

## Self-Edit Checklist

### Organization

- Introductory paragraph introduces ideas in an interesting way and concludes with thesis
- Topic sentences control paragraphs by developing argument
- Topic sentences do not introduce plot or use quotes

### Argument and Ideas

- Includes thesis/main argument in the introductory paragraph
- No redundant summaries of plot
- Textual evidence is:
  - Necessary to prove/support argument
  - Analyzed by dealing with the language of the quote
  - Not used to prove plot development
- No sentences that state, in one way or another, “There are similarities but there are also differences.”

### Diction

- Active, not passive voice of verbs (is shown, are seen, is used)
- No imprecise words (things, stuff, seems, etc.)
- No colloquial words (totally, really, So then. . . ., etc.)
- No contractions (don't, isn't)

### Sentence Fluency

- Varied, purposeful sentence beginnings: ex: Now, After a while, Because of this, Nevertheless, Consequently, However, On the other hand, Therefore,
- Easy to read aloud
- Quotes are integrated with commas or colons.
- Quotes longer than three lines should be indented and do not need commas.
- Varied sentence length and beginnings

### Formatting (MLA—I have handbooks in the back)

- Times New Roman 12 pt. font (including title) and 1 inch margins
- Titles of movies and novels are *italicized* or underlined (not both)
- No spaces between paragraphs or between title and first sentence
- Works cited page (on separate, last page and double spaced)
- Correct parenthetical citation ex: Holden states, “I sort of *miss* everybody I told about” (Salinger 214).

## Peer Feedback Letter (15 Points)

1. Read the essay for content, not making any marks on the essay yet. Once you have read the essay once, respond to following questions in **a typed letter addressed to the author** (print two copies—one for the writer, and one for me):
  - a. What areas did you enjoy reading (what worked, what was strongly argued and proven)? What is do you think the point is? (or what is the “so what” argument)
  - b. What areas did you want to read more about, what areas need to be developed further, or where did you “get lost”? (Does the writer need to integrate more quotes, analyze that language of the quotes, or focus on one part that is lacking)
  - c. What parts confused you or were vague? How could they clarify them? What could the writer add to clarify or explain?
  
2. Read the essay a second time, this time focusing and marking:
  - a. Mechanics issues (commas, quotes, periods, etc.)
  - b. Subject and verb agreement; active vs. passive voice
  - c. Run-ons and sentence fragments
  - d. MLA formatting problems