Texas Success Initiative
The TSI is a mandatory program in the state of Texas to measure your readiness for college. The test will also ensure you are appropriately placed in your college courses.

Scoring
The TSI covers the areas of reading, writing, and math. In this packet, we will focus on the writing portion. The writing portion is divided into a multiple choice section and a writing section. Multiple choice questions test your ability in grammar and mechanics. You will also write an argument essay.

To pass the test in writing, you need to score a 5 or a 4 plus a multiple choice score of 363.

Writing Section
For the TSI, you write an argument essay. What does that mean? You will:
  o Focus on a current issue.
  o Take a position on that issue.
  o Develop at least 3 main points for your position.
  o Support your position with relevant and well developed supporting details.
Your essay is scored in the following categories:

- **Purpose, focus & critical thinking:** Do you understand the prompt? Can you write a claim that reflects a persuasive essay? Do you consider both your own position and the opposition?
- **Organization & structure:** Do you have an introduction, body paragraphs, and conclusion? Do your main ideas progress logically? Do you use transitions both across and within paragraphs? Do you vary your transitional words and phrases?
- **Development & support:** Do your main ideas support your claim? Do you use sufficient supporting details? Is each of your paragraphs equally developed?
- **Grammar & mechanics:** More on grammar and mechanics later in the handout.

**Pre-Study**

If you have already taken the TSI, reflect on your most recent experience writing the essay. As you plan your TSI preparation, consider the following question:

**Which part of the writing portion of the TSI is most challenging for me? Why?**

This packet will help you focus on the above categories with handouts and practice exercises. The first section should help you learn how to write a claim for your essay.
Writing a Claim

Remember that for the TSI you write an argument essay. The prompt will present you with an issue or situation. For the essay, you will take a position on the issue and develop reasons for your position. For an argument essay, the thesis statement is called a claim. You must prove your claim with supporting reasons.

Here is a sample prompt:
President Obama has recently proposed gun legislation that would increase use of background checks for prospective gun owners. Does such regulation unfairly limit the rights of gun owners?

Here is a sample claim responding to the prompt:
President Obama’s proposed gun legislation does unfairly limit the rights of gun owners because it makes it more difficult to get a gun, the majority of gun owners are law-abiding citizens, and mental health background checks are not always necessary.

Notice how in the first part of the claim the writer states her position (President Obama’s proposed gun legislation does unfairly limit the rights of gun owners), and in the second part she states the three reasons for her position, starting with the word because (it makes it more difficult to get a gun, the majority of gun owners are law-abiding citizens, and mental health background checks are not always necessary).

Practice writing claims for some of the following prompts. (Later in the packet you will be asked to write a claim and develop your reasoning.)
Random drug testing should be mandatory for all U.S. citizens who receive some type of government aid.

Claim:

College tuition should not be free for students in the United States.

Claim:

Now, let’s work some on organization and structure.

Organization & Structure: Using PIE

To organize a paragraph, use the PIE system. Each paragraph needs:

- **P = POINT** (the main point of your essay)
- **I = ILLUSTRATIONS** (illustrations/examples for support), and an
- **E = EXPLANATION** (to connect your supporting illustrations to the main point).

In the following exercise, read each of the body paragraphs of this student’s essay. First, examine his claim. Next, identify the P, I and E of the paragraph and label them. Finally, and most importantly, analyze each of the paragraphs in terms of organization.

Claim: I believe that all pet owners should be required to have their pets fixed.

  - Does the claim state the writer’s position in the issue?
  - Does the claim list the reasons for that position?
  - What changes would you make to improve the claim?
Body Paragraph 1:

Some unwanted animals go to shelters, or “dog pounds.” These shelters are like prisons for animals, but with one important difference: many of the prisoners will never get out. Shelters have limited funds and limited space, and they cannot keep all the animals they collect. Everybody loves a cute new puppy or kitten. But those cute babies soon get bigger, and right now, there simply aren’t enough homes for them all. If a cat or dog is not adopted within a certain time period, that animal is killed. On the other hand, not all unwanted animals go to a shelter. What happens to a homeless animal left out on the street? They aren’t wild animals. They cannot understand traffic laws, so they often get struck by cars. They are susceptible to common illnesses - illnesses that they can then spread to other animals, including pets. They are not tame, so they may attack other animals or people. In either case, the life of most unwanted animals is not long, but it is full of misery and pain, and it’s also a life that’s dangerous to pets (or people) who they meet. By not “fixing” your own animal, you will almost certainly be adding to this problem.

