

## HOW TO DO "BUYBACKS" PACKET

### Now that you have your paper back, what do you do?

#### **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 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.

#### **NEXT, GET READY TO DO THE BUYBACKS**

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 gather **some or all** of the following materials:

1. This "HOW TO DO BUYBACKS" packet
2. In the **SURVIVAL PACKET**:
  - EPHS English Dept. CORRECT MANUSCRIPT FORM (msf) "RULES" sheet—yellow
  - GRAMMAR RULES SHEET (a.k.a. Grammar Rules Sheet (GRS) or DOL RULES SHEET)—orange
3. OTHER SECTIONS OF THE **SURVIVAL PACKET** WHICH APPLY TO YOUR ERRORS
4. Any other class materials given to you which cite rules (i.e., EWS grammar book, paper packets, etc.)

#### **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 a paper is worth 70 points. Out of the 70 points, 20 points were allotted to technical errors. Suppose you made 30 one-point technical errors. Those thirty errors amounted to losing all 20 points off your score. This means you lost the maximum technical points possible. In order to buy back all 20 points, you will need to correct all thirty errors. All thirty corrections must be done **correctly** in order to recapture all 20 points that you lost. Each correction, then, is worth 1/30<sup>th</sup>. Let's say that 21 of your corrections were done correctly. You will then be credited 21/30ths = 70% x 20 points possible = 14 out of the 20 points back.

**WHAT IF I DO NOT FOLLOW THIS BUYBACK PACKET'S INSTRUCTIONS?**

OR

**WHAT 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. I will be very firm on this. **GETTING TO DO BUYBACKS TO IMPROVE YOUR GRADE IS A PRIVILEGE, NOT A RIGHT.** My buyback system was designed to help 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, buybacks 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?**

**\* STEP 1: NUMBER YOUR ERRORS**

Go to your paper and **consecutively** number every error that has one of the technical abbreviations and a -1 or -2 next to it. **USE A MARKER other than green or red to do this.**  
**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 that the numbers beside the errors in the text do not match the numbers on the correction sheet, it will be nearly impossible to give you credit.

**\* STEP 2: HOW DO I "TITLE" THE BUYBACKS?**

At the top of the buybacks, write the original title of your paper and the word "BUYBACKS." I encourage you to type your buybacks.

**\* STEP 3: HOW DO I SET UP MY PAPER? USE A SIX-COLUMNED BUYBACK "TEMPLATE"**

**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 with a table/spreadsheet program printed in LANDSCAPE format so you have plenty of room for each error. Make your columns deep enough to write long sentences if they are needed.

*Note: There is a link on my Eng 9 website*

**THE SIX-COLUMNED BUYBACK TEMPLATE**

Column 1 SURVIVAL PACKET PAGE COLOR, SECTION, TITLE, AND RULE # (or other applicable source)	Column 2 ERROR # (from your paper)	Column 3 ERROR TYPE	Column 4 POINTS LOST	Column 5 CORRECTION	Column 6 EXTRA COLUMN
Cite the color of the pages you used in the Survival Packet which applies to your error, the exact section title (such as GRS) and the rule # (58). You must have all three of these clearly and accurately cited to receive the buyback.	This is the actual # you gave the error in your paper (in colored pen) when you went through and numbered your errors chronologically as they appeared in your paper. <b>NOTE:</b> If you are correcting MSF errors (where you are allowed to correct all of the same type at once), this will be the total number of points taken off for all of this type of msf error.	This is the abbreviation your teacher gave the error to identify its type (such as "sp").	This is the total number of points you lost for the error (either -1 or -2 usually). <b>NOTE:</b> If you are correcting MSF errors (where you are allowed to correct all of the same type at once), this will be the total number of points taken off for all of this type of msf error.	This is the correction you are required to make to show you understand what you did wrong. Sometimes you will merely have to rewrite the original sentence correctly. Other times you may have to do something else. You need to do something different for each type of buyback. SEE CHART later in this packet to know exactly what to do for the buyback.	Sometimes you will need this column for other special buyback requirements. For example, you will use this column when you are doing comma buybacks and need to make up a brand new sentence applying the rule you "violated."

