















Editing Corrections (Punctuation)

1.		<p>Comma. A comma goes before a coordinating conjunction—FANBOYS (for, and, nor, but, or, yet, so)—only if complete sentences are before and after the conjunction.</p> <p><i>*Wrong:</i> I went to the store and I bought a pencil.</p> <p><i>*Right:</i> I went to the store, and I bought a pencil.</p>
2.		<p>Comma splice. (Add other punctuation.) Commas by themselves cannot combine two sentences. Combine with a comma and a conjunction, a semicolon, or a period.</p> <p><i>*Wrong:</i> I ran down the street, however the dog chased me.</p> <p><i>*Right:</i> I ran down the street, and the dog chased me.</p> <p><i>*Right:</i> I ran down the street; however, the dog chased me.</p>
3.		<p>Comma splice. (Subtract comma.) Commas can sometimes separate a sentence. For instance, when you end a sentence with a dependent clause DO NOT add a comma.</p> <p><i>*Wrong:</i> I went to the store, because I wanted a candy bar.</p> <p><i>*Right:</i> I went to the store because I wanted a candy bar.</p>
4.		<p>Comma after sentence-beginning phrase or clause. Clauses begin with since, if, when, because, after, or once. Phrases are a group of words. Prep phrases (aboard, about, above, beneath, beside, between, beyond, by, down, during, except, for from, in, inside, into, like, near, of, off, up, upon, with, within, without + noun) should have five or more words.</p> <p><i>*Right:</i> If you finish that, you can play. <i>Or:</i> You can go outside if you finish that.</p> <p><i>*Right:</i> At the beginning of class, the students worked on their assignments.</p>
5.		<p>Colon (:) between two sentence clauses. Use a colon when a second, closely related sentence explains or gives details about the first one.</p> <p><i>*Wrong:</i> I bought K-State tickets: then I went to see the campus.</p> <p><i>*Right:</i> The supervisor's remark was straight to the point: he won't tolerate late workers.</p>
6.		<p>Colon (:) to show a list of items. Do not separate a verb from its object.</p> <p><i>*Wrong:</i> Willy Wonka likes: chocolate, good children, and invisible elevators.</p> <p><i>*Right:</i> He likes the following: chocolate, good children, and invisible elevators.</p>
7.		<p>Semicolon (;). Use the semicolon only between two sentences (both must have a subject and a predicate) if they are closely related. You use it similar to a comma and a conjunction.</p> <p><i>*Wrong:</i> He fell asleep in class; two hours of sleep last night.</p> <p><i>*Right:</i> He fell asleep in class; he had two hours of sleep last night.</p>
8.		<p>Dash (2 hyphens).</p> <p><i>*(In place of a colon between two clauses)</i> The software has only one drawback—its price.</p> <p><i>*(In place of a comma for parenthetical info)</i> The tiles come in every shape—squares, rectangles, hexagons, circles—and they can be cut to virtually any size.</p> <p><i>*(For interruptive phrases)</i> Her brother—he's an intern at MTV—wants to move.</p>
9.		<p>Hyphen. Use a hyphen to combine words as adjectives.</p> <p><i>*Right:</i> She produced an ear-shattering scream. This is a once-in-a-lifetime event.</p>
10.		<p>Quotation marks.</p> <p><i>Always</i> place periods inside quotations.</p> <p><i>*Right:</i> She said, "He is a nice man."</p> <p><i>Usually</i> place commas, question marks, and exclamation marks inside quotation marks.</p> <p><i>*Right:</i> "He was nice," John said, "But wasn't he a thief?"</p> <p>Place a question mark after the quotations if the quoted words aren't asking the question.</p> <p><i>*Right:</i> Did the coach say, "We will win tonight"?</p>

11.		<p>Apostrophe to show possession.</p> <p>* Add ‘s for singular nouns even if it ends in –s. <i>*Right:</i> Carol’s, boss’s, waitress’s</p> <p>* Add ‘s for plural nouns that do not end in –s. <i>*Right:</i> men’s, women’s, children’s</p> <p>* Add ‘ for plural nouns that do end in –s. <i>*Right:</i> apples’, oranges’, teachers’</p>
12.		<p>Titles. Underline book, magazine, newspaper, play, or art work titles when you are writing them. Italicize them when you are typing them.</p> <p>Use quotation marks for a short story, newspaper article, poem, or song title.</p> <p><i>*Right:</i> <u>National Geographic</u> once included pictures of the British liner <u>Titanic</u>.</p> <p><i>*Right:</i> Poe’s “The Fall of the House of Usher” is frightening.</p>
13.		<p>Sentence fragment. Make sure your sentence contains both a subject (person/object performing an action) and a predicate (action).</p> <p><i>*Wrong:</i> Walked along the street. <i>*Right:</i> He walked along the street.</p>
14.		<p>Run-on sentence. Make sure your sentence contains only one set of subject and predicate together. Separate them with a comma and a conjunction, a semicolon, or a period.</p> <p><i>*Wrong:</i> I ran down the street the dog chased me.</p> <p><i>*Right:</i> I ran down the street, and the dog chased me.(OR) I ran down the street; the dog chased me.</p>