- Is the main POINT easily identifiable and in the right spot?
- Are the ILLUSTRATIONS (supporting details) organized logically?
- Does the paragraph conclude with adequate EXPLANATION?
- Overall, how well organized is the paragraph?
- How would you rearrange the paragraph?

For more practice, do the same with paragraph 2. How might the student improve this paragraph?
Body Paragraph 2:

Of course, while running free, they are in danger from cars. Another thing to consider is the health of your pet itself. Animals, especially pets who eat processed foods just like we do, are prone to the same illnesses as we are, like heart disease and cancer. Furthermore, animals who are not fixed can sometimes go crazy trying to find mates. They can injure themselves trying to escape from their homes, or they may fight with other animals when they have escaped. And finally, for females who become mothers, we must remember that giving birth is not a safe process. An animal who has been spayed or neutered is at less risk from certain kinds of cancer. For the ordinary pet owner, all these reasons should be strong enough to convince them to “fix” their dear pet.

- Is the main POINT easily identifiable and in the right spot?
- Are the ILLUSTRATIONS (supporting details) organized logically?
- Does the paragraph conclude with adequate EXPLANATION?
- Overall, how well organized is the paragraph?
- How would you rearrange the paragraph?

Body Paragraph 3:

Effective argument essays also spend some time considering the opposition. This paragraph is called counterargument. The purpose of the paragraph is to present the opposing argument and disprove the reasons for their position.

Body paragraph 3 in this student’s essay, therefore, discusses the other point of view, which is that pet owners should NOT be required to get their pets fixed.
That idea shows ignorance. Spaying or neutering should be done as soon as you get your pet - when he or she is young and healthy - and it is almost 100% safe. Of course, some people will not agree with me. “I don’t want to give my animal an unnecessary surgery,” they will say. “Surgery is risky, too, and it’s certainly expensive.” Your animal is in much more danger if not fixed, for the urge to run away from home will put your pet in extremely dangerous situations. And almost all cities have a fund to help pay for the surgery. Just ask at your vet or the local S.P.C.A. (Society for the Prevention of Cruelty to Animals). The cost can be as low as $10.

Now, consider the following:

- Does the writer treat the opposition with respect? Examine the writer’s tone and language used.
- How fully does the writer consider the other side?
- Does the writer present some logical reasons why she/he disagrees?
- How might you improve this paragraph?

The next section of the packet focuses on development and support. You can also use the PIE method to help in this area.
Development & Support: PIE

Using well-developed paragraphs is important for the TSI. A solid paragraph includes one main idea, supporting details that are full and descriptive, and concluding sentences that wrap up the main idea and transition to the next paragraph.

Consider the following prompt, along with the student’s claim (position on the issue) and main points (reasons for her/his position). Help the student develop the paragraph with illustrations and explanations for each of her body paragraphs.

Prompt: All American citizens should be required to take zombie survival training.

Claim: Not all American citizens should be required to take rigorous, physical zombie survival training because...

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<tr>
<th>Main Points</th>
<th>Illustrations</th>
<th>Explanations</th>
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<td>Some citizens are children or perhaps elderly and unable to train physically.</td>
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<td>Some citizens may already be prepared for an emergency and do not need additional training.</td>
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<td>Not all training needs to meet the physical demands of a zombie apocalypse.</td>
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## Possible Illustrations and Explanations

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| Some citizens are children or perhaps elderly and unable to train physically. | According to the Center for Disease control, nearly 30% of American junior high school children are classified as obese.  

*Note: Notice the reference to a reputable government institution and a current statistic.* | Children currently classified as obese would not be able to meet the training requirements due to their illness.  

*Note: See how the explanation connects the illustration to the thesis statement, and this particular topic sentence?* |
| Some citizens may already be prepared for an emergency and do not need additional training. | Construction workers, fire fighters, police officers and landscapers, for instance, already work in physically demanding jobs. | Therefore, those who have already passed physical training should not have to retake the training. Theirs would take up a spot in the training process for someone who really needs the preparation.  