**HOW DO I TURN IN THE BUYBACKS?**

You must turn in the corrections along with the grading sheet, the original paper and your writing folder (with all pink boxes and yellow columns completed) by a due date specified by your teacher.

**NOTE:** Make sure you have recorded all errors on the yellow sheet in your folder and the score and teacher comments on the pink sheet. **THIS IS MANDATORY** to get full credit for buybacks.

**WHAT IF TWO ERRORS (OR MORE) OCCUR IN THE SAME SENTENCE?**

Except for MSF errors and special teacher-approved situations, each error is supposed to be corrected independently! However, if two (or more) errors occur in the same sentence, you MAY combine errors in one correction and correct them all at once. You will still need to do exactly what is required for each individual error, but in column 5 (where you rewrite the sentence correctly in most cases), you may write the sentence ONCE providing you label where each error is corrected.

For example, let's say you typed the following sentence (with 4 errors) in your paper. Let's assume that the sentence appears somewhere in the middle of your paper, so your error numbers are 17, 18, 19, 20.

*She displayed similarities with her father but she also maintained her likeness to other famous*

17 (ew-1) 18 (pc-1)

19 (sp-1) 20 (msf-1)

*marks in history. (Matts 7)*

Your errors are (17) using "with" instead of "to" (-1 ew)

(18) forgetting to put a comma before "but" in a CC (-1 pc)

(19) spelling the word "matriarch" wrong (-1 sp)

(20) putting the period before instead of after the parenthetical documentation (-1 msf)

**Here's what your buybacks would look like for this complicated correction:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
SURVIVAL PACKET PAGE COLOR, SECTION TITLE, AND RULE #	ERROR # (from your paper)	ERROR TYPE	POINTS LOST	CORRECTION	EXTRA COLUMN
17 NONE	17	ew	-1	She displayed similarities to her father, but she also maintained her likeness to other famous matriarchs in history (Matts 7).	(17) with: a function word to indicate a close association to a function word to indicate appropriation or possession (18) He loved writing papers, but he loathed doing buybacks. (20) Sentence punctuation FOLLOWS parenthetical documentation.
18 Orange GRS Rule 13 CC	18	pc	-1		
19 Orange GRS Rule 58	19	sp	-1		
20 Green Parenthetical Documentation Section, p.5, at the top	20	msf	-1		

**WHAT IF MY SENTENCE IS REALLY LONG?**

You must write the entire sentence out so I do not have to go back and find it in the paper. You may **not** use ellipsis points to get out of writing the whole sentence.

**WHAT IS SPECIAL ABOUT "MSF" CORRECTIONS?**

Only "MSF" error corrections CAN be combined. This means that if you make the same MSF error more than once (or even 16 times), you may cover all the errors with only ONE buyback. For example, let's say you forgot to paginate on every one of your six pages of your paper. You lost -1 MSF for each time. You are allowed to take care of this by doing only one MSF buyback, but you MUST list each number of that type of error in the error number column (such as 1, 4, 12, 15, 16, 20) and be sure to write -6 in the points lost column.

**\* STEP 4: "GROUP" THE CORRECTIONS**

Group all the same types of corrections together so you can track a pattern of your errors. For example, group all the apostrophe corrections together, all the spelling corrections together, all the capitalization errors together, etc.

**\* STEP 5: DO THE BUYBACKS**

Follow the directions on the chart on the next page as to the exact way to do each type of specific correction required.

**\* STEP 6: TURNING IN BUYBACKS**

**WHEN ARE MY BUYBACKS DUE?**

Your due date depends on how many buybacks you have to do and how complicated they are. This means that your due date may differ from other members of the class. Be sure to CAREFULLY check your grading sheet to see when your INDIVIDUAL DATE DUE is. Buybacks are due by 3:00 on your individual due date.

