

# Comma Splices and Run-Ons: ENG 1C

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Instructor: \_\_\_\_\_

Course: \_\_\_\_\_

## About This DLA

### ***Important Note***

All the activities in the DLA must be completed in their entirety before receiving credit for completion. Students are welcome to meet with a tutor if they need help, but please be aware that students might need a second appointment for review and signature in that case. If your instructor wants evidence of this completed DLA, they will be sent a spreadsheet at the start of each semester with all Writing Center appointments, indicating whether you have completed the DLA with a tutor or not. You can also access a summary of your appointment via EAB Navigate (please see the last section of this DLA, titled "Review the DLA").

### ***Learning Outcomes***

Through computer and other independent work, this activity will familiarize you with comma splices and run-ons and help you practice finding and correcting these common sentence errors.

### ***Activities (approximately 1 hour)***

Read the information, complete the activities that follow, and be prepared to discuss your answers when you meet with a tutor.

## **Review of Comma Splices and Run-Ons**

The following information reviews comma splices and run-ons (*for further review on Comma Splices and Run-ons, see our "Comma Splices and Run-Ons" DLA.*)

A **run-on** (a.k.a. a fused sentence) occurs when there is no separation between independent clauses.

**Example:** My sister is a hairstylist she works in the city of Orange. **(Incorrect)**

A **comma splice** occurs when a writer joins two independent clauses with only a comma, which on its own is insufficient coordination.

**Example:** Dogs are one of the best pets a person can have, they are loving and loyal. **(Incorrect)**

### ***How to Avoid Coordination Errors***

From the "Comma Splices and Run-Ons" DLA, we learned five methods to avoid coordination errors, but for this DLA, we will focus on 3 of the methods: 1) Semicolon, 2) Subordination, and 3) Semicolon + conjunctive adverb + comma.

## 1. Semicolon (;)

For a more formal, academic approach, use the semicolon in this way when the relationship between the ideas is implicit or understood without a conjunctive word (or words).

When you use the semicolon, you can think of it as a piece of stacked punctuation: the top half acts like a period that stops the first independent clause while the comma in the bottom half tells the reader that the second clause is related to the first. This will help us remember that we are still showing separation and relationship.

- **American Horror Story is an interesting series; the plotline changes each season.**

## 2. Subordination

When you use a dependent clause with an independent clause, you are using subordination. When you subordinate, you are telling your reader that your dependent clause is under (as the prefix "sub-" suggests) or less important than your independent clause. Here are *a few* common subordinating conjunctions: **after, although, if, until, when, as, because, since, before, even though, while.**

When you place the dependent clause before the independent clause, remember to place a comma before the independent clause begins:

- **Because Kathy likes to help members of her community, she decided to feed the homeless on Thanksgiving Day.**

When the dependent clause comes after the independent clause, do not use a comma.

- **Kathy decided to feed the homeless on Thanksgiving Day because she likes to help members of her community.**

## 3. Semicolon (;) + conjunctive adverb + comma (,)

When you use a conjunctive adverb while coordinating, be sure to 1) use a semicolon before the conjunctive adverb 2) choose the conjunctive adverb showing the appropriate relationship 3) place a comma after the conjunctive adverb (if it is more than one syllable [with the exception of hence and first]). Here are *a few* common conjunctive adverbs: **however, otherwise, in addition, furthermore, therefore, consequently, nevertheless, on the other hand, first.**

Using a conjunctive adverb makes the formal connection of the semicolon's relationship explicitly understood. For a detailed list of some of these words and the relationships they show, refer to the "Words That Show Relationships" handout.

- **It is not easy being a college student; in fact, many students suffer from stress and anxiety.**

## Summary Chart

The following shows an overview of how to correctly put clauses together and example sentences.

Key: *S* = subject, *V* = verb.