*Note: Notice the use of the transition word “Therefore.” To work smoothly into the explanation part of your paragraph, use a transition word.* |
| Not all training needs to meet the physical demands of a zombie apocalypse. | During the apocalypse there will likely be strain on the economic system. People such as bankers, stock brokers, and accountants can serve the public in a way more essential than physical training. | In terms of the economy, those who work desk jobs will be essential to meet the needs of citizens. |

**Note:** Notice how the writer keeps giving instances of people who may not need this type of training.

*Your illustrations and explanations should be longer than one sentence in your essay.*

For the sake of space, we’ve given you brief versions here.

As you continue to work through the examples using the PIE method, pay close attention to:

- Using the Explanation to connect illustrations to the Point
- Moving smoothly between the illustrations and explanation
- Making sure that each paragraph refers back to your claim
More Practice

Work with the following prompts. Begin by asserting a claim. Then, develop main points, illustrations, and explanations for your three body paragraphs. If you would like to discuss your practice exercises, visit the Writing Center! 😊

Prompt: Recently, several states, including Texas, have voiced their concern about refugees coming to the U.S. Should the government allow refugees to come to the United States?

Your claim:

Paragraph 1

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**Prompt:** College students should not be forced to take any courses that do not directly relate to their chosen major and career field.

**Your claim:**

**Paragraph 1**

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<td>Paragraph 3</td>
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Some Tips

The following are tips to help you with the writing section of the TSI.

The Essay

It can be difficult to write under pressure. Brainstorming and planning your essay will help. Here are some basic tips:

- Write 500 words. This shows you can organize and build a typical 5-paragraph essay.
- Spend most of your time developing your body paragraphs. Sometimes students write extensive introductions and conclusions, but this is not necessary. Your introduction can be a sentence or two, plus your claim. Your conclusion can also be a concluding statement, which is brief.
- Leave time to proofread. Many times you can catch your own errors. Focus your proofreading on your most prominent grammar and mechanics issues.

Writing Claims

- The claim should be clear and to the point.
- The claim should come at the end of the first paragraph.
- The claim should utilize key words from the prompt; if the issue is “gun control,” make sure to use those words in your claim.

Writing the P of PIE

When it comes to the main points of your paragraphs:

- The P should come at the beginning of your paragraph
- The P should reflect the REASON for your position
- All P’s after the first body paragraph should use a transition word or phrase (for instance: In addition, Furthermore, Therefore, or Moreover)

Start each body paragraph with a P!
Writing Illustrations

Supporting your main points with clear, detailed, and specific illustrations, will bolster your argument. When it comes to illustrations:

- Try to use a variety. For instance, refer to both hard data (numbers and statistics) and soft data (information learned). An essay with all hard data can be difficult to follow, and an essay with all soft data may seem unsupported with facts!
- Spend time adding specific details. A typical illustration takes at least 3-4 sentences.

In general, if you cannot develop the illustration with 3-4 sentences, it is not a good illustration for your paper.

Writing the Explanation

Think of the explanation as your way to:

- Connect your illustrations (support) to the main point.
- Conclude the paragraph by closing that main point and moving on to the next.
- Any time you use an illustration, you should explain either immediately following the illustration OR at the end of the paragraph. Remember, your reader may not see the issue as you do. It is your job to help them understand your support and how it connects to your overall argument.

In general, the PIE method can help you determine if you have clearly stated each main point of your argument, and whether you have adequately supported and explained your points. Remember, you should be spending most of your time on your body paragraphs.
Grammar and Mechanics

In this packet, we have chosen to focus on some of the most essential areas of grammar and mechanics, including comma splices, fragments, run-on sentences, subject-verb agreement, and comma usage.

Fragments

Every sentence must have a subject, a verb, and an object, and it must express a complete thought. A complete sentence is also known as an independent clause. Here is an example:

Zombies run after the humans for food.

Zombies is the subject or the noun doing the action. The word run is the verb showing action, and after for humans for food is the object that the zombies are chasing.