**MAY I TURN BUYBACKS IN LATE?**

NOTE: If you "forget" or miss your due date (unless you have an excused absence), there will be a deduction for one day late, but you can still turn them in. BUYBACKS ARE GIVEN ONLY 1/2 CREDIT IF TURNED IN ONE DATE LATE AND NO CREDIT AFTER ONE DAY LATE. Two days late (or more) equals NO CREDIT for buybacks!

**WHAT IF I DECIDE TO ACCEPT MY GRADE AS IT IS NOW AND NOT DO THE BUYBACKS?**


If you do not choose to do the buybacks, turn your paper back in (in the folder) on your due date. Write the following on the front of the first side of your grading sheet:

**"I choose NOT to do buybacks and, therefore, accept my grade as is."**

# How to Do the Specific Corrections (p. 6-8)

CORRECTION SYMBOLS AND HOW TO MAKE SPECIFIC CORRECTIONS		
Abb.or Symbol	Explanation	Method for Correction (especially for Columns 5 & 6)
agr	<p>agreement: the subject and verb or the pronoun and its antecedent do not agree.</p> <p><u>S-V agr error example:</u>  <i>"The team train every Saturday."</i> ("train" should be "trains" because the "team" is singular)</p> <p><u>Pronoun-Antecedent agr error example:</u>  <i>"An athlete must watch their diet" is incorrect because "athlete" is singular, and "their" is plural. Correct this sentence either of these two ways: "An athlete must watch his or her diet" or "Athletes must watch their diets."</i></p>	<ol style="list-style-type: none"> <li>1. Rewrite the sentence correctly in column 5.</li> <li>2. If you have a subject-verb agreement error, put an "S" above the subject and a "V" above the verb.</li> <li>3. If you have a pronoun-antecedent agreement error, label the pronoun with a "pron" above it and the antecedent with an "antec" above it.</li> </ol> <p><b>NOTE: DO NOT FORGET TO LABEL as directed above!</b> Otherwise, there will be no buyback credit.</p>
awk	awkward phrasing	In column 1, write "none" for the rule. Rewrite the sentence in column 5 so it isn't awkward anymore. <u>Underline</u> the part you changed.
cap/lc	capitalization error Ex. <i>She spoke english with King Edward.</i>	Rewrite the sentence in column 5 with proper capitalization.
ew	Incorrect word choice: you did not use the "exact word" needed.	<ol style="list-style-type: none"> <li>1. In column 1, write "none" for the rule.</li> <li>2. Look up the correct and incorrect words in the dictionary.</li> <li>3. In column 5, rewrite the sentence substituting a new word for the one which wasn't correct. Underline the word you substituted.</li> <li>4. In column 6, write both words and their respective definitions beside each.</li> </ol>
FRAG	<p>Fragment: what you thought was a complete sentence was not! It was missing either a subject or a verb or both! Or, you started the phrase with a word that makes the sentence incomplete without the next sentence.</p> <p>Ex. <i>When I left home.</i>            Ex. <i>Because of him.</i></p>	<ol style="list-style-type: none"> <li>1. In column 5, rewrite the phrase into a complete sentence.</li> <li>2. Put an "S" above the subject and a "V" above the verb. <b>DO NOT FORGET TO LABEL THESE</b> (or no buyback credit!)</li> </ol>
H or circled (H)	<p>Homonym and no-excuse homonym: You used a homonym (a word that sounds the same as the word you meant to use, but it is spelled differently.)</p> <p>Ex. <i>He is <u>to</u> tired to do any homework.</i></p>	<ol style="list-style-type: none"> <li>1. Look up the correct and incorrect words in the dictionary.</li> <li>2. In column 5, rewrite the sentence using the correct word. Circle it.</li> <li>3. In column 6, write both words and their respective definitions beside each.</li> </ol>

