

## Area Target: 2 - {Z}

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[Student with a composition teacher]

- A. Thank you for your comments on my paper. Could you explain some of the marks you used?
- B. Of course. When I use wavy underlinings, it suggests that you should check the spelling. The wedges, or carets, under the lines are places where you should insert the words or phrases I've written in the margins.
- A. On some pages, it seems like you have questions about grammatical usage. Where do I go to find corrections for these?
- B. The \*page numbers refer to the \*writer's manual we're using. Look up the references there and then make your changes.
- A. OK. I have a question about policies. When the student fixes the problems of the past version, do the rewrites change the grade?
- B. Here's how it works. Each student receives three chances to improve each \*writing assignment. The third opportunity establishes the grade for that assignment.
- A. Thanks. That makes things clear.

Wayne B. Dickerson

/-s/	/-z/	/-əz/
scraps	troubles	marches
ropes	absorbs	dishes
graphs	regards	discloses
coughs	intrigues	garages
paths	cars	detaches

\*compound noun