A word group punctuated as a sentence but without a subject, a verb, or an object that does not express a complete thought is a grammar error called a fragment.

What are the most common types of sentence fragments?

- A fragment without a subject or a verb
- A fragment containing “who,” “which,” or “that”: The man who sang.
- A dependent-marker fragment: because, until, when, while
- An -ing or “to” fragment: driving, to drive
- An added-detail fragment: for example, such as, like
- A prepositional- phrase fragment: in, about, over, of

How do you correct a fragment missing a subject or verb?

Fragments can be corrected either by adding the missing subject or verb or by connecting the fragment to the sentence before or after it.

No subject: And went to the grocery store after school.
Correct: She went to the grocery store after school.

No verb: The author about the significance of our decisions.
Correct: The author speaks about the significance of our decisions.

Compound Verb Fragment: She planned to go to the dance. But missed it because she was sick.
Correct: She planned to go to the dance but missed it because she was sick. [She is the subject shared by planned and missed].

How do you correct a “who,” “which,” or “that” fragment?

Fragment: The man who is a teacher. He is Mr. Landin.
Correct: The man who is a teacher is Mr. Landin.
Fragment: This is the book. Which we are using for class.
Correct: This is the book which we are using for class.
Fragment: He told me that he was going to class. And that he was then going home.
Correct: He told me that he was going to class and that he was then going home.

How do you correct a fragment containing a dependent marker?
Using a dependent marker at the beginning or ending of a sentence may cause a fragment. Some common dependent markers are: as, although, meanwhile, and since.

Dependent marker fragments at the beginning can be corrected following this pattern: Dependent marker + subordinate clause + comma + complete sentence.

Fragment: As Mr. Landin was saying. I must use MLA style.
Correct: As Mr. Landin was saying, I must use MLA style.

Dependent marker fragments at the end can be corrected following this pattern: Complete sentence + dependent marker + dependent clause.

Fragment: I must use MLA style. As Mr. Landin was saying.
Correct: I must use MLA style, as Mr. Landin was saying.

How do you correct “-ing” or “to” fragments?
Using an “-ing” word or “to” phrase at the beginning of a sentence may result in a fragment. Such fragments often lack a subject and/or verb and can be corrected by removing the period.

Fragment: Jared was trying to get all his work done. To avoid having to work on Friday.
Correct: Jared was trying to get all his work done to avoid having to work on Friday.

How do you correct added-detail fragments?
Added-detail words (for example, also, including, such as), must be connected to a related full sentence.
Fragment: Gabby loves to travel to beautiful places. Including Ireland and Jamaica.
Correct: Gabby loves to travel to beautiful places including Ireland and Jamaica.

**How do you correct prepositional phrase fragments?**
Find the preposition with its object (at the beach, to the store, in the Writing Center). Then remove the period and attach the prepositional phrase to its related sentence.

Fragment: Jeff decided he had to go. To the Writing Center.
Correct: Jeff decided he had to go to the Writing Center.
Comma Splices

A comma splice is an error that occurs when two complete sentences (independent clauses) are joined with only a comma. A comma is never strong enough to hold together two full sentences.

Here are some examples:

Jarod wanted to teach for a living, he decided to work at Northeast campus. Gabby tried to prepare for the zombie apocalypse, she did lots of cardio.

When you look for comma splices, identify the subject, verb, and object (predicate) in your sentences. Notice in the above examples that both “he” and “she” are new subjects, and therefore start their own sentences.

Here are five ways to correct comma splices:

1) **Divide the independent clauses into two correctly punctuated sentences:**
   The tutor drank too much coffee. He was jittery all day.
   The tutors tutored until dawn. They were exhausted when they left work. [Go Gabby and Jared – you work so hard!]

2) **Use a semicolon to join two complete sentences:**
   The tutor drank too much coffee; he was jittery all day.
   The tutors tutored until dawn; they were exhausted when they left work.

3) **Use a comma and a coordinating conjunction (FANBOYS) to join two equally important complete sentences (independent clauses):**
   The tutor drank too much coffee, and he was jittery all day.
   The tutors tutored until dawn, and they were exhausted when they left work.

