

**Topic:** Understanding Editing Comments

**Explanation:** When correcting students' papers, professors often use terms and abbreviations that students may not understand. The following is an explanation of common terms and abbreviations.

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### Examples

**awk** (awkward). The sentence structure needs improvement. Read the sentence aloud and see if you can "hear" how to improve the sentence. It may help to simplify the sentence by beginning with a "subject, verb" pattern. In other words, begin the sentence with who or what is doing the action, followed by the verb (action word).

**c/s** (comma splice). Refers to when a comma has been used (instead of a period) to break two complete sentences.

**Cliché.** Cliches are self-completing phrases such as "it is raining cats and dogs. Think of a more original, academic way to express the thought.

**frag** (sentence fragment). Fragments are also called incomplete sentences. The sentence is missing a subject, verb, or both.

¶ (paragraph symbol). This symbol means that a paragraph break should be inserted.

**not coherent.** Coherence means being logical and consistent, making sense as a whole. The writer should carefully reread the assignment guidelines and edit the paper with the goal of expressing ideas clearly and creating a logical flow of ideas.

**not parallel.** The writer needs to use a consistent pattern in the sentence for ideas with the same level of importance. For example, all verb endings in a list should be the same (for ex: "ing").

**r/o** (run-on sentence/). A run-on, or fused sentence, is when two or more complete sentences are combined into one sentence. The sentence needs to be broken up or the punctuation needs to be corrected.

**sva** (subject/verb agreement). The verb in the sentence is not in the correct form for the subject of the sentence. Ex: He *grade* the paper. SHOULD BE He *grades* the paper.

**vt** (verb tense). Sometimes referred to as "t" for tense. Refers to an incorrect verb tense. Ex: Yesterday, I *go*. SHOULD BE Yesterday, I *went*.

**wordy.** The writer has repeated ideas or used many weak words when fewer strong words would result in a clearer sentence.