

HOW TO DO BUYBACKS (rev. Wally spring 2018)

The buyback system allows you to recapture technical points lost on your paper and gives you the opportunity to identify and learn from your own individual errors. In order to do this, you will need to use this packet and your *EPHS English Department Survival Manual*.

FIRST, STUDY AND RECORD HOW YOU DID ON CONTENT.

No matter how much the technical errors bother you, first study how you did in terms of the content requirements on this paper.

After all, content really is the MOST important aspect of any paper. Do the following:

1. On your grading sheet, look carefully over why points were deducted under content.
2. Read the teacher comments (positives and suggestions) which deal with **content**.
3. Turn to the **pink sheet** in your folder and do this:
 - Record your preliminary points and preliminary grade.
 - In the boxes, record the strengths and suggestions given to you. Feel free to summarize or paraphrase the teacher's comments.
 - In the far right box, write a goal for the **content** of the next paper.

NOW, SURVEY AND RECORD YOUR TECHNICAL (also called “CONVENTIONS”) ERRORS.

Do the following:

1. On your grading sheet, look carefully over why points were deducted for technical errors.
2. Read the comments given by the teacher which apply to **technical aspects**.
3. Turn to the yellow sheet in your folder and do this:
 - Record the number of technical errors of each type. Note any patterns.
 - Go back to the pink sheet in your folder. In the far right box, write a goal for the **technical aspects** of the next paper.

WHAT CAN I “BUY BACK”?

You can only "buy back" those technical points marked with an abbreviation and a -1 or -2 beside the abbreviations for mechanics and msf. You may not buy back any CONTENT points.

HOW MANY POINTS MAY I BE CREDITED BACK?

For the first few papers, I allow you to “buy back” all of the number of mechanics or msf points you lost originally for each error provided that all your corrections are done correctly.

For example, let's say there were 10 technical points out of 50 on a paper. Suppose you made 30 one point technical errors. Those thirty errors amounted to losing all 10 points off your score. This means you lost the maximum technical points possible. In order to buy back all 10 points, you will need to correct all thirty errors. All thirty corrections must be done **correctly** in order to recapture all ten points that you lost. Each correction, then, is worth 1/30th. Let's say that 21 of your corrections were done correctly. You will then be credited $21/30\text{ths} = 70\% \times 10 \text{ points possible} = 7$ out of the 10 points back.

WHAT IF I DO NOT FOLLOW THE BUYBACK PACKET’S INSTRUCTIONS OR IF I MAKE NEW ERRORS ON MY BUYBACKS?

You cannot be credited any points for incorrect corrections OR corrections which include NEW ERRORS you make inadvertently OR corrections that do not follow this packet's instructions for making the corrections. you interact with your own errors to help you understand what you did wrong so you don't continue to make these same errors. However, they must be “teacher friendly.” This means I expect the format and corrections to be easy for me to correct. Do not turn in “sloppy” buybacks. Use the template below, do them as neatly as possible (typed or handwritten in your best writing), and **PROOFREAD THEM!!!**

HOW DO I ACTUALLY DO THE BUYBACKS?

NOTE: You do NOT retype your paper or do the corrections on your original paper.

You will make all the corrections on new, separate six-columned sheets of paper. This is best set up using the template I have provided. If you can, it is best to type your buybacks so you can use spell-check and copy and paste from your original paper. Use the template I have provided in table format printed in LANDSCAPE so you have plenty of room for each error. Make your columns deep enough to write long sentences if they are needed.

STEP 1: NUMBER YOUR ERRORS

Go to your paper and **consecutively** number every error that has one of the above abbreviations and a -1 or -2 next to it. **USE A MARKER other than the color I used to grade your paper.** **NOTE:** When I check your corrections against what you did in the paper, I expect to see actual numbers identifying each error in the paper clearly marked so I can easily find them. If I find the error numbers in the text of your paper do not match the numbers on your buybacks, it will be nearly impossible to give you credit.

STEP 2: FOLLOW THE DIRECTIONS FOR EACH TYPE OF ERROR BELOW.