4) **Use a semicolon and a conjunctive adverb to join related complete sentences (independent clauses):**
   Some common conjunctive adverbs include: however, therefore, in addition, in conclusion, in fact, meanwhile, on the other hand
   The tutor drank too much coffee; therefore, he was jittery all day.
   The tutors tutored all day; in conclusion, they were exhausted when they left work.

5) **Use a subordinating conjunction to form a dependent clause. However, remember that unless it is joined to a complete sentence (independent clause), a dependent clause is a fragment.**
   Some common subordinating conjunctions include: after, because, since, though, whenever, whether
Independent clause: The tutor was jittery all day.

Dependent clause: Drank too much coffee.

The tutor was jittery all day because he drank too much coffee.

When you work on your commas, try not to drink too much coffee or work until dawn. Remember what happened to Jared and Gabby!
**Syntactic Variety**

To create sentence variety and style, focus on some of the following:

*Begin your sentences in a variety of ways*

**Example:**

The biggest coincidence that day happened when David and I ended up sitting next to each other at the Super Bowl.

**Possible Revisions:**

- Coincidentally, David and I ended up sitting right next to each other at the Super Bowl.
- In an amazing coincidence, David and I ended up sitting next to each other at the Super Bowl.

*Make your sentences a variety of lengths*

**Example:**

The Winslow family visited Canada and Alaska last summer to find some native American art. In Anchorage stores they found some excellent examples of soapstone carvings. But they couldn’t find a dealer selling any of the woven wall hangings they wanted. They were very disappointed when they left Anchorage empty-handed.

**Revision:**

The Winslow family visited Canada and Alaska last summer to find some native American art, such as soapstone carvings and wall hangings. Anchorage stores had many soapstone items available. Still, they were disappointed to learn that wall
hangings, which they had especially wanted, were difficult to find. Sadly, they left empty-handed.

Connect simple sentences to create complex sentences

Example:
Experienced travelers learn to travel with minimal luggage. However, I am not an experienced traveler. When I travel, I usually take too much luggage. For instance, my last trip I brought four suitcases.

Revision:
Experienced travelers learn to travel with minimal luggage, but I am not an experienced traveler. My last trip I took four suitcases which was way too much luggage!
Commas

Commas are tricky. Even the Writing Center Super Tutors have to use strategies to find them and fix them!

**Basic Rules of When to Use a Comma**

There are six basic rules of when to use a comma:

1) **Before coordinating conjunctions** (FANBOYS = for, and, nor, but, or, yet, so) when they join two full sentences (independent clauses):
   
The two tutors worked all day, so they slept soundly through the night.

2) **After introductory phrases and introductory adverbial clauses:**
   
   Whenever I’m confused about a writing assignment, I always feel better by going to the Writing Center.

   If you build it, they will come. [After an introductory “if,” there is always a “then,” even if it’s unspoken. The comma comes just before the “then”: If you build it – the Writing Center – then students will come. Yay!]

3) **To separate items in a series:**
   
   You will need pencil, pen, and paper for your grammar exam today.

   You will need a pencil, your flash drive and a hard copy for your tutoring session.

4) **To set off nonrestrictive or parenthetical clauses:**
   
   My grade improved, of course, after going to the Writing Center.

5) **Between places and years:**
   
   The TCC South Campus Writing Center opened on June 1, 2012, on the same day the summer semester began.

6) **To set off introductory transitions and interjections:**
   
   However, he cannot possibly attend his tutoring session today. Yes, the Writing Center is open on Saturdays starting in the fall.
Grammar & Mechanics Exercises

Exercise 1: Comma Splices, Fragments & Run-On sentences
Mark each sentence CS, Frag, or RO. If you find a fragment, use the space below to turn it into an independent clause.

1) The girls regretted they had not watched *The Walking Dead* when the zombie apocalypse occurred in real life.

2) Despite the fact that she ran for student government.

3) Angela loves Michael Jackson music, she dances the *Thriller* dance every Halloween.

4) She loved to dance her favorite dances were the She Nae Nae, the Cabbage Patch, and the Humpty Dance.

5) Gabby, Angela, and Jared tried to survive, the zombie apocalypse their resources ran out at sundown.