Abb. or Symbol	Explanation	Method for Correction (especially for Columns 5 & 6)
mm	Misplaced or dangling modifier—your modifying phrase (usually a prepositional phrase—but not always) being used as an adjective or adverb is in the wrong place. Ex. <i>Stuck in the elevator, the firefighters rescued the children. (The firefighters were not stuck in the elevators!)</i> Corrected: <i>Stuck in the elevator, the children were rescued by the firefighters.</i>	<ol style="list-style-type: none"> <li>In column 5, rewrite the sentence putting the phrase in its proper place.</li> <li>Underline the phrase.</li> <li>Draw an arrow to the word the phrase is modifying.</li> </ol>
msf	manuscript form: The correct spacing, margin size, format, etc., was not used. Ex. <i>I lost 16 pounds last year.</i>	<ol style="list-style-type: none"> <li>Consult the yellow EPHS English Dept. "CORRECT MANUSCRIPT FORM" rules sheet or orange GRS ("Grammar Rules Sheet")—both in the SP or any specific handouts given in class that pertain to the error you made.</li> <li>In column 5, make the correction. <b>NOTE:</b> You may combine all msf buybacks of the exact same type. See page 4 of this packet for an explanation of this. For your corrected example, then, choose one as a sample.</li> <li>In column 6, explain what you did incorrectly <b>AND</b> what you should have done instead.</li> </ol>
pc	comma--You either put a comma in for no reason or forgot one. Ex. <i>He took her to see the Bulls, but never asked her out again.</i> <i>I like the Cubs but I don't like the Sox.</i>	<ol style="list-style-type: none"> <li>Figure out whether you put a comma in incorrectly or omitted one. Consult the list of comma rules on the orange GRS ("Grammar Rules Sheet") or your EWS hardcover grammar textbook.</li> <li>In column 1, give the abbreviation for the rule you should have followed or applied as well as its rule # in the left margin. Do not merely put "Rule 13." Write "Rule 13--CC."</li> <li>In col. 5, write the sentence correctly.</li> <li>In col. 6, construct a brand new, original sentence using the rule correctly.</li> <li>If you have put a comma which doesn't belong in the sentence, write "NONE" in column 1. Correct the sentence in column 5. In column 6 you <b>must</b> explain thoroughly why you thought the comma should or shouldn't be there. <b>NOTE:</b> For paired commas, you may buy back both at once. (See example on page 9.)</li> </ol>

Abb. or Symbol	Explanation	Method for Correction (especially for Columns 5 & 6)
pa pco pd or ph pend pq psc pund	<b>All of these are punctuation errors:</b> apostrophe colon dash/hyphen endmark quotation marks semicolon underlining	For all of these punctuation errors, do this: <ol style="list-style-type: none"> <li>In column 5 rewrite the sentence correctly.</li> <li>Underline the correction.</li> </ol>
pro case	You have chosen a subject pronoun when you needed an object pronoun or an object pronoun when you needed a subject pronoun. Ex. <i>Sandra sent my sister and I a postcard.</i> "I" should be "me" because "my sister and me" are objects. See Pronoun Case rule O1. Ex. <i>It's her who started the argument.</i> "Her" should be "she" because the pronoun follows a form of the verb "to be." See Pronoun Case rule S2.	<ol style="list-style-type: none"> <li>In column 5, rewrite the sentence with the correct pronoun choice.</li> <li>Underline the new pronoun you substituted.</li> <li>Above the new pronoun, write "SUBJ" if it's a subject pronoun or "OBJ" if it's an object pronoun. Do not forget to label these or no buyback credit.</li> </ol>
ref	Your reference is unclear. Usually, a pronoun's antecedent is not clearly established.	In column 1, write "none." In column 5, rewrite the sentence making the references clearer.
RO (can also be marked CS for "comma splice" if you run-on using a comma)	run-on -- You "ran" or connected two independent clauses with or without a comma. (In effect, these should have been two separate sentences. If the two clauses were closely related, they may have been written as one sentence with a semicolon connecting them.) Ex. <i>David Letterman is a riot his show is popular. (to correct this sentence, write: David Letterman is a riot. His show is popular.)</i>	<ol style="list-style-type: none"> <li>In column 5, rewrite the sentence punctuating it correctly.</li> <li>Put an "S" above the subject(s) and a "V" above the verb(s). <b>NOTE: DO NOT FORGET TO LABEL THESE (or no buyback credit!)</b></li> </ol>
sp	spelling -- You misspelled the word! Ex. <i>His effect on his girlfriend is incredible. (should be spelled "incredible")</i>	In column 5, write the word correctly <b>5 times</b> . At least once, circle the part of the word that caused you to misspell it. If a specific spelling rule applies, cite the specific rule in column 6.
circled 	no-excuse spelling -- You misspelled a word included on the NO-EXCUSE SPELLING LIST. Ex. <i>He has a prejudice viewpoint. (should be spelled "prejudiced")</i>	In column 5, write the word correctly <b>15 times</b> . At least once, circle the part of the word that caused you to misspell it. If a specific spelling rule applies, cite the specific rule in column 6.
tense	tense -- You chose the incorrect tense. Ex. <i>By ten o'clock, the band will play for an hour without a break (replace "play" with the future perfect progressive tense: "have been playing")</i>	In column 5, rewrite the sentence using the correct verb tense. Put an "S" above the subject and a "V" above the verb.