HOW TO DO EACH TYPE OF ERROR and SAMPLES

<i>Survival Manual rule #</i> (Include section color & page numbers & rule #)	Error Number (from your paper)	Error Type	Points Lost	CORRECTION COLUMN	EXPLANATION COLUMN (in your own words, explain the <i>EPHS Survival Manual</i> rule that you should have followed) OR DO SOMETHING ELSE (if called for by the type of error)
<p>NOTE: WHAT IF TWO ERRORS (OR MORE) OCCUR IN THE SAME SENTENCE? You may correct errors together for two or more errors in the same sentence. Follow the example below:</p>					
8. <i>GRS 50</i> 9. <i>GRS 63</i>	8, 9	8. pi 9. H	-1 -1	8 9 <i>Psycho was one Hitchcock's most famous films.</i>	Error 8—Movie titles are underlined. Error 9—one = a number won = past tense of "to win"
<p>CAPITALIZATION (cap -1 each and lc -1 each) See GRS RULES 1-3. Explain what you did wrong in column 6.</p> <p>1. In column 5, rewrite the sentence with proper capitalization. Underline where you made the capitalization error.</p> <p>2. In column 6, explain the capitalization rule that applies.</p>					
<i>GRS 2</i>	1	cap	-1	<i>She spoke <u>E</u>nglish with King Edward.</i>	Capitalize all proper nouns.
<i>GRS 2</i>	2	lc	-1	<i>Eagan is on the <u>s</u>outhwest side of that city.</i>	Do not capitalize nouns that are not proper nouns
<p>FRAGMENT (FRAG -1) See GRS RULE 4.</p> <p>1. In column 5, rewrite the phrase into a complete" sentence. Put an "S" above the subject and a "V" above the verb. DO NOT FORGET TO LABEL THESE!</p> <p>2. In column 6, explain what you did wrong to cause the fragment.</p>					
<i>GRS 4</i>	3	frag	-2	S V <i>Jack cannot wait until May because</i> S V <i>Jill will be coming home.</i>	Starting my sentence with "because" made it incomplete. I needed to attach "because Jill will be coming home" to "Jack cannot wait until May" to make it make sense.

RUN-ON (RO -1) See GRS RULE 5.					
1. In column 5, rewrite the sentence(s) correctly. Put an “S” above the subject and a “V” above the verb. DO NOT FORGET TO LABEL THESE!					
2. In column 6, explain what you did wrong to cause the run-on.					
GRS 5	4	RO	-2	S V He took the exam last V week. He passed.	I put a comma after “week,” but that made a comma splice (the same as a run-on).
ENDMARKS (pend -1) See GRS rules 6-10.					
1. In column 5, rewrite the sentence punctuating it correctly.					
2. In column 6, explain what you did wrong.					
GRS 8	5	pend	-1	Was Hamlet really crazy?	Use a question mark after an interrogative sentence.
COMMAS (pc -1) YOU SHOULD HAVE INSERTED A COMMA! See GRS RULES 11-24					
1. Figure out whether you put a comma in incorrectly or omitted one. Consult GRS RULES 11-24.					
2. In column 1, write the rule # <u>AND</u> give the abbreviation for the rule you should have followed or applied.					
3. In column 5, write the sentence correctly.					
4. In column 6, explain this comma rule.					
5. In column 6, construct a new, original sentence which uses the rule correctly.					
GRS 13 CC	6	pc	-1	She rarely told the truth, but no one ever suspected her.	1. Use a comma before a conjunction when separating two independent clauses. 2. Melissa's content was flawless, but she made too many technical errors.
GRS 23 NONESS	7, 8	pc	-2	My brother, on the other hand, is hoping to get into Princeton.	1. Use a comma to separate nonessential phrases from the rest of the sentence. 2. The Cubs, I think, should win the World Series someday.
NO COMMA NEEDED (pc -1) YOU SHOULD NOT HAVE INSERTED A COMMA! See GRS RULES 11-24					
1. Figure out whether you put a comma in incorrectly or omitted one. Consult GRS RULES 11-24.					
2. In column 1, write “NONE”					
3. In column 5, write the sentence correctly. Underline the area where you had put the comma.					
4. In column 6, explain thoroughly why you thought the comma should or should not have been there.					
NONE	9	pc	-1	Emily eats healthy food <u>because</u> she is training for a marathon.	I thought I needed a comma before “because” because I thought “because” was a coordinating conjunction.
APOSTROPHES (pa -1) See GRS rules 25-31.					
1. In column 5, rewrite the sentence punctuating it correctly. Underline the word where you made the apostrophe mistake.					
2. In column 6, explain the apostrophe rule that applies.					
GRS 27	10	pa	-1	The <u>children's</u> doctor retired.	If a noun is plural and doesn't end in an “s,” use an apostrophe and an “s” to show possession.