6) Amelia watched the zombies from her bedroom window and Angela cautiously reached for her machete while Jacob ran for the car parked in the neighbor’s driveway.

7) Though the poor are helped by the government.

8) Texas is a great place to live because of the food, the music, and the cowboys, despite the fact that there are high property taxes in most counties in the state.

9) Over time she came to respect the zombies.
10) One effect of the current administration is that 10,000 Syrian refugees will be allowed to enter the United States. Within the next five years.

**Exercise 2: Subject-Verb Agreement**
Make grammatical corrections to the subject-verb agreement in the following sentences.

1) Jennifer and Mary has many dog and cats in their one-bedroom apartment.

2) Many Japanese commutes to their places of work.

3) He possesses many fine quality.

4) The results of Dr. Noll's experiment were published in a scientific journal.

5) Statistics are a branch of mathematics.

6) Some of the furniture in our apartment is secondhand.

7) One of the countries I would like to visit are Italy.

8) Each of these students have a notebook.

9) None of the students were late today.
10) The number of students in this room right now are twenty.

Are the following nouns singular or plural? (S or P)

- diabetes (S)
- police (P)
- news (S)
- English (S)
- mathematics (P)
- rabies (S)

Mark each of the following instances of subject-verb agreement as correct (C) or incorrect (I).

1) Approximately 80 percent of the data around the world are in English.
2) Why are the police here?
3) Two hours are too long to wait?
4) Some of the movies about zombies are hilarious.
5) Every male and female student are required to have a laptop.

Exercise 3: Commas

First, use the commas handout to identify the type of comma error in each sentence. Then, correct the misusage of commas.

1) Getting to know students from all over the world, is one of the best parts of my job.
2) Alex, as well as his two older brothers have good part-time jobs.
3) Annie had a hard time when she was coming home from the store because the bag of groceries she had was too heavy for her to carry.
4) Amanda has watched many shows about zombies such as, *The Walking Dead, The Returned, and iZombie*.

5) Although the Writing Center has many trained tutors very few of the tutors have zombie apocalypse training.

6) Jane’s boyfriend Adam asked her to marry him on March 14th.

7) Yes she goes by the name Mandy.

8) The zombie apocalypse happened in the city of Austin Texas on June 1 2012.

9) Despite, the fact that she does not have teaching experience, she applied for the job with Tarrant County College.

10) On April 1 2013 Jennifer and her mother Patricia became zombies after being infected by the virus in Fort Worth Texas.
**Exercise 4:** Revise the following paragraph creating more syntactic variety based on the tips in this packet. You can use the back of this paper, notebook paper, or other scratch sheet of paper.

There are times when the man holding the most powerful office in the world is tested beyond belief. There are reasons such as natural disaster, war, social issues, or a multitude of other problems. Each individual president must face his own battle, his own fight for something that he believes in. For Franklin Delano Roosevelt, this fight was not one that he sought out. For Franklin Delano Roosevelt, his fight came to him in the form of three hundred and fifty-three Japanese fighter planes, and the loss of two thousand four hundred and two American lives. He gave his speech to Congress on December 8, 1941, that was very important and he presents his argument to the congressional delegation that the time has now passed for the United States to sit on the sidelines of World War II while other countries fight the battle. He is using appeals to pathos, logos, and ethos to argue that America must now step into the ring as the fight had been brought to their shores and join the Allied Forces already fighting a desperate battle to end the atrocities committed by countries such as Japan and Germany.
**Gram Slam**

**Exercise 4:** Examine the following paragraph and make grammatical corrections. The first team to make all grammatical corrections gets a prize!

As neurologist Dr. Amanda Deadhead studied the brain composition. She finds various differences between live human brains and zombie brains, she knew that must study the subjects objectively, yet she was actually horrified by her finding. There was two final results that were very important. Zombie brains was small in size but heavy in weight and deteriorated much more slow than human brains. Her final conclusions was that killing zombie was possible by less forceful means she decided to continue her study.
Exercise Answers

Exercise 1: Comma Splices, Fragments & Run-On sentences
Mark each sentence CS, Frag, or RO. If you find a fragment, use the space below to turn it into an independent clause.