# SAMPLE BUYBACKS

Column 1 Grammar Rule #	Column 2 Error	Column 3 Error Type	Column 4 Points Lost	Column 5 Corrections	Column 6 Extra Column
<b>SPELLING ERRORS</b>					
Orange GRS Rule 59	20	sp	-1	veil, veil, veil, veil	"l before e except after c and when the combination sounds like a long g or a long i"
Orange GRS Rule 58	37	cirled (9)	-2	then, then, then, then, then, then, then, then, then, then	
Orange GRS Rule 60	52	sp	-1	preferred, preferred, preferred, preferred, preferred	When you are adding a suffix that begins with a vowel to a 2-syllable word which is accented on the second syllable, double the last consonant.
<b>EXACT WORD ERRORS</b>					
none	16	ew	-1	As a result of the new backpack policy, student morale was low.	<b>morale:</b> the mental and emotional condition of an individual with regard to a task at hand <b>morale:</b> an ethical code of conduct
<b>MSF ERRORS</b>					
Orange GRS Rule 84	2	msf	-1	seventy-five (not 75) 175 (not one hundred seventy-five)	I should have written "twenty-first century" instead of using numerals because "all numbers that can be said in one or two words must be written out."
Green Parenthetical Documentation Section, p. 7, Rule G	8, 19, 99	msf	-3	Let's assume this is the 4 <sup>th</sup> line of a block quotation: We understand the awful impact. (Holm 53)	I should have put the period at the end of the block quotation, not after the parenthetical documentation.
Yellow Works Cited, section, p. 3, Rule 5	75	msf	-1	Meany, Owen, et. al.	I should have put "et al." in place of the names of all five authors.
<b>MISPLACED MODIFIER ERRORS</b>					
Orange GRS Rule 81	13	mm	-1	Looking out of the cab of my truck, I saw a moose.	
<b>RUN-ON ERRORS</b>					
Orange GRS Rule 5	24	RO	-2	S AV S AV He bought the tickets. However, he never attended the concert.	