1. **SV. SV.** (Two simple sentences separated by a period)

2. **SV; SV.** (Compound Sentence using a semi-colon)

Relationship	3. Coordinating Conjunctions	4. Subordinating Conjunctions	5. Conjunctive Adverbs
<b>addition</b>	and		also, in addition, furthermore, moreover
<b>comparison</b>		as ... as, as if, as though	similarly, likewise
<b>contrast</b>	but, yet	although, though, even though, whereas, while	however, in contrast, on the other hand, nevertheless
<b>reason</b>	for	because, since	
<b>condition</b>		if, unless, whether, that	
<b>result</b>	so		therefore, thus, hence, otherwise, consequently, as a result
<b>place</b>		where, wherever	
<b>time</b>		after, before, until, since, as, when, while, whenever, as soon as	then, next, later, earlier, afterwards, subsequently
<b>negation</b>	nor		
<b>purpose</b>		so that	

Method	Example Sentences
<b>1. SV. SV.</b>	The weather is pleasant. Larry wants to go for a swim. The weather looks bad. You should stay home.
<b>2. SV; SV.</b>	The weather is pleasant; Ming wants to go to the park. The weather looks bad; the dog should come inside.
<b>3. Coordinating Conjunction</b>	The weather is pleasant, so I want to go for a swim. The weather looks bad, but let's go out anyway. I don't want to swim, nor do I want to go to the beach. Paula wants to walk to the library, and Ben wants to go with her.
<b>4. Subordinating Conjunction</b>	Lance went to the park because the weather is nice. Gina likes to swim in the water when she goes to the beach. If the weather clears up, Maria will go for a jog. Before you go outside, you should remember to put on sunscreen.

<b>Method</b>	<b>Example Sentences</b>
<b>5. Conjunctive Adverb</b>	Jason usually rides his bike; however, he took the bus today. The beach was too crowded; therefore, we went to the park.

## Activities

Check off each box once you have completed the activity.

### 1. **Online Quiz**

Go to <http://tinyurl.com/Eng1CCSsAndROsDLAQuiz> and take the [ENG 1C-Comma Splices and Run-Ons](#) DLA Quiz. You must score 80% or higher on the quiz before seeing a tutor. After you complete the task, **PLEASE ASK A LAB TUTOR OR FRONT DESK ATTENDANT TO PRINT THE PAGE THAT HAS YOUR SCORE. DO NOT EXIT THE PROGRAM UNTIL THIS PAGE HAS BEEN PRINTED (FREE OF CHARGE).**

### 2. **Sentence Correction**

Read the following sentences and identify the Comma Splice (CS) or Run-on (RO). On a separate sheet of paper, rewrite the sentences and correct them using **the methods in bold**. The first one has been done for you.

#### 1. **Use a semicolon to correct the comma splice in this sentence.**

Sandra Cisneros is best known for her novel, *The House on Mango Street*, the novel explores sexuality, race, identity, and other noteworthy themes of a young Chicano girl named Esperanza Cordero.

#### 2. **Use a semicolon + conjunctive adverb + comma to correct the run-on in this sentence.**

Cisneros was ten years old when she wrote her very first poem she didn't continue to write poetry until she was in high school.

#### 3. **Use subordination to correct the comma splice in this sentence.**

Cisneros decided to major in writing, she was in college, and after college, she continued to pursue an education in writing and obtained a Master of Fine Arts degree in Creative Writing.

#### 4. **Use a semicolon to correct the comma splice in this sentence.**

Once she obtained her Master's degree, Cisneros went on to teach students who dropped out of school at the Latino Youth Alternative High School, she also spent time working and teaching at other schools such as the California State University at Chico, the University of California Berkeley, and many more universities.

#### 5. **Use a semicolon + conjunctive adverb + comma to correct the run-on in this sentence.**

In 1980, Cisneros published her first book, *Bad Boys* the novel that she is most recognized for is *The House on Mango Street* along with *Woman Hollering Creek and Other Stories*.

**6. Use subordination to correct the run-on in this sentence.**

Cisneros' collection of short stories in *Woman Hollering Creek and Other Stories* have been praised by many people the stories present a vivid and enlightening perspective on growing up as a Mexican-American woman in between the Mexico-US border.