1) The girls regretted they had not watched The Walking Dead when the zombie apocalypse occurred in real life. (correct)

2) Despite the fact that she ran for student government. (frag)
Despite the fact that she ran for student government, Amanda learned nothing about how real government works.

3) Angela loves Michael Jackson music, she dances the Thriller dance every Halloween. (cs)
Angela loves Michael Jackson music, so she dances the Thriller dance every Halloween.

4) She loved to dance her favorite dances were the She Nae Nae, the Cabbage Patch, and the Humpty Dance. (RO)
She loved to dance. Her favorite dances were the She Nae Nae, the Cabbage Patch, and the Humpty Dance.

5) Gabby, Angela, and Jared tried to survive, the zombie apocalypse their resources ran out at sundown. (CS)
Gabby, Angela, and Jared tried to survive the zombie apocalypse, but their resources ran out at sundown.

6) Amelia watched the zombies from her bedroom window and Angela cautiously reached for her machete while Jacob ran for the car parked in the neighbor’s driveway. (correct)

7) Though the poor are helped by the government. (frag)
Though the poor are helped by the government, many families still cannot survive.
8) Texas is a great place to live because of the food, the music, and the cowboys, despite the fact that there are high property taxes in most counties in the state. (correct)

9) Over time she came to respect the zombies. (correct)

10) One effect of the current administration is that 10,000 Syrian refugees will be allowed to enter the United States. Within the next five years. (frag)

One effect of the current administration is that 10,000 Syrian refugees will be allowed to enter the United States within the next five years.

**Exercise 2: Subject-Verb Agreement**

Make grammatical corrections to the subject-verb agreement in the following sentences.

1) Jennifer and Mary has **(have)** many dog and cats in their one-bedroom apartment.

2) Many Japanese commutes **(commute)** to their places of work.

3) He possesses many fine quality **(qualities)**.

4) The results of Dr. Noll’s experiment were published in a scientific journal.

5) Statistics are **(is)** a branch of mathematics.

6) Some of the furniture in our apartment is secondhand.

7) One of the countries I would like to visit are **(is)** Italy.

8) Each of these students have **(has)** a notebook.

9) None of the students were **(was)** late today.

10) The number of students in this room right now are **(is)** twenty.
Are the following nouns singular or plural? (S or P)

- Diabetes (s)
- police (s or p)
- news (s)
- English (s)
- mathematics (s)
- rabies (s)

Mark each of the following instances of subject-verb agreement as correct (C) or incorrect (I).

1) Approximately 80 percent of the data around the world are in English. (I)
2) Why are the police here? (C)
3) Two hours are too long to wait? (I)
4) Some of the movies about zombies are hilarious. (C)
5) Every male and female student are required to have a laptop. (I)

**Exercise 3: Commas**

First, use the commas handout to identify the type of comma error in each sentence. Then, correct the misusage of commas.

1) Getting to know students from all over the world, is one of the best parts of my job.
   Getting to know students from all over the world is one of the best parts of my job. (2)

2) Alex, as well as his two older brothers have good part-time jobs.
   Alex, as well as his two older brothers, have good part-time jobs. (4)
3) Annie had a hard time when she was coming home from the store because the bag of groceries she had was too heavy for her to carry. (correct)

4) Amanda has watched many shows about zombies such as, *The Walking Dead, The Returned, and iZombie.*
Amanda has watched many shows about zombies such as *The Walking Dead, The Returned, and iZombie.* (3)

5) Although the Writing Center has many trained tutors very few of the tutors have zombie apocalypse training.
Although the Writing Center has many trained tutors, very few of the tutors have zombie apocalypse training. (2)

6) Jane's boyfriend Adam asked her to marry him on March 14th. (correct)

7) Yes she goes by the name Mandy.
Yes, she goes by the name Mandy. (6)

8) The zombie apocalypse happened in the city of Austin Texas on June 1 2012.
The zombie apocalypse happened in the city of Austin, Texas on June 1, 2012. (5)

9) Despite, the fact that she does not have teaching experience, she applied for the job with Tarrant County College.
Despite the fact that she does not have teaching experience, she applied for the job with Tarrant County College. (2)