Column 1 Grammar Rule #	Column 2 Error	Column 3 Error Type	Column 4 Points Lost	Column 5 Corrections	Column 6 Extra Column
<b>AGREEMENT ERRORS</b>					
Orange GRS Rule 65	60	agr	-1	AV He understands the athlete's mind.	
Orange GRS Rule 62	67	agr	-1	antic Each student must remember to bring his or her form by Friday.	
<b>PUNCTUATION ERRORS</b>					
Orange GRS Rule 51	53	pa	-1	That Viking's mansion caught on fire.	
Orange GRS Rule 31	73	pac	-1	The crowd arrived at seven o'clock; however, the band was late.	
<b>COMMA ERRORS</b>					
Orange GRS Rule 13 CC	1	pc	-1	The fog was the thickest it had been in years, and the chance of losing your way was almost guaranteed.	The matador waved his red cape in fury, but the bull sniffed a flower.
Orange GRS Rule 13 CC	4	pc	-1	But my watch showed that it was exactly midnight, and I was still driving around St. Paul trying to see through the blanket of fog that seemed to be smothering my car.	Andy went to ski in Montana for a week, and his daughter went to school.
Orange GRS Rule 15 Intro Phrase	7	pc	-1	Through debating, I slowly would realize the amount of controversy surrounding the late queen.	Acting swiftly, the runner passed the leader of the race.
Orange GRS Rule 16 Intro. Dep. Clause	6	pc	-1	Even though the fog seemed velvet and innocent, it was forming shapes that seemed to take on frightening appearances.	As she lay crying, the sun rose.
Orange GRS Rule 22 and Intro Phrase Rule 15	10, 11	pc	-2 (-1 / -1)	For a brief moment, the crowd, which was comprised of our neighbors, actually acted as if they might incite a riot.	For a split second, the tiger, who was majestic in every aspect, was seen behind a large piece of bamboo.

# ACE Version of Buybacks

Write right on this form or paste into word

NAME \_\_\_\_\_ Hr. \_\_\_\_\_ Due date \_\_\_\_\_

name of paper \_\_\_\_\_

Get this rule from the GRS (Grammar Rules Sheet) or parts of the Survival Packet.	Grammar Rule Color of packet, rule # (or page if applicable) & Description	② Error Number (from your paper)	③ Error Type	④ Points Lost	⑤ CORRECTION COLUMN (see Wally's blue buyback packet pp. 6-8 to see what is needed)	⑥ EXTRA COLUMN (if needed) (see Wally's blue buyback packet pp. 6-8 to see if this column is needed)
SAMPLES BELOW (see blue buyback packet pp. 6-8 for how to do each type of error):						
Yellow MSF p. 2 Sample First Page of a Paper	1	msf	-1	Hemingway's Honored Heroes	<i>I should not have underlined my title.</i>	
Salmon GRS Rule 58 Spelling	2	sp	-1	<i>tonight, tonight, tonight, tonight, tonight</i>		
Salmon GRS Rule	3	pa	-1	<i>The children's doctor retired.</i>		
Salmon GRS Rule 13 CC	4	pc	-1	<i>She rarely told the truth, but no one ever suspected her.</i>	<i>Melissa's content was flawless, but she made too many technical errors.</i>	
Green PD Page 5	5, 6, 7	msf	-3	<i>When asked for her favorite quote, Wally said, "It's a sin to kill a mockingbird" (Lee 90).</i>	<i>I put the period before the parenthetical documentation. It should come directly after it.</i>	
Salmon GRS Rule 43a and Salmon GRS Rule 5 RO	8, 9	Msf RO	-1 -1	<i>8 s lv Psycho was one of his most famous films. However, Hitchcock also av made millions on The Birds.</i>	<i>Error 8—Movie titles are underlined. Error 9—no explanation needed</i>	
Salmon GRS Rule 13 CC	10	pc	-1	<i>She rarely told the truth, but no one ever suspected her.</i>	<i>Melissa's content was flawless, but she made too many technical errors.</i>	

YOUR TURN NOW!!! BEGIN IN THE COLUMNS BELOW AND CONTINUE ON THE NEXT SIDE

Start here

1

**Grammar Rule  
Color of  
packet, rule  
# (or page if  
applicable)  
& Description**

2

**Error  
Number  
(from your  
paper)**

3

**Error  
Type**

4

**Points  
Lost**

5

**CORRECTION COLUMN**

(see Wally's blue buyback packet pp. 6-8 to see what is needed)

6

**EXTRA COLUMN (if needed)**

(see Wally's blue buyback packet pp. 6-8 to see if this column is needed)

Get this rule from the GRS (Grammar Rules Sheet) or parts of the Survival Packet.



