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- Scroll down to continue - Share Pin it Tweet Share Email I try, I really do, but even though I write every day I'm not exactly fluent when it comes to grammar and punctuation. Not many people are and it's nice the readers here help me out every now and then! Dumb Little Man recently found the great Online Writing Lab at Purdue University and has kindly categorized the tips they keep there. Run through this list covering verbs, commas, structure and more and become a better writer. 40+ Tips to Improve your Grammar and Punctuation - [DumbLittleMan] The OWL At Purdue - [PurdueUniversity] Share Pin it Tweet Share Email Thanasis Zovoilis/Getty Images Overregularization is a part of the language-learning process in which children extend regular grammatical patterns to irregular words, such as the use of "goed" for "went", or "tooths" for "teeth". This is also known as regularization. "Although technically wrong," says Kathleen Stassen Berger, "overregularization is actually a sign of verbal sophistication: it shows that children are applying the rules." Meanwhile, "The cure for overregularization," according to Steven Pinker and Alan Prince, "is living longer, thereby hearing irregular past tense forms more often and strengthening [children's] memory traces." "He is a perfectly healthy little boy with no more fears and worries than any other youngsters his age [two and a half], but one night he awakens screaming for Mommy and Daddy. 'Ginger bited me!' he wails. Ginger is the little cocker spaniel next door. Stevie had been playing with him that afternoon. Mother had been there the whole time. Ginger had not bitten Stevie. 'No, darling, Ginger didn't bite you!' says Mama, comforting him. 'He did. He bited me on my foot.'"(Selma H. Fraiberg, "The Magic Years") "Children's errors...give us an idea about the state of their developing grammar systems. In fact, it may be inappropriate even to call them errors since they are often logical forms for the child's current state of development. The kinds of variation from adult rules that children make are often not ones that parents are likely to have made in any context, so children did not learn these variations through repetition. What parent would say to a child, often enough for the child to have acquired through repetition: 'The baby goed home' or 'The baby wented home.' 'My feets hurt' or even 'My foots hurt'? In each of these utterances, it is clear that the child has figured out a commonly used structure rule but has not yet learned that there are exceptions to the rule." (Elizabeth Winkler, "Understanding Language: A Basic Course in Linguistics", 2nd ed.) "[O]ne of the first rules that English-speaking children apply is to add -s to form the plural. Overregularization leads many young children to talk about 'foots', 'tooths', 'sheeps', and 'mouses'. They may even put the -s on adjectives when the adjectives are acting as nouns, as in this dinner-table exchange between my 3-year-old and her father: Sarah: I want somes. Father: You want some what? Sarah: I want some mores. Father: Some more what? Sarah: I want some more chickens. Although technically wrong, overregularization is actually a sign of verbal sophistication: it shows that children are applying the rules. Indeed, as young children become more conscious of grammatical usages, they exhibit increasingly sophisticated misapplication of them. A child who at age 2 correctly says she 'broke' a glass may at age 4 say she 'braked' one and then at age 5 say she 'did braked' another."(Kathleen Stassen Berger, "The Developing Person Through Childhood and Adolescence") "Regularization errors have been taken as evidence either that children rely on a template or schema for producing a stem and inflection, or that they have started to make use of an abstract rule . . . "Many observers, from at least Rousseau on, have noticed that children tend to regularize their language, getting rid of many irregular forms in adult use. Berko (1958) was one of the first people to offer experimental evidence that by age five to seven, children had identified different inflectional affixes and were able to add them to nonsense stems they had never heard before." (Eve V. Clark, "First Language Acquisition") "[O]verregularization errors occur over protracted periods of development. Marcus et al. demonstrated that the rate of overregularization is much lower than was typically assumed, i.e., children usually do not overregularize more often than 5-10% of the irregular verbs in their expressive vocabularies at any given time. Furthermore, the correct past tense form co-occurs with the incorrect version." (Jeffrey L. Elman et al., "Rethinking Innateness: A Connectionist Perspective on Development") Sources "The Developing Person Through Childhood and Adolescence", 2003. "Regular and Irregular Morphology and the Psychological Status of Rules of Grammar" in "The Reality of Linguistic Rules", 1994. Media Platforms Design TeamI'm a proud member of the grammar police. I've been quietly training since childhood and collected an unofficial certification with my English degree. For years, I haven't been able to read or hear a sentence without automatically cringing at a misused "your" or a switched subject and predicate, like reaching to scratch an itch that never quite goes away. Usually I can keep my silent tense-correcting and modifier-adjusting in my head, where it rightly belongs in polite conversation. But since I've scored this editing gig at Prevention, my side job has become something of an unhealthy obsession. There's no pleasure in this world quite like attacking a story armed with the grammar rules of the English language and a fresh red pen, amiright? Turns out, though, it's not just English nerds and editors like myself who feel that grammar itch when they hear a not-quite-right sentence. Research shows our understanding of grammar is totally engrained in our brains, and we can't help but catch a wonky phrase, even when we're totally unaware