

C. Practice

Test your understanding by fixing these examples. We've helped you with the first few.

1. The large number of textbooks.

This sentence lacks a verb and a complete thought. Fix it by providing a verb for the word *textbooks* and making a complete thought.

2. So complicated!

This sentence lacks a subject and a verb. Provide both and be sure that the sentence is a complete thought.

3. Read for two hours.

This sentence needs a subject. Add a subject to make the sentence complete.

4. Even when it's early in the school term.

Don't be fooled. This sentence doesn't have a complete thought. The reader thinks, "Even when it's early in the school term, what?" Add to the sentence to make it a complete thought.

5. The desk that was made by my uncle.

6. Walking across campus.

7. Difficult to complete in three days.

8. Once the study session was over.

9. While visiting the IT department.

10. Across from the coffee shop.

C. Practice

Test your understanding by fixing these examples. We've helped you with the first few.

1. My sister says math is her favorite class she thinks it's easy.

This sentence is a run-on because two complete sentences are fused together. Fix it by using one of the three methods (a period, a semicolon, or a comma and coordinating conjunction).

2. The rain keeps pouring, I'm glad to be inside the building.

This sentence is a comma splice because two complete sentences are joined with only a comma. Fix it by adding a coordinating conjunction to the comma. Alternatively, you could use a period or semicolon.

3. Yesterday was encouraging I hope today will also be good.

This sentence is a run-on because two complete sentences are fused together. Fix it by using one of the three methods (a period, a semicolon, or a comma and coordinating conjunction).

4. The days grow shorter and fall is just around the corner.

This sentence is a run-on because two sentences are joined incorrectly. While we have a coordinating conjunction (and), we still need a comma. We could also use a period or semicolon.

5. Never skip your reading assignments, always complete them.

6. Kyle prefers mechanical pencils, he uses them for note-taking.

7. I was hungry I was angry I was tired.

8. No topics had come to mind, nothing had occurred to my team members.

9. Sometimes my friend rides with me to school, she always meets me at the same spot.

10. The problem with the bus couldn't be fixed it needed to be replaced.

C. Practice

Test your understanding by fixing these examples. We've helped you with the first few.

1. Most student clubs **are** more topical than competitive. Some **were** narrowly focused.

(The verb tense needs to stay the same. Use present tense when describing things that continue to be true.)

2. Groups like Phi Theta Kappa accept members who **achieve** and **maintained** a certain GPA.

(The verb tense needs to stay the same.)

3. Student government **will be** a campus group that **played** an important role in the college.

(The verb tense needs to stay the same.)

4. Student government **is** intentionally **organized** to **have included** as many campus voices as possible.

(The verb tense needs to stay the same.)

5. **Talk** to your college's outreach faculty and staff **to have gotten** suggestions for places that might benefit from your talents.

Use the correct verb tense for the writing context.

6. Eric Hoffer **said**, "It is the true learners who inherit the future."

7. Covey **insisted** that priorities are the most important part of time management.

8. In *Great Expectations*, Dickens **described** the character of Miss Havisham as a strange, reclusive spinster.

9. The character named Pip in *Great Expectations* **wants** to be in a romantic relationship with Estella.

10. Able Magwitch is the criminal in *Great Expectations* who remembers Pip's kindness to him.

C. Practice

Test your understanding by fixing these examples. We've helped you with the first few.

1. The culture of college assumes that a student's number one priority **are** academic study.

(The verb *are* needs to match the subject *priority*.)

2. The culture of college **expect** you to do your own work and to be honest in your interactions with others.

(The verb *expect* needs to match the subject *culture*.)

3. Academic integrity **mean** doing your own work.

(The verb *mean* needs to match the subject *integrity*.)

4. Sometimes, your best effort may seem way more than what **are** needed.

(The verb *are* needs to match the subject *effort*.)

5. Generating your own questions **are** ideal.

6. Many student organizations **showcases** what they have to offer through club fairs and information sessions.

7. Student government **are** a great place for people who want to help make the college experience a supportive, enriching experience.

8. Your campus multicultural center **have** access to dates, times, and locations for many of them.

9. A student of history **read** a lot of books.

10. Completing exams, along with assignments, **require** organization.

D. Practice

Test your understanding by fixing these examples. We've helped you with the first few.

1. Be sure to drink plenty of water throughout the day to keep your hydration level at **it's** prime.

(This is the wrong form of the bolded word.)

2. Analysis means to examine information and break it down into **it's** parts.

(This is the wrong form of the bolded word.)

3. **Its** great to have a sense of direction about what you want to study.

(This is the wrong form of the bolded word.)

4. Cognitive **scientist's** will tell you that learning is better accomplished when you use as many ways of representing information as possible.

(Incorrect apostrophe usage in the word *scientists*.)

5. Your **professor's** expect you to demonstrate what you learned.

6. By giving honest feedback on others' work, you show respect for **they're** process.

7. Being mindful about how you use **you're** time reflects that freedom to choose your life's path.

8. Use your **professors** expectations to guide the kind of feedback to gather and to give during peer review.

9. **Their** on the school basketball team.

10. **Your** more likely to succeed in college if you can focus.

C. Practice

Test your understanding by fixing these examples. We've helped you with the first few.

1. Long-term goals are great but it's also important to have short-term goals.

(This example has two complete sentences. Separate them using one of the standard methods.)

2. However not all external rewards are actually all that healthy for you over the long term.

(Use a comma after introductory words.)

