and verb will never be in a prep phrase.
* You will never have a sentence complement (DO, IO, PN, PA) in a prep phrase, nor can a prep phrase function as the direct object.
* Your complete subject is typically everything before the first verb within a clause.
* Your complete predicated typically begins with the first verb in the clause and continues to the end of the clause.
* Are you facing an inverted sentence (questions are often inverted) and can’t figure out how to label your complete subject and predicate? Try this: 1.) un-invert the sentence. 2.) Label it as you normally would 3.) Apply those exact same labels to your inverted sentence.

**Part Four Tips (clauses and sentence type)**

* Every sentence must have an independent clause.
* Every clause must have a subject and a verb.
* Everything in a sentence will be labeled as part of a clause (meaning you won’t leave them out of your brackets) with the exception of:

--Coordinating conjunctions that are hooking up two independent clauses

--Interjections

--Nouns of direct address

--Source phrases/speaker tag ( **Mrs. Ramp said**, “I like big books and I cannot lie.” “But cats are my favorite,” **Kieran whined,** “I love every kind of cat!” “Sometimes I eat kitty litter,” **Josh whispered in class**.

* Finding a clause: combine the complete subject and complete predicate.
* Some independent clauses will sound funky (like they can’t stand on their own), but again, there isn’t a grammar rule that deals with how things sound (too subjective). If a clause has a subject and a verb and it doesn’t start with a subordinating conjunction, relative pronoun, or noun clause identifier, then it has to be an independent clause, no matter how funky it sounds.