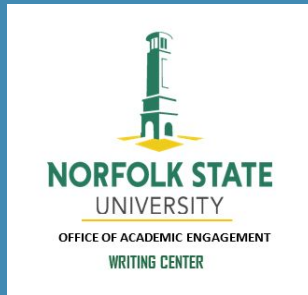


# GRAMMAR 101: CORRECTING RUN-ON SENTENCES



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In this workshop, you will learn how to eliminate run-on sentences by understanding how independent and dependent clauses are punctuated correctly.



# INTRODUCTION



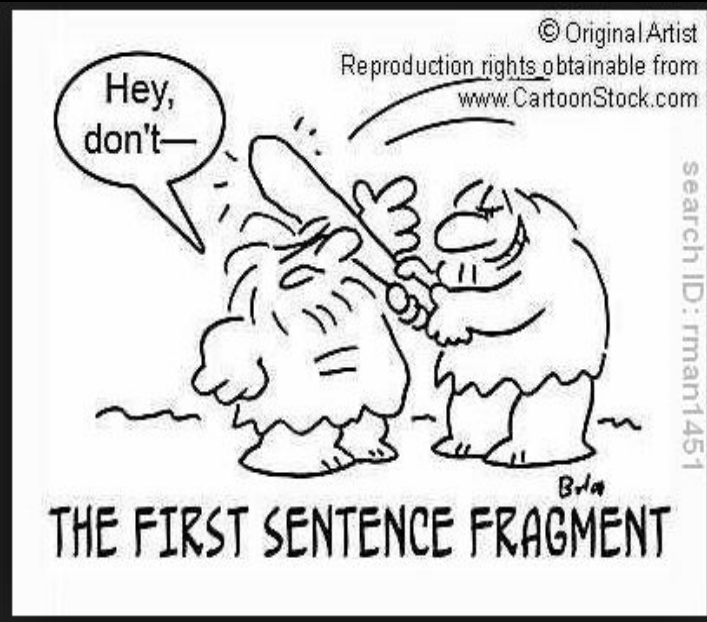
5:00



In pairs or groups of 4,  
make a list of things  
that can go into a  
sentence.

Think creatively; leave  
nothing out.

Notice that the fragment is frequently a *dependent clause* or *long phrase* that follows the *independent* or *main clause*.



### Fragment:

I need to find a new roommate. **Because the one I have now isn't working out too well.**

### Possible Revision:

I need to find a new roommate **b**ecause the one I have now isn't working out too well.

subject

verb

# CLAUSES

A complete sentence always has a subject and verb

*Independent clause* has the same definition as a complete sentence. Independent clauses serve as the main clause because it is complete.

***The presenter brought her umbrella.  
It was raining.***

*Dependent clause* can be characterized as a fragment, a phrase, or a group of words. It is NOT complete and depends on a main or independent clause to be complete.

***because it was raining  
which could have been mistaken for a rose  
taking the dog for a walk late at night***



# Independent Clause

*The presenter brought her umbrella.  
It was raining.*

*It was raining, and the presenter  
brought her umbrella.*



# Independent Clauses

Independent cl.

Comma w/  
coordinating  
conjunction

Independent cl.

*It was raining, and the presenter brought her umbrella.*

# Dependent Clause

*because it was raining*

*Because it was raining, the presenter brought her umbrella.*

*The presenter brought her umbrella because it was raining.*





# Dependent Clauses

Dependent cl.

Comma

Independent cl.

*Because it was raining, the presenter brought her umbrella.*

Independent cl.

Dependent cl.