**7. Use a semicolon + conjunctive adverb + comma to correct the run-on in this sentence.**

Many schools are promoting the integration of more diverse authors like Cisneros American public schools have required students to read works from Cisneros.

**8. Use a semicolon to correct the comma splice in this sentence.**

In 2019, Cisneros won PEN/Nabokov Award for Achievement in International Literature, her ability to empower the voices of the Hispanic and Latino/a experience is one of the reasons she has won such a high achievement award and many others.

**9. Use a semicolon + conjunctive adverb + comma to correct the run-on and use subordination to correct the comma splice in this sentence.**

Cisneros' collection of poetry in *Loose Woman* has also won awards this book is advised for a a more mature audience, the explicit allusions in the poems explore both the candid and openly erotic side of love and female sexuality.

**10. Use a semicolon to correct the comma splice and use subordination to correct the run-on in the sentence.**

Cisneros currently resides in San Miguel de Allende, she takes care of four different dogs and continues to write. Cisneros has a love for animals her admiration towards animals inspired the stories in her recently published chapbook, *Puro Amor*.

**Choose 3a or 3b Below** **3a. Correct Your Own Writing**

Collect some of your graded work that identifies comma splice and run-on errors. Correct all marked errors and look for others to correct as well. Bring this revised work to the DLA tutoring session.

**If you do not have your own essay to work with, please complete the supplemental activity below (3b).**

□ **3b.****Paragraph Correction**For this activity, you must complete **Part I** and **Part II**:**Part I.** Read the paragraph below and **highlight** or **underline** the comma splices (3) and run-ons (2).

Zora Neale Hurston is one of the most renowned black, female writers of the 20<sup>th</sup> century she is best known for her novel, *Their Eyes Were Watching God*, which eventually was adapted into a movie in 2005, starring Halle Berry. Hurston engaged her readers by writing about relatable, fictional characters, her poetic descriptions and storytelling skills captured many audiences and had them invested in her characters' journey, the characters' journey often focused on a black, female heroine and the experiences of that character. Along with writing countless short stories, novels, and research on characters that depicted African Americans' experiences in the South, she also devoted her time to teaching students "about the arts" (Norwood). Hurston received many awards and praise for her works during her time in fact Hurston's work impacted many writers in her time, like Alice Walker, author of *The Color Purple*. Walker was so impressed with *Their Eyes Were Watching God* that she stated, "There is no book more important to me than this one" (Zora Neale Hurston). Hurston's time on this planet ended in the 1960s, her novels and stories continue to influence writers and readers today.

\*adapted from the Zora Neale Hurston Official website: <https://www.zoranealehurston.com/>

\*adapted from the National Women's History Museum page about Zora Neale Hurston:

<https://www.womenshistory.org/education-resources/biographies/zora-hurston>

**Part II.** Now that you have identified the comma splices and run-ons in the paragraph, rewrite the sentences in the lines below and correct them by using one of the three methods from "How to Avoid Coordination": 1) *Semicolon*, 2) *Subordination*, or 3) *Semicolon (;) + conjunctive adverb + comma (,)*. Remember to choose the method that fits the context of the sentences the best.


## □ 5. **Review the DLA**

Go to <https://mtsac.campus.eab.com/> and use EAB to make an appointment either online or in-person. During your session, explain your understanding of the information you've learned so far. Consider the main concept you learned in this DLA, and how you might use this in your future assignments/classes.

### **Sign-off procedure:**

- Please review the Appointment Summary Report through your EAB appointment (under “my doc” on the desktop and phone app). This is where your in-center or dedicated writing specialist will indicate the title of your DLA and state whether you have Completed it or Not Completed it. These reports are sent automatically to your instructor on record; however, if there is an issue, please contact us at [writingcenter@mtsac.edu](mailto:writingcenter@mtsac.edu) or (909) 274-5325.

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