3. When the external motivation comes in the form of pleasing people the motivation usually weakens as you move forward in your life.

(Use a comma after introductory phrases.)

4. Three powerful sources of internal motivation are autonomy mastery and purpose.

(Separate items in a list with commas.)

5. Whenever you get better at something you value your motivation to work harder and longer increases.

6. Vonnegut says “We are what we imagine ourselves to be.”

7. Napoleon Hill stated that, “Goals are dreams with a deadline.”

8. William Glasser a renowned psychiatrist and educational theorist developed a treatment approach called “reality therapy.”

9. Oprah Winfrey the famous talk-show host said that “the greatest lesson of life is that you are responsible for your own life.”

10. *Brown vs. Board of Education* ended segregated education on September 2 1958.

11. Bloom’s Taxonomy named for educational psychologist Benjamin Bloom identifies six different types of academic questions or thinking tasks.

C. Practice

Test your understanding by fixing these examples. We've helped you with the first few.

1. value the time you have.

(Capitalize the first word in sentences.)

2. your ideas are not you.

(Capitalize the first word in sentences.)

3. Arthur I. costa proposed a framework to organize types of thinking.

(Capitalize the first letter of last names.)

4. The cornell note-taking system from cornell university is one popular and easy method.
(Capitalize the first letter of proper nouns.)

5. Carl jung says, "we cannot change anything unless we accept it."

6. Watch the video "how to make stress your friend" by kelly mcGonigal.

3.7. Capitalization

7. The *new york times* published the article “what google learned from its quest to build the perfect team,” by charles duhigg.

8. When i registered, i checked the prerequisites for the class.

9. i bought a copy of *make college yours* at the bookstore.

10. Be careful when using google to find sources.

C. Practice

Test your understanding by fixing these examples. We've helped you with the first few.

1. Social awareness is the ability **too** know or gauge how **too** behave in different social situations and environments.

(The replace the bolded term with the correct word.)

2. Students **bare** some responsibility for a safe classroom.

(The replace the bolded term with the correct word.)

3. Your college persona has to respond to a classroom activity by **excepting** it as another opportunity to investigate new ideas and make them your own.

(The replace the bolded term with the correct word.)

4. Personal agency is the belief that you can control and **effect** the outcome of many of the situations you face.

(The replace the bolded term with the correct word.)

5. If you haven't **all ready** done so, identify and develop a network that supports you.

6. Libraries often have staff on **cite** to help students use computer applications.

7. Be **straitforward** with yourself and your professor about any mistakes you make.

8. A practical exam involves a student physically demonstrating **there** knowledge of a skill.

9. Procrastination is putting an assignment or other task off longer **then** you should.

10. Academic integrity calls for you to be the best version of yourself as a learner, regardless of **weather** or not other people notice.

C. Practice

Test your understanding by fixing these examples. We've helped you with the first few.

1. You're responsible for **knowing** and **to meet** application deadlines for financial aid.

(Make the bolded terms parallel by rewriting as necessary.)

2. **Synthesize** means to gather information, understand it, analyze it, combine it with your prior knowledge and **developing** a new concept or creation with it.

(Make the bolded terms parallel by rewriting as necessary.)

3. During a peer review, students offer feedback, help each other, and **giving** praise.

(Make the bolded terms parallel by rewriting as necessary.)

4. Mapping is a note-taking method that helps students with organizing, analyzing, and **to encode** information.

(Make the bolded terms parallel by rewriting as necessary.)

5. People with imposter syndrome compare themselves to others and **are deciding** they do not fit in.

6. A college persona is learning-focused, collaborative, and **it respects**.

7. Use a variety of thinking strategies such as recalling, paraphrasing, questioning, classifying, comparing, and **to contrast** content.

8. A greater number of credits means more class lectures, more assignments, and **deadlines**.

9. Successful students know it is important to study hard, to be organized, and **being in communication** with instructors.

10. An excellent professor is smart, understandable, and **they are easy to approach**.

C. Practice

Test your understanding by fixing these examples. We've helped you with the first few.

1. The lecturer **said** that discrimination was harmful to communities.

(*Said* is generic. Pick more specific word that could fit in this context.)

2. There are **lots of reasons** to go to college.

(List some specific reasons for going to college. Going to college is beneficial because...)

3. Plagiarism is **bad** for a student's academic record.

(This is not specific enough. Use more exact words for why plagiarism is bad. Plagiarism is the act of not giving credit to sources.)

4. The instructor assigned a **very long** essay.

(How many words or pages is very long? Fix this to state a specific length.)

5. The article we read for class was **awesome!**

(Why was it awesome? Use specific words to explain why a source might be particularly good.)

6. The student **inferred** that she had been absent because of health problems.

(This is the wrong use of the word *inferred*. Use a dictionary if needed to identify the correct use of the word.)

7. The committee was not **adverse** to proposal.

(Use a dictionary if needed to identify the correct use of the word.)

8. **Except** that rewards are worth the effort.

(This is the wrong use of the word *except*. Use a dictionary if needed to identify a correct word for the sentence.)

9. Jot down important facts, ideas, **principals**, or memory cues to help you with an exam.

(The word *principal* refers to the person in charge of a school. It's commonly confused with a similar word. Use a dictionary if needed to identify the correct word for the sentence.)

10. Take time to write down everything that you have to do in a place that you will look at **everyday**.

(*Everyday* means “ordinary,” as in “these are my everyday chores.” Fix this to mean that something happens once per day.)