*The presenter brought her umbrella because it was raining.*

No comma

# A shortcut to remember how to punctuate clauses

Coordinating conjunctions:

for, and, nor, but, or, yet, so

Subordinating conjunctions:

after, although, as, before, because, even though, if, since, until, while, when (there are more)

Adverbial conjunctions need a little extra:

however, therefore, thus, nevertheless

*Ex. She announced that the campus will reopen; however, she added some conditions for students' return.*

# A shortcut to remember how to punctuate clauses

CLAUSE	CLAUSE CONNECTOR CHART	
	PUNCTUATION	CLAUSE
Independent clause	<ul style="list-style-type: none"><li>• Period</li><li>• Semi-colon</li><li>• Comma with a coordinating conjunction</li></ul>	Independent clause
Independent clause	Conjunction (coordinating or subordinating)	Dependent clause
Dependent clause	Comma	Independent clause



# A shortcut to remember how to punctuate clauses

## Coordinating conjunctions:

for, and, nor, but, or, yet, so

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after, although, as, before, because, even though, if, since, until, while, when (there are more)

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*Ex. She announced that the campus will reopen; however, she added some conditions for students' return.*

## CLAUSE CONNECTOR CHART

CLAUSE	PUNCTUATION	CLAUSE
	Period	
	Semi-colon	
Independent clause	<u>Comma with a coordinating conjunction</u>	Independent clause

Sha'Ne has lost weight after two months recovering from surgery, her doctor wants her to get back to a healthy weight. (*fused sentence or comma splice*)

***Sha'Ne has lost weight after two months recovering from surgery, so her doctor wants her to get back to a healthy weight.***

Coordinating conjunctions: for, and, nor, but, or, yet, so



## CLAUSE CONNECTOR CHART

CLAUSE	PUNCTUATION	CLAUSE
Independent clause	<ul style="list-style-type: none"> <li>• Period</li> <li>• Semi-colon</li> <li>• Comma with a coordinating conjunction</li> </ul>	Independent clause
Independent clause	Conjunction (coordinating or subordinating)	Dependent clause

Terrence types daily he is trying to finish a research paper. (*run-on sentence*)

Terrence types daily because he is trying to finish a research paper. **OR**

Terrence types daily, he is trying to finish a research paper.



## CLAUSE CONNECTOR CHART

### CLAUSE

### PUNCTUATION

### CLAUSE

Dependent clause

Comma

Independent clause

Many Americans do not realize that corn dominates their diet, corn is found in about 25 percent of all supermarket products. (*fused sentence or comma splice*)

***Although many Americans do not realize that corn dominates their diet, corn is found in about 25 percent of all supermarket products.***

Subordinating conjunctions: after, although, as, before, because, even though, if, since, until, while, when (there are more)

Distinguishing between run-ons and properly punctuated sentences.

**EXAMPLE:** *The road curved sharply, she swerved into a fence.* **Run-on**

1. David is a computer whiz, he is also a crackerjack programmer.
2. Brahms wrote four symphonies each one is superb.
3. From the oven came an aroma of chocolate and honey.
4. Charles researched the topic, and later he wrote the report.
5. There are three possibilities, I don't like any of them.

# PunctuatingClauses

## Practice

***In the passage below, identify and correct any errors related to combining clauses.***

The instructor uses behaviorism, constructivism, and the information processing theory successfully in her classroom on a daily basis however, one theory that she uses in correlation to all these theories is the Sociocultural Theory. It is important for students to learn from constructing their own portfolios they learn to write about situations and cultures within their own framework. The combination of the two methods not only allows students to understand new information in association with the information they already know. They also get practice constructing the new information within their own schemas. The best method for a classroom with a diverse group of students is to vary the different learning theories, it is important to continue to anticipate problems and solutions in order to help the students learn best in their own ways. To individualize the learning process, the instructor must evaluate the needs of each student for example some students maybe be auditory learners while others process information visually. Although individualization is effective. This mode of teaching requires the instructor to devote more time to planning and customizing classroom lessons. The instructor may need extended planning time, a teaching assistant can provide additional support in this case.



# REVIEW

Complete sentences will always have a subject and a verb—also known as an independent clause

.....

Dependent clauses will always need an independent clause to be complete

.....

Memorize how the different pairings of independent and dependent clauses should be punctuated



# REFLECTION

Student Workshop  
Evaluation



Faculty Workshop  
Evaluation



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