SEMICOLONS (psc -1) See GRS rules 32-35.					
1. In column 5, rewrite the sentence punctuating it correctly (putting in or taking out the semicolon). Underline the area where you originally made the error.					
2. In column 6, explain the semicolon rule that applies.					
GRS 33	11	psc	-1	The tickets were just too expensive; however, we borrowed the money.	Use a semicolon to join two independent clauses that are separated by a transitional expression.
COLONS (pco -1) See GRS rules 36-42.					
1. In column 5, rewrite the sentence punctuating it correctly (putting in or taking out the colon). Underline the area where you originally made the error.					
2. In column 6, explain the colon rule that applies.					
GRS 36	12	pco	-1	There were three bands that I truly love: The Rolling Stones, The Beatles, and Sting.	Use a colon to separate items in a list introduced with a specific number. In this case, I used a number.
DASHES (pd -1) See GRS rules 43-46.					
1. In column 5, rewrite the sentence punctuating it correctly (putting in or taking out the dash/dashes).					
2. In column 6, explain the dash rule that applies.					
GRS 44	13	pd	-1	The gym—the one with the climbing wall—will be undergoing renovation.	Use a dash to mean “namely” when it comes before an explanation.
HYPHENS (ph -1) See GRS rule 47.					
1. In column 5, rewrite the sentence punctuating it correctly (putting in or taking out the hyphen). Underline the area where you originally made the error.					
2. In column 6, explain the hyphen rule that applies.					
GRS 47c	14	ph	-1	Scott's <u>brother-in-law</u> moved to Boise last year.	Use a hyphen with two or more words used as one word.
PARENTHESES (p() -1) See GRS rule 48.					
1. In column 5, rewrite the sentence punctuating it correctly.					
2. In column 6, explain the parentheses rule that applies.					
GRS 48	15	p()	-1	My mother laughed (I don't know why) when I showed her my paper.	Use a set of parentheses to set off asides only when the material is not essential or when it consists of one or more sentences.
QUOTATION MARKS (pq -1) and ITALICS (pi -1) See GRS rules 49-50.					
1. In column 5, rewrite the sentence punctuating it correctly.					
2. In column 6, explain the rule that applies.					
GRS 50	16	pi	-1	We read <i>To Kill a Mockingbird</i> this term.	Titles of novels are italicized.
PUNCTUATION DIALOGUE and DIRECT QUOTATIONS (pq -1 or msf -1) See GRS RULES 51-61.					
1. In column 5, rewrite the sentence punctuating it correctly. Underline the area where you made the mistake.					
2. In column 6, explain the rule that applies.					
GRS 51c	17	pq	-1	Did Atticus say, "It's a sin to kill a mockingbird"?	A question mark goes outside the quotation if the question is whether or not someone said something.

GRS 53	18	pq	-1	"Don't be late!" Calpurnia yelled.	If a question mark occurs where one of the separating commas should be used when the dialog tag comes at the end of the quotation, omit the comma and use the question mark to separate the quoted material.
SPELLING (SP -1 and circled SP -2) See GRS RULE 62. 1. In column 5, rewrite the sentence spelling correctly the word you misspelled. Underline the word. 2. In column 6, explain what you think caused the misspelling. Design a trick/explanation that might help you remember the correct spelling in the future.					
GRS 62	19	SP	-1	Macbeth definitely thought that <u>tomorrow</u> would never come.	I spelled it "definate," but the "a" should be an "i." TRICK IDEA: I see the Latin "fini" in the middle of the word, which means "finish." When you are "definite," you are finished with being influenced with any more ideas.
HOMONYMS/HOMOPHONES (H -1 and circled H -2) See GRS RULE 63. 1. In column 5, rewrite the sentence replacing the wrong word with the right word. Underline the new replacement word. 2. In column 6, write the original word you used and its definition. Then write the new replacement word and its definition.					
GRS 63	20	H	-1	That English course had a strange <u>effect</u> on me.	affect—a verb meaning to influence effect—a noun meaning a result
EXACT WORD (ew -1) See GRS RULE 64. 1. In column 5, rewrite the sentence replacing the wrong word with the right word. 2. In column 6, write the original word you used and its definition. Then write the new replacement word and its definition.					
GRS 64	21	EW	-1	Mr. Gilmer was the prosecuting attorney in the case.	prosecuting—to institute legal proceedings against persecuting—to afflict or harass
ABBREVIATIONS and NUMBERS (abb -1) See GRS rules 65-67g. 1. In column 5, rewrite the sentence eliminating the abbreviation and using the correct word. Underline the correct word. 2. In column 6, explain the rule that applies.					
GRS 65	22	abb	-1	He worked for the <u>Central Intelligence Association</u> .	Do not use abbreviations in academic writing.
GRS 67a	23	abb	-1	Tom Joad drove <u>four hundred</u> miles to California.	Spell out numbers that can be written in one or two words.

AGREEMENT (AGR -1) See GRS RULES 68-80.

1. In column 5, rewrite the sentence(s) correctly. In the case of subject-verb agreement errors, put an “S” above the subject and a “V” above the verb. In the case of pronoun-antecedent agreement errors, put a “PRON” above the pronoun(s) that apply to the error and an “ANT” above the antecedent(s) that apply to the error. DO NOT FORGET THESE LABELS.

