

CORRECTING FRAGMENTS

INTRODUCTION

- Last workshop focused on *how to tell* for sure when we have an IC and on *how to connect* ICs correctly.
- Review: subject + verb + complete idea

REPETITIVE

- Although you have been hearing about these same topics in both workshops and class and it is getting repetitive, the more we review information, the more the connections/dendrites in the brain are strengthened. This knowledge about how the brain learns applies learning in general.

Today, we'll work with fragments, how we tend to create them, and how we can notice and repair them.

AUTO-CORRECTING BRAIN (Post *Marvelous Minds* exercise on the board.)

- Do the *Marvelous Minds* exercise.
- Our minds do a wonderful job of helping us fill in the blanks.
- The bad news is that our minds might help us so much that we leave incomplete ideas sitting smack in the middles of our papers.
- Mention tutoring as a back-up system, now and throughout school. It is a tool good scholars use. People who publish papers usually have others look at their writing and give feedback. You have the Writing Center, DELC, and Davis campus tutoring for this.

AVOIDING FRAGEMENTS

- Knowing when sentences are complete is a matter of **knowing the rules** we have gone over in workshops plus practicing **noticing** when one of the following word constructions is occurring in your writing.
- Length is not an indicator that a sentence is complete or incomplete.

EXAMPLES:

1. He studied. (Although this is short it has a subject, verb, and complete idea.)
2. Except for the raspberry Godiva cheesecake that is so rich I get a stomach ache every time I eat it. (Except for what? It is incomplete until the subject and verb is added: "I like all cheesecake...")

Always need an IC.

TYPES OF FRAGMENTED SENTENCES (List three types on the board before workshop.)

1. Missing SUBJECT or VERB
2. PHRASE fragments
3. DEPENDENT CLAUSE

Go over each one of the items in the above list briefly, using the verbiage below.

MISSING SUBJECT OR VERB

- Sometimes, a sentence may look like a sentence (begins with a capital, ends with a period) but it may be **missing a subject or a verb**.
- Oftentimes, our brains will compensate by filling in the missing components of the sentence. That's why it's important to read what is ON the page or have someone read it to you. By doing this, you are effectively editing and proofreading.
- Sometimes, complicated subjects that **contain** verbs can seem to pass for complete sentences.

VERBAL EXAMPLES: What's missing in these sentences?

1. Just walked into the store. (Who?)
2. That person over there in the red shirt. (What? is nice.)

PHRASE FRAGMENTS

- Phrases are word groups without subjects and verbs
- Whenever a phrase is punctuated as a sentence, it is a fragment. These can normally be fixed by combining the phrase with the complete sentence.
- Another way to explain this: It's an explanation standing all by itself, such as the following:

VERBAL EXAMPLE

1. Nowhere to go in the morning. (Who and what?—real verb).

EXAMPLES (On Board)

1. Many birds cannot fly. **In particular, the penguin.**
 2. In this paper I will discuss time management strategies. Specifically, planning, setting goals, and prioritizing.
- The fragment is completing the thought in the first sentence—it is a tag phrase.
 - All that needs to be done to correct the fragment is to combine it with the first one.
Sometimes introductory phrases act like this and sit alone—need to be connected.

DEPENDENT CLAUSES

Since a sentence needs a subject, a verb, AND a complete thought, **a clause that begins with dependent word** cannot be a complete sentence ALONE.

Even though we often talk in fragments when we are having a conversation, the reader cannot see the other half of the conversation. When we are writing, we need to be BOTH SIDES of the conversation!

Because I wanted to.

When Lily came home.

EXAMPLES (On Board)

Work through these sentences as a group:

1. This time of year when flowers are about to bloom.
 - This fragment functions as a SUBJECT and is missing a VERB plus Complete Thought.
 - The true subject is TIME.
 - Find a verb for this subject, such as “gives allergy sufferers cause for concern” or “justifies leaping and rejoicing.”Hint: “when flowers are about to bloom” is a DC
2. I study math a lot with my friends. Hoping to get a good grade.
 - Find the verb and subject in the IC.
 - Identify that the DC is a phrase by asking students to name the verb in it [there is not one]. The “hoping” phrase completes the idea in the previous IC.
 - It’s okay to speak phrase fragments like this in normal conversation. However, this phrase only has meaning when it is with the IC in front of it, and in writing, we have to show that by connecting those two sentences.
3. While Jimmy played soccer.
 - Ask students to identify the verb and subject in this sentence.
 - Ask if the idea is complete.
 - Is there a Ring word [dependent maker]? This DC needs a Samwise, an IC.
 - Add an IC to this sentence to make it complete, OR remove the Ring word, “while.”
 - The way you change a fragment to a complete sentence depends on what you want the sentence to mean. Example—do you want to say “Jimmy played soccer” or “While Jimmy played soccer, I cheered.”

CONCLUSION

Review the three most common sentence fragments:

1. A fragment that is an explanation and DOES NOT HAVE either a SUBJECT or a VERB and is NOT attached to an IC.
2. A fragment that starts with a Dependent Maker, a ring word, and is NOT attached to an IC.
3. A fragment that is a PHRASE sitting out by itself and is NOT attached to an IC.

COLOR KEY

BLUE TEXT refers to something that should be written on the board for the workshop.

RED TEXT refers to markings that need to be added to sentences during the workshop.

GREEN TEXT is for added emphasis or is for something important but that is hard to spot in a big block of text.