SEMICOLON USE

Purpose: Upon completion of this activity, student will understand the four uses of the semicolon. **This DLA should take approximately 45 minutes to 1 hour to complete.**

1. Go to the WRC reception desk and check out *The Little, Brown Handbook* (hardcover). You will need a student ID card or a driver’s license to check this book out.
2. Read about semicolons. To locate, please see the index.

3. Respond to the following:

   A. List the four uses of the semicolon:

   1) ________________________________________________________________

   2) ________________________________________________________________

   3) ________________________________________________________________

   4) ________________________________________________________________

   B. Semicolons can join two independent clauses: TRUE FALSE

   C. List the differences between the comma, the semicolon, and the colon:

   1) The comma _______________________________________________________

   2) The semicolon ___________________________________________________ 

   3) The colon _______________________________________________________

4. Complete the exercise on the next page.

5. Finally, take the book, this sheet, and your completed exercises to a tutor or instructor on duty for a review of your work. Ask this person to sign below.

_________________________  ________________________
Signature                   Date
Edit the following paragraphs to correct problems with semicolons. You may need to add semicolons or you may need to delete unnecessary ones. There are seven corrections to make. Exercise taken from Developmental Exercises to Accompany A Writer’s Reference 6th ed.

Every runner dreams of winning both individual and relay medals at the Olympics, in 1972, Cheryl Toussaint was no exception. When she did not make the individual finals; she pinned her hopes on the relay race. Her teammates on the American team were ready. The relay was Chery’s last chance to win a medal, unfortunately, it seemed that everything was against her.

Cheryl began the third leg of the qualifying heat with runners ahead of her. Then a runner in front of her fell. As Cheryl dashed around her, another runner stepped on the heel of Chery’s left shoe, so Cheryl was running with her shoe half on and half off. She needed to stop and pull the shoe on, but she knew two things: She would lose valuable time, and this was her team’s last change to qualify for the finals. She kept running, very soon the shoe flew up in the air. Cheryl wondered whether the shoe would hit anyone, whether the TV viewers could see her bare foot, and whether the people in the stands had noticed. But she ran on, passing the other runners. Her team qualified for the finals that day, and in the finals, Cheryl and her teammates won silver medals.

Cheryl remembered her very first run, at which she hadn’t even known how to start, her first “real” race, at which she’d crawled to the finish line, and her most recent one at which she’d failed to qualify for the 800-meter run. She could laugh about all those memories now, for she and her teammates were Olympic winners.

Back home, Cheryl kept to her plans: graduating from college, getting a job in the Federal Reserve Bank’s management training program, and starting to train for the next Olympics. She knew that nothing would ever mean as much to her again as track, it allowed her to achieve the highest goal of the amateur athlete—the Olympics.