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**Beowulf BUYBACKS (rev. 3-18-09)**

Name Katarina Ziegler Paper Beowulf Paper

Your personally assigned buyback due date 1/15/09

COLUMN 1 Grammar Rule #	COL. 2 Error No.	COL. 3 Error Type	COL. 4 Points Lost	COL. 5 Correction	COL. 6 Explanation or Extra column (if needed) See blue buyback packet pp. 6-8 to see if you need this column.
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**SPELLING ERRORS**

Salmon GRS Rule #58	12	sp and NX-sp	-1	Gandhi, Gandhi, Gandhi, Gandhi, Gandhi	
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**EXACT WORD ERRORS**

none	4	ew	-1	A hero, whether inside or outside a human being, is someone who personifies the heroic standards made by a cultural, societal, or personal group in a certain time period.	Unit-any group of things or persons regarded as an entity Group-a number of persons or things ranged or considered together as being related in some way
none	5	ew	-1	In evaluating the poem of <u>Beowulf</u> , as translated by Seamus Heaney, a Nobel Prize winner and a professor at Harvard University, the protagonist of the story, Beowulf, is hailed as a hero.	Noble-of an exalted moral or mental character or excellence Nobel-1900, in ref. to five prizes (in physics, chemistry, medicine, literature, and peace) established in the will of Alfred Nobel (1833-96), Swed. chemist and engineer, inventor of dynamite. A sixth prize, in economics, was added in 1969.
none	6	ew	-1	Anglo-Saxon heroic ideals, modern ideas of a hero, and my own personal heroic standards are <u>necessary</u> in discussing and evaluating the character of Beowulf and prove if he truly is a hero to last through the ages.	Pertinent-pertaining or relating directly and significantly to the matter at hand; relevant Necessary-being essential, indispensable, or requisite
none	9	ew	-1	The above quote also discusses loyalty, which is the final part of the seemingly <u>binding</u> heroic code.	Bounding-A boundary; a limit. Often used in the plural Binding-having power to bind or oblige; obligatory

STUDENT SAMPLE BUYBACKS - not perfect! (P.)



# Burbacks Student Sample (A1)

none	14	ew	-1	As discussed by Peter H. Gibbon, a research associate at Harvard Graduate School of Education, in his article entitled "Heroes for Our Age: How Heroes Can Elevate Students' Lives", athletic type heroes serve as an <u>inspiration</u> for younger athletes just as modern heroes give the rising generations some one to evaluate and emulate (Gibbon 15). It is normal and rewarding to work towards a dream of becoming a better wrestler or faster runner, but from where does reality or <u>inspiration</u> rush in?	Aspiration-strong desire, longing, or aim; ambition; a goal or objective desired Inspiration-an inspiring or animating action or influence
none	22	ew	-1		Accepting-To agree to take (a duty or responsibility) Rewarding-affording satisfaction, valuable experience, or the like; worthwhile.

## MSF ERRORS

Yellow Correct MSF form #3a-1	1	msf	-1	<i>Beauty, strength, and wisdom too You're beautiful inside and out Lead a great life without a doubt Don't need a man to make things fair 'Cuz more than likely he won't be there Listen girl, gotta know it's true In the end, all you've got is you</i>	I shouldn't have used quotation marks.
Yellow Correct MSF form #3a-4	2	msf	-1	<i>Beauty, strength, and wisdom too You're beautiful inside and out Lead a great life without a doubt Don't need a man to make things fair</i>	I should have also double spaced the block quotation along with the paper.



