These are extra notes for grammar guidelines.   They help to help keep the original document to just two pages.   The original document is at: Grammar Guidelines

Clarity, Conciseness, and Redundancy

PV   Note that changing past tense (*was thrown*) to present tense (*is thrown*) or future tense (*will be thrown*) does NOT fix PV.   Instead, see this video or read the rest of this section.   You need to find the subject/main noun (which is wrongly placed after the verb) and put it before the verb.   If you have a "by *something*" after the verb (or that phrase can reasonably be put there), then you probably have PV.   Example: *Ares is well-known for being able to create strife*.   Check out the main noun, *Ares.*   Is he doing the "well-knowing?"   No.   Something else is.   What is Ares doing?   Nothing!   Another clue that this might be PV is to use the zombie test for passive voice.   *Ares is well-known by zombies for being able to create strife.*   That sort of makes sense, so this is PV. Something's being done to him – he's being well-known.   By whom?   Whatever is "well-knowing" him is the subject.   First, put the "*by something*" in the sentence.   *Ares is well-known by everyone for being able to create strife.*   So, now the real subject should be *everyone*.   Now, put it at the front of the sentence and make the necessary other adjustments: *Everyone knows that Ares is able to create strife.*   See also passive voice and more on passive voice.

IGNOR I markup errors when you initially send in an essay.   When you turn in a new version of that essay I expect you to have attempted corrections on most of the errors.   Correcting some errors is good, but if you leave other errors unchanged, they now count off double.   I don't count off double if you attempt a fix an error, but it still has problems.   I do count off double (shown by the "x2" in the comment) if you don't try at all on a particular error.   If you have a lot of old errors that you simply ignore, then the even if you fix a few errors, the "x2" (and worse, "x3") can actually cause you to lose more points that you gain.   I don't actually reduce your grade at the top, but it certainly will not be any better.   If you have errors you don't know how to fix, contact me and I'll be glad to help.   Don't turn in a "corrected" essay with only a few errors corrected.

ZERO   Like IGNOR, but worse.   You didn't fix ANY errors (or very few).   This time I simply returned the old marked up essay.   Furthermore, the best improvement you can expect now is C/C.   **Don't turn in a "corrected" essay that actually has no corrections.**

Organization and Content

TRANS The last sentence of all but the last paragraph should connect the current paragraph with the next one.   It is more than a simple summary of what was just said.   For example, if your current paragraph is about the universe and the next paragraph concerns the nature of man, you could tie them together like this: *While everything God made was perfect and good, His highest and most significant creation was man.*   Notice this sentence mentions the content of the current paragraph (universe) and the next one (man).   Every transition sentence should be structured like this.

Basic Grammar

RO   Sometimes you wish to join two sentences (*John hit the ball.   It flew out of the park.*) into one sentence because they are so closely related.   If so, you must separate them with a semicolon (*John hit the ball; it flew out of the park*) or a comma followed by a conjunction (*John hit the ball, and it flew out of the park*).   The "conjunction" mentioned above can be one of several words: *for, and, not, but, or, yet, so* which you can remember as *FANBOYS*.   Do NOT simply put a comma (*John hit the ball, it flew out of the park* – this is known as the comma-splice) or conjunction such as *and* (*John hit the ball and it flew out of the park*) between them. You know you need a semicolon or a "comma-conjunction" if both parts of the sentence would be complete (albeit short) as sentences by themselves ("*John hit the ball*" could stand as a sentence by itself.   "*It flew out of the park*" could also stand as a sentence by itself).

TH   Should be *that* (no comma) because this begins a restrictive clause: part of a sentence you can't get rid of because it restricts another part of the sentence and therefore is necessary to the meaning of the sentence. Ex: "The paper that is overdue won't receive a grade higher than a B." The clause *that is overdue* restricts what type of paper receives a B grade or lower. If you left out that clause, the meaning of the sentence would change because you would then be saying that the paper (any paper) won't receive a grade higher than a B. You have changed the meaning.

WH   Should be *, which* (comma before *which*) because this begins a nonrestrictive clause, which means the clause can be left out and it doesn't change the meaning of the sentence. This clause is simply additional information. Ex: "I turned in my paper, which I typed." The clause *which I typed* isn't truly necessary to the meaning of the sentence. It could be left off and the reader would still know you turned in your paper.

Formatting

PS   Paragraph Spacing: To properly space lines after a "hard return," get to the pop-up window for paragraph settings in Microsoft Word.   In the tab "Indents and spacing" find the "Spacing" section.   Set "Before:" to 0, "After:" to 0, "Line Spacing:" to "Double" (or "Single" if you are in a single-spacing section) and check the box in front of "Don't add space between paragraphs of the same style."   See this video for more help.