



1301 Editing

Content and Development

- Check for the following elements in the introduction:

Interesting lead-in

Thesis

*Map (gives the main point of each body paragraph)

*Optional

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Body Paragraphs

Topic Sentence (central idea/focus of paragraph)

Major Detail

Supporting Details/Examples

Major Detail

Supporting Detail/Examples

Concluding Sentence (states the significance of the paragraph, reflects on the content, or makes a connection)

* Connect ideas within and between paragraphs with transition words/phrases

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Conclusion

Signal Word (Transition)

Summary – (restate thesis in different words “echo” the thesis statement)

Significance – Restate Main Topics/Points of Essay (not a list)

Speed Change – Final Sentence (connect to lead if possible)

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Make sure:

No details are repetitive

Supporting details or examples are specific

(SHOW -- DON'T JUST TELL -- THE READER)

Improving Sentence Structure

- If you have a sentence that begins with one of the following words: It, This, That, There, Here – rewrite the sentence.
- Make sure that sentence structure is varied. (simple, compound, complex etc. . .)
- Combine short, simplistic sentences.
- Avoid fragments, run-ons, and fused sentences.

(Refer to pp 340-342 and 346-347 in text.)

Use Third Person

NEVER use the following pronouns:

You Your Yourself

Avoid first person *unless using a pertinent personal example.*

I Me We Us Our

***For the comparison/contrast essay, you WILL use first person since you are writing about yourself in addition to another person**

DO USE Third person:

They One A Person He She

Do Not Use Contractions

- Spell out all contractions

Can't = can not

Won't = will not

Shouldn't = should not

Commas

- Check for coordinating conjunctions:

For And Nor But Or Yet So

If you have a complete sentence on each side of the coordinating conjunction, then add a comma before it.

**DO NOT BEGIN SENTENCES WITH A
COORDINATING CONJUNCTION!!**

- Use a comma after introductory phrases and between items in a series:
(Refer to pp 352-355 in text.)

Apostrophes

- Check apostrophes in plurals and possessive nouns.
 - The possessive form of a singular noun is usually made by adding an apostrophe and an s.
 - The possessive form of plural nouns ending in s is made by adding just an apostrophe.
 - For plural nouns not ending in s, add an apostrophe and an s.

(Refer to pp 362-363 in text.)

Semicolons

- Check all the semicolons in your paper.

Make sure the semicolon is used in one of the following ways:

1. To join two complete sentences
2. To join two complete sentences using a conjunctive adverb (however, furthermore, etc. . .)
3. To separate a series that already uses commas

(Refer to pp 355-356 in text.)

Subject-Verb Agreement

- Subjects and verbs should agree in number.
- Singular subjects go with singular verbs.
- Plural subjects go with plural verbs.
- Verb tenses should be consistent throughout.

(Refer to pp342-344 in text.)

Pronoun/Antecedent Agreement

- A pronoun and its antecedent must agree in number. (The antecedent is the word to which the pronoun refers.)
 - Use a singular pronoun to refer to such antecedents as *each, either, neither, one, anyone, anybody, everyone, everybody, somebody, another, nobody, and a person.*

(Refer to pp 345-346 in text.)

FINAL DRAFT

COVER PAGE (TYPED and Single Spaced in 12-point font)

Title of Paper(Do not underline or put in quotations)

Your Name

English 1301

Fall 2015

Date

OUTLINE

Refer to class handout and/or p. 44 in text

FINAL DRAFT

TYPED, DOUBLE-SPACED, 12 POINT FONT

BE SURE TO INDENT ALL PARAGRAPHS FIVE SPACES

PLACE A HEADER ON EACH PAGE WITH YOUR LAST NAME AND PAGE NUMBER

Attach rough draft and planning to the back