	8	msf		<p><i>'Cuz more than likely he won't be there</i></p> <p><i>Listen girl, gotta know it's true</i></p> <p><i>In the end, all you've got is you</i></p>	
	-1			<p>Indeed, fighting monsters with bare hands is a courageous act, but Hrothgar further praised Beowulf when he said: I adopt you in my heart as a dear son. Nourish and maintain this new connection you noblest of men; there'll be nothing you'll want for, no worldly goods that won't be yours. [...] But you have made yourself immortal By your glorious action. (<u>Beowulf</u> lines _____) (I turned in my Beowulf book so I don't have access to the actual page numbers.)</p>	<p>I should have used the line numbers inciting Beowulf instead of the page number.</p>
<p>Salmon GRS Rule #19</p>	13	msf	-1	<p>As discussed by Peter H. Gibbon, a research associate at Harvard Graduate School of Education, in his article entitled "Heroes for Our Age: How Heroes Can Elevate Students' Lives," athletic type heroes serve as an aspiration for younger athletes just as modern heroes give the rising generations some one to evaluate and emulate (Gibbon 15).</p>	<p>I accidentally placed the comma after the end of the quotation when I should have placed it inside the quotation of the article title.</p>





**FRAGMENT ERRORS**

Salmon GRS Rule #4	16	FRAG	-2	V S Is he considered someone who lives on in a sort of "Hall of Fame" S V equivalent? Perhaps he is.	
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**AGREEMENT ERRORS**

Salmon GRS Rule #62	17	agr	-1	Pron. A <u>hero</u> , in my eyes, makes the best Ant. of <u>his</u> or <u>her</u> experiences, good, bad, inspirational, life altering, or eye opening, which have opportunistically been granted in life.	
Salmon GRS Rule #63	19	agr	-1	Regardless of physical strength or leadership qualities, it is what is on the inside of a particular human Pron. that truly defines <u>an individual</u> and <u>ant.</u> makes <u>one</u> unique from all the rest.	

**COMMA ERRORS**

Salmon GRS Rule #13 abbreviation for comma rule: CC	3	pc	-1	He accepted the age-old idea of needing a provider caretaker, and this encouraged him to leave his mark on society.	I love doing buybacks, and I hope to learn a great deal from the experience.
Salmon GRS Rule #none abbreviation for comma rule: NONE	7	pc	-1	An example of praise of Beowulf would be just after the defeat of Grendel when "Beowulf's doings / were praised over and over again" (Beowulf lines 864-865).	I thought I needed a comma before I quoted the lines from Beowulf. I thought it was similar to speech quotations.
Salmon GRS	11	pc	-1	While Anglo-Saxon heroes were	I thought that the comma was needed for a CC



Rule #none abbreviation for comma rule: NONE					courageous and had brute strength, modern day heroes are also courageous but more with an idealist non-violent strength.	rule because FANBOYS includes the word but.
Salmon GRS Rule #none abbreviation for comma rule: NONE	15	pc	-1		Beowulf takes on challenges posed to King Hrothgar's village but only those that require his godly strength and warrior tactics.	I thought I needed a comma because of FANBOYS and the CC rule.
Salmon GRS Rule # 15 abbreviation for comma rule: INTRO PHRASE (IP)	21	pc	-1		After Beowulf's victory over Grendel, the Danes saluted Beowulf as their hero.	In the months to come, he would have to decide between Yale and Normandale.
Salmon GRS Rule #16 abbreviation for comma rule: INTRO DEP. CLAUSE (IDC)	23	pc	-1		When Beowulf died, Wiglaf was distraught.	After I finished all the buybacks, I took a long nap.

**OTHER PUNCTUATION ERRORS**

Salmon GRS Rule #none	20	awk	-1		The world doesn't become a better <u>learning place</u> while playing baseball.	
Salmon GRS Rule #51	24	pa	-1		There is not enough evidence to talk of Beowulf's soft side, but because of the good-natured intentions of his actions, <u>I'd</u> say he'd be a pretty decent hero in my book.	
Salmon GRS Rule #52	10	pa	-1		Beowulf promises to fight both battles against Grendel and later <u>Grendel's</u> mother.	
Salmon GRS Rule #none	18	ref	-1		<u>Heroes</u> are the loving people that make sure they affect one person at least every day.	