10) On April 1 2013 Jennifer and her mother Patricia became zombies after being infected by the virus in Fort Worth Texas. (correct)
As neurologist Dr. Amanda Deadhead studied the brain composition, she found various differences between live human brains and zombie brains. She knew that she must study the subjects objectively, yet she was actually horrified by her findings. There were two final results that were very important. Zombie brains were small in size but heavy in weight and deteriorated much more slowly than human brains. Her final conclusion was that killing zombie was possible by less forceful means. She decided to continue her study.
Grammar Modules

For additional practice, we highly recommend the Grammar Modules, created by TCC English professor Dr. Gary Montano and Writing Center Director Gabby Raymond (that’s me 😊)!

How do I find the Grammar Modules?

Students can follow this link:

http://libguides.tccd.edu/grammar_modules

I found it. Now, what do I do?

Below is what you will see.

Research Guides

Each module has its own tab. Click on Module 1: The Comma Splice. Now you will see this screen.

Module 1: The Comma Splice

- Instructions on How to Use a PowerPoint
  Each Grammar Module includes a PowerPoint presentation. This document provides instructions on how to use a PowerPoint, including navigation of slides and utilizing the audio functions. Copyright © 2014, Montaño, Raymond & Mack

- Module 1: The Comma Splice
  Module 1: The Comma Splice provides an overview of the comma splice error. The authors provide methods for both finding and fixing comma splices, as well as exercises to test understanding. Copyright © 2014, Montaño & Raymond

- Module 1: The Comma Splice Exercises Worksheet
  The Comma Splice Exercises Worksheet provides a hard copy of the comma splice exercises contained in Module 1: The Comma Splice. Copyright © 2014, Montaño & Raymond
Each module has multiple parts:

- Instructions on How to Use a PowerPoint
- The Module (a PowerPoint presentation that is your grammar lesson)
- The exercises (a word document with the exercises to complete if you would like a hard copy of the exercises)

**How do I open the grammar lesson?**

Click on the blue link next to the PowerPoint orange P and the presentation will open.

![Module 1: The Comma Splice](image)

*Module 1: The Comma Splice*

Module 1: The Comma Splice provides an overview of the comma splice error. The authors provide methods for both finding and fixing comma splices, as well as exercises to test understanding. Copyright © 2014, Montaño & Raymond

Once the PowerPoint is open, click on “enable editing” at the top of your screen.

This allows you to both read and listen to the audio.

**Next, click on SLIDE SHOW.**

![Slide Show Option](image)

**Finally, click on FROM BEGINNING.**

![Begin Slides Option](image)

Now you are ready to complete the grammar lesson!
How do I complete the grammar lesson?
Click through the lesson as you would a regular PowerPoint. Read each slide AND listen to the audio. The audio icon looks like this:

You can pause or replay the audio at any time.

I completed the lesson. How do I find the exercises?
The final slide of the lesson prompts you to complete the exercises and check your answers. The exercises and answers are on slides in the module. Most students like to read the exercise slides in the module and write their answers on a separate sheet of paper. If you prefer, however, you can print the worksheet.

- Module 1: The Comma Splice Exercises Worksheet
  The Comma Splice Exercises Worksheet provides a hard copy of the comma splice exercises contained in Module 1: The Comma Splice.
  Copyright © 2014, Montaño & Raymond

*Remember, if you are using the Grammar Modules in class, your instructor will give you specific directions for completing the exercises and checking your answers!

What other cool features are included?
Grammatical terms can be found throughout each module. Don’t worry if the terms are new to you. We provide you with definitions!
Another cool feature is that each slide includes its own audio clip. You do not have to listen to the entire lesson again for review. Go to the slide you want to review and just click the audio!

**TSI Resources**

Remember that the Writing Center welcomes you as you work to complete your TSI. If you need additional practice or further support, please visit us in SCLC 0106 or call 817-515-4602 to make an appointment.

We also recommend some of the following resources:

CollegeBoard.org:  

The Texas Success Initiative (TSI) at Houston Community College:  
http://ctle.hccs.edu/gcpass/TSIPracticeTests/tsipracticetests.htm

Lone Star College testing services:  
http://www.lonestar.edu/test-preparation.htm