

Instructions for Error Analyses of Compositions

Like the compositions, the error analyses must be done on computer and double-spaced, with accents done on the computer (not by hand). Keep the parts of the error analysis separate. Students who fail to follow the instructions will lose valuable points. Please be sure to turn in the marked-up, graded copy of your composition clipped to your error analysis. Make an appointment on my office door to meet and go over your completed error analysis by the end of next week.

Line numbers: Number each line (not sentence) on your composition. Number continuously through the composition (i. e., if page one has 24 lines, then the first line on p. 2 will be line 25). Refer to these line numbers in your error analysis.

Part I: Address the errors you can correct using dictionaries, grammar books, and corrections on past compositions. Type the line number and the errors made on that line. Copy each error (not the whole sentence unless the whole sentence is marked), then write the correction. Briefly explain the type of error (spelling, word choice, grammar, or syntax). *Devote a separate entry (and a separate line) to each correction, repeating the line number where necessary. Put the explanation in parentheses at the end of the entry. There is no need to list the same correction of spelling, capitalization, or word choice more than once.*

Examples:

Line 10. Elle aller à l'école / Elle va à l'école (Needed to conjugate verb.)

Line 12: Elle dit à elle. / Elle se dit. (Wrong pronoun and wrong position; need reflexive)

Line 12: M. Dupont/Monsieur Dupont (No abbreviations at the beginning of sentence.)

Line 14: Elle a pensé. /Elle pensait (Need imperfect to describe state of mind in past.)

Line 14: qu'elle doit se couche /qu'elle devrait se coucher.

(Need conditional form of devoir. Need infinitive following devoir b/c can't have 2 conjugated verbs next to each other.)

Line 15: pour retourner le livre/ pour rendre le livre (Rendre expresses "to give back" an object.)

Line 16: elle connaît conduire/ elle sait conduire (Savoir is used to express to know how to do something; connaître means to be familiar with someone or something.)

Line 17: Il est un ouvrier d'usine/C'est un ouvrier d'usine (C'est, NOT il est, is used with être before modified nouns, including nouns preceded by an article)

Line 18: Les allemands /Les Allemands (words describing nationality or religion are capitalized when used as nouns)

Line 18: Les allemands ne sont pas tout méchants/Les Allemands ne sont pas tous méchants (When used as an adjective, tout agrees in number and gender with the noun it modifies)

Line 19: des vrais ouvriers/de vrais ouvriers (the partitive des becomes de before a plural adjective that precedes the noun)

Line 20: Elle a tombé en amour avec chrétien/Elle est tombée amoureuse de Christian (wrong auxiliary verb; anglicism; wrong preposition; misspelled name)

Line 21: Son nez le fait timide/le rend timide (use rendre with adjectives, faire with verbs)

Line 22: Il serait un beau homme/Ce serait un bel homme (C'est, NOT il est, is used with être before modified nouns, including nouns preceded by an article; adjective-noun agreement: beau becomes bel before non-aspirated h or vowel)

Line 23: Ils forment un triangle d'amour/un ménage à trois (anglicism)

Part II: List any errors you cannot correct. Type the line number and the error. If you are at a total loss how to express a particular idea in French, explain what you mean in English. This section should be reserved only for words or structures you cannot figure out on your own. *Leave space for me to add the corrections.*

Part III: Review your errors. List the five or six most common types of errors you make most frequently, including the four most common grammar errors. (*Do not simply put "word choice."*) Types of errors to watch for:

- noun-verb agreement
- noun-adjective agreement
- verb conjugation (what kinds of mistakes?)
- use of tenses (esp. distinction between passé composé and imperfect)
- need for a preposition + infinitive following a conjugated verb
- need for subjunctive (vs. indicative or infinitive)
- choice of articles (esp. definite vs. indefinite, des vs. de) & gender
- prepositions (choice of & need to repeat prepositions in a series)
- anglicisms (use of false cognates & literal translation of English expressions into French)
- word order (esp. placement of pronouns, adverbs, and adjectives)
- wordiness & convoluted syntax
- spelling, accents, capitalization

4. **Part IV:** Look over your other graded compositions for this course and assess your writing to date. Do you see improvement in content, organization, grammar, vocabulary, and mechanics? Which areas still need the most attention? You should indicate specific types of grammar errors that you need to work. This overview will help you become more aware of areas in need of improvement.