2. In column 6, explain the rule that applies and/or what you did wrong.

GRS 68	25	pc	-1	S It is clear that Susan V listens to her friends.	Singular subjects take singular verb forms.
GRS 69	26	pc	-1	ANT Everyone present seemed to PRON PRON enjoy his or her amazing weekend.	“Everyone” is an indefinite singular subject pronoun used as a subject in my sentence. I should have used singular pronouns “his” and “her” to agree with “everyone.” I thought “their” would be okay so the sentence didn’t seem so awkward.
GRS 74	27	pc	-1	ANT ANT Usually, either Rolf or Joe V drives PRON his car to the golf course.	Use the singular form of the verb and singular pronouns to agree with two singular pronouns joined by “or” or “nor.”

PRONOUN CASE (pro case -1) See GRS rules 81-87.

1. In column 5, rewrite the sentence(s) with the correct pronoun choice(s). Underline the new pronoun(s) you substituted for the wrong one(s). Above each new pronoun choice, write “SUBJ” if it is a subject pronoun or “OBJ” if it is an object pronoun. If helpful to the explanation, label the subject (S) and the verb (V) in the sentence, too. DO NOT FORGET THESE LABELS.

2. In column 6, explain the rule that applies and/or what you did wrong.

GRS 83	28	AGR	-1	Scout was certainly just as upset SUBJ as <u>he</u> .	Incomplete sentence constructions require subject pronouns. The word “was” was omitted but is implied. I needed the subject form of the pronoun after “as.”
GRS 84	29	AGR	-1	S V OBJ The teacher gave Sally and OBJ me a weird look.	Object pronouns receive action. I said, “The teacher gave Sally and I a weird look,” but that is wrong because I need a first person object pronoun.
GRS 86	30	AGR	-1	OBJ HV Carton asked, “Whom do S V you love?”	“Whom” functions as an object pronoun.

AWKWARD SENTENCE CONSTRUCTION (awk -1) See GRS RULE 88.					
1. In column 5, rewrite the sentence phrasing it better. 2. In column 6, explain what you did wrong.					
GRS 88	31	AWK	-1	The industry had advanced significantly and was now ready to usher into the modern age.	In my original sentence, I was too wordy and made it sound as if the modern age was advancing.
MISSING WORD(S) (mw -1) See GRS RULE 89.					
1. In column 5, rewrite the sentence correctly. Underline the word(s) you accidentally left out. 2. In column 6, explain what you did wrong.					
GRS 89	32	MW	-1	When Harper Lee was <u>a</u> child, she manifested the same characteristics as Scout.	I just left out the word "a."
MISPLACED MODIFIERS (mm -1) See GRS RULES 91-92.					
1. In column 5, rewrite the sentence punctuating it correctly. 2. In column 6, explain what you did wrong.					
GRS 91	33	mm	-1	Flying to Utah, Pam and her family saw the Rocky Mountains.	When I originally put "flying to Utah" at the end of the sentence, it sounded as if the Rocky Mountains were flying.
MANUSCRIPT FORM (msf -1) See yellow GRS rules pages 1-29 or MSF pages MSF 1-11 or green PDQ pages PDQ 1-43 or SOME sections of the WC pages WC 1-22 but mostly the new pink MLA 8 Works Cited Quick Guide insert. BE SURE TO CHECK WITH YOUR TEACHER, TOO.					
1. In column 5, rewrite the sentence, or as best as you can, fix the error in the box provided. If that is impossible, see your teacher for instructions. 2. In column 6, explain what you did wrong and cite the rule you should have followed.					
Yellow MSF 1	1	msf	-1	Hemingway's Honored Heroes	Titles are not underlined. I underlined my title.
<u>NOTE:</u> MSF error corrections of the same kind <u>CAN</u> be combined.					
This means that if you make the same MSF error more than once (or even 16 times), you may cover all these errors with only ONE buyback. Choose one of the errors to fix as a sample to show that you know how to fix the error. Be sure to write down which of the multiple errors you decided to fix.					
For example, let's say you forgot to correctly paginate every one of your six pages of your paper. You lost -6 MSF each time you did this. You are allowed to take care of this by doing only one MSF buyback (your choice of the 6 errors), but you MUST list each number of that type of error in the <u>error number column</u> (such as 1, 4, 12, 15, 16, 20). Be sure to write -6 in the <u>points lost column</u> .					
Green PDQ 1	4, 10, 34	msf	-3	Error 34: When asked for her favorite quote, Ms. Wallenberg said, "It's a sin to kill a mockingbird" (Lee 90).	I put the period before the parenthetical documentation. It should come directly after it.
TENSE AGREEMENT (T -1) See GRS rule 80.					
1. In column 5, rewrite the sentence using the correct verb tense. Underline the new verb tense. 2. In column 6, explain what you did wrong.					
GRS 80	35	T	-1	He <u>was called</u> "visionary of the age" by his beloved contemporaries.	Present tense is incorrect because only people during Benson's time called him that.

