

Writing Mechanics Error Tracking						
09/05/10	Showing Up Really Is Important					
Error # 12						
Error # 8						
Error # 18						
Error # 1						
Error # 5						
Date	Title of 2 <sup>nd</sup> paper					
Error # 12						
Error # 8						
Error # 18						
Error # 1						
Error # 5						
Date	Title of 3 <sup>rd</sup> paper					
Error # 12						
Error # 8						
Error # 18						
Error # 1						
Error # 5						
Date	Title of 4 <sup>th</sup> paper					
Error # 12						
Error # 8						
Error # 18						
Error # 1						
Error # 5						
Date	Title of 5 <sup>th</sup> paper					
Error # 12						
Error # 8						
Error # 18						
Error # 1						
Error # 5						
Date	Title of 6 <sup>th</sup> paper					
Error # 12						
Error # 8						
Error # 18						
Error # 1						
Error # 5						
Date	Title of 7 <sup>th</sup> paper					
Error # 12						
Error # 8						
Error # 18						
Error # 1						
Error # 5						

<p>This is a very chart for use by students mature enough to take responsibility for their own learning.</p>
<p>When they get their first assignment back, students record in this bar graph their five most frequent errors, which the instructor flagged in the paper with a number. The point is to identify the type and relative frequency of the errors.</p>
<p>Students and teacher should have a master list that shows the code number and name of each error and resources for dealing with the error.</p>
<p>Note: Different assignments may call for writing that produces different errors; however, most people have a few errors they make repeatedly. The repetition may not be obvious in one assignment, but will show up over time.</p>
<p>As soon as students have an indication of their most common serious error, they should start to study the grammar they need to know to eliminate that error. Study should always begin with the most frequent serious error.</p>
<p>A <i>serious error</i> is one that hinders the reader's ability to comprehend the writer's meaning. If the reader can tell quickly what the writer meant to say, the writer may look foolish, but the message is not substantially harmed. Students should deal with "dumb" errors after they deal with serious ones.</p>
<p>Grammar errors tend to cluster around rules or concepts students don't understand or which they misinterpret. If the underlying misunderstanding is corrected, the error rapidly disappears.</p>
<p>For example, four errors indicated by the numbers in the list above correspond on my master list to the <i>fragment</i>, <i>comma splice</i>, <i>run-together sentence</i>, and <i>missing comma after an introductory element</i>. Those four errors arise from failure to understand the concept of an independent clause.</p>
<p>Students should not go on to study their second most common serious error until they have learned to identify and correct 90% of the occurrences of their most common error in their own writing when they are reviewing their work solely for that one error.</p>
<p>The teacher's role is primarily to flag errors, point students to resources, and teach students how to applying their grammar study to their own writing.</p>
<p>Lecture and exercises have almost no value in this teaching model. The teacher has to be consultant and facilitator, listening to the students' explanations of what they understand in order to give them feedback on what they have misunderstood.</p>