of what we're hearing or reading. A new study from the University of Oregon found that even if you don't consciously recognize a grammar error, your brain still realizes something is wrong and sends out a negative signal. In other words, us grammar sticklers can't help but lift a wagging finger when we hear a dangling modifier—it's hard-wired. In the study, researchers had native English-speaking undergraduates between the ages of 18 and 30 read sentences on a screen one at a time and determine if they're grammatically correct or incorrect (half were correct, and half had a grammatical error). They also played a tone while each sentence was being presented, and participants had to identify whether the tone was pitched high, medium or low. The timing of the tone differed: Some of the time, participants heard the tone after the grammatical error appeared in the sentence, and some of the time before. A whopping 87% of the grammarians recognized and corrected errors when they read the sentence before hearing the tone. When the tone was played before the error, however, students found it significantly harder to correct the grammar mistake—imagine trying to read the newspaper with your headphones on full volume. Still, more than half of participants struggling to pick out a subject-verb error with their ears already ringing still realized the sentence was wrong. So even for those of you who swear up and down you're hopeless at grammar, chances are you're quicker at picking up on wonky phrases than you think.What does this all mean? "Our study lends evidence to the long-standing idea that humans can process the grammar of their native languages without actually needing to be aware of the grammar," says lead author Laura Batternik, PhD, a neurologist at the University of Oregon. "You can think of that intuitively—when you're speaking English you don't need to consciously remember all the grammar rules, you're just following them." It also might explain why it's so HARD to remember all the grammar rules of a second language, Batternik says. Since we aren't raised hearing the language, we never get that intuitive brain response, which means we can only process grammar rules of a foreign language on a conscious level. I don't know about you, but I'll be using this research as an opportunity to finally let myself off the hook for never quite mastering the subjunctive tense, even after 10 grueling years of French lessons. And fellow grammar police, now's your chance to go on a correcting spree—science is on your side!Amanda First is an editorial assistant at Prevention, focusing on health, beauty, and lifestyle content. She graduated from Cornell University with a degree in English. (Getty Images)The term prescriptive grammar refers to a set of norms or rules governing how a language should or should not be used rather than describing the ways in which a language is actually used. Contrast with descriptive grammar. Also called normative grammar and prescriptivism. A person who dictates how people should write or speak is called a prescriptivist or a prescriptive grammarian. According to linguists Ise Depraetere and Chad Langford, "A prescriptive grammar is one that gives hard and fast rules about what is right (or grammatical) and what is wrong (or ungrammatical), often with advice about what not to say but with little explanation" (Advanced English Grammar: A Linguistic Approach, 2012). "There has always been a tension between the descriptive and prescriptive functions of grammar. Currently, descriptive grammar is dominant among theorists, but prescriptive grammar is taught in the schools and exercises a range of social effects."(Ann Bodine, "Androcentrism in Prescriptive Grammar." The Feminist Critique of Language, ed. D. Cameron. Routledge, 1998)"Prescriptive grammarians are judgmental and attempt to change linguistic behavior of a particular sort and in a particular direction. Linguists—or mental grammarians, on the other hand, seek to explain the knowledge of language that guides people's everyday use of language regardless of their schooling."(Maya Honda and Wayne O'Neil, Thinking Linguistically. Blackwell, 2008)The Difference Between Descriptive Grammar and Prescriptive Grammar:"The difference between descriptive grammar and prescriptive grammar is comparable to the difference between constitutive rules, which determine how something works (such as the rules for the game of chess), and regulatory rules, which control behavior (such as the rules of etiquette). If the former are violated, the thing cannot work, but if the latter are violated, the thing works, but crudely, awkwardly, or rudely."(Laurel J. Brinton and Donna Brinton, The Linguistic Structure of Modern English. John Benjamins, 2010)The Rise of Prescriptive Grammar in the 18th Century:"To many people in the middle decades of the eighteenth century, the language was indeed seriously unwell. It was suffering from a raging disease of uncontrolled usage. . . ."There was an urgency surrounding the notion of a standard language, in the eighteenth century. People needed to know who they were talking to. Snap judgments were everything, when it came to social position. And things are not much different today. We make immediate judgments based on how people dress, how they do their hair, decorate their bodies—and how they speak and write. It is the first bit of discourse that counts."The prescriptive grammarians went out of their way to invent as many rules as possible which might distinguish polite from impolite speech. They didn't find very many—just a few dozen, a tiny number compared with all the thousands of rules of grammar that operate in English. But these rules were propounded with maximum authority and severity, and given plausibility by the claim that they were going to help people to be clear and precise. As a result, generations of schoolchildren would be taught them, and confused by them."(David Crystal, The Fight for English. Oxford University Press, 2006)

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