

Writer: \_\_\_\_\_ Editor: \_\_\_\_\_

Essay Title: \_\_\_\_\_

**Directions:** You are required to review three main components of the essay. Check off only what has been correctly completed.

- First Read (guidelines):** Check required MLA guidelines as stated below.
- Second Read (Mechanics):** Review each sentence of the essay and highlight errors from the essay mechanics below. Do not read each sentence, simply look for the problems.
- Third Read (Style):** Carefully read each paragraph and complete the checklist as you go.

**Essay Guidelines**

- Typed on one side of plain white paper
- Used 12 pt. black font throughout paper
- Used Courier or Times font only
- Double-spaced entire paper
- Do not double-space between paragraphs
- Margins are 1 inch – top, bottom, left, right
- Name, teacher, period, & date in upper left corner
- Student’s last name & page number in upper right corner of each page
- Indents (tab once) before each paragraph
- Original title centered, typed in required font (no bold, italics, underlined, etc.)

**Essay Mechanics**

Highlight the following mistakes in each sentence. When you are finished highlighting, check off below what is missing from essay.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Contractions (i.e. don’t, won’t, etc.)</li> <li><input type="checkbox"/> spelling errors</li> <li><input type="checkbox"/> sentences beginning with “so”</li> <li><input type="checkbox"/> personal pronouns (I, you, me, my, we, us, our)</li> <li><input type="checkbox"/> slang/inappropriate words</li> <li><input type="checkbox"/> weak descriptive words (i.e. nice, fun, things, good, etc.)</li> <li><input type="checkbox"/> a key word repeated in the paragraph</li> <li><input type="checkbox"/> commas, periods, &amp; quotations used incorrectly</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> a word used twice in a sentence, not including and, the, etc.</li> <li><input type="checkbox"/> a person’s name used more than 3x per paragraph</li> <li><input type="checkbox"/> the pronoun he, his, him, she, her used more than 3x per par.</li> <li><input type="checkbox"/> past tense words (i.e.) words ending in –ed, -en, -d, -n, -t)</li> <li><input type="checkbox"/> passive voice – to be verbs (am, is, are, was, were, has, have, had, be, been) (i.e. is walking etc.)</li> <li><input type="checkbox"/> the word “was” or “had” are other past tense indicators</li> </ul> |
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**Essay Style**

**Introduction Paragraph:**

- (TS) First sentence: addresses the general topic of the paper in an insightful and interesting manner. Needs to be interesting enough to grab your attention (quote, fact, statement).
- (CX) Second sentence: Author, Title of novel and character(s) are clearly introduced with a general overview of plot summary, connected to theme cited in thesis.
- (CM) Third sentence: Main ideas to be presented later in body paragraphs are clearly introduced and flow smoothly with plot development. A comfortable bridge to the thesis.
- (TH) Final Sentence: further clarifies the focus on the body paragraphs and states an opinion as to the outcome. needs to address the prompt and includes three supporting ideas that follow the order: 2<sup>nd</sup> strongest = 1<sup>st</sup>, weakest = 2<sup>nd</sup>, 1<sup>st</sup> strongest = 3<sup>rd</sup>.

Suggestions: \_\_\_\_\_

**Body Paragraph #1:**

- (TS) First Sentence uses a transition word and explains the focus of the paragraph as one supporting detail from the thesis.
- (CX) Before 1<sup>st</sup> quote, there is a sentence introducing the context (situation) of the quote.
- (CD) First example is a quote and is properly integrated (introduced) with own words or is a paraphrase. Does not use the phrase “In this quote” or “To quote”.
- At the end of the quote or paraphrase, the page number is properly referenced – (614).
- (CM) Following 1<sup>st</sup> quote is a sentence to two explaining what this quote proves/shows in terms of the topic sentence. This is an analysis not a summary.
- (CX) Before the 2<sup>nd</sup> quote, there is a sentence introducing the context (situation) of the quote.
- (CD) Example is a quote and is probably integrated (introduced) with own words or is a paraphrase.
- At the end of the quote or a paraphrase, the page number is properly referenced – (615).
- (CM) Following 2<sup>nd</sup> quote is a sentence explaining what this quote proves/shows in terms of the topic sentence.

\_\_\_(CS) Uses a transition word and closes argument stated in topic sentence, relating this to the thesis statement.

\_\_\_PROBLEM: Quote (1 or 2) is off the topic and does not support TS of paragraphs or thesis statement.

\_\_\_PROBLEM: Commentary (1 or 2) does not effectively communicate what is trying to be explained or stated.

\_\_\_PROBLEM: More detail or explanation needed, especially in CX sentence.

### **Body Paragraph #2:**

\_\_\_(TS) First sentence uses a transition word and explains the focus of the paragraph as one supporting detail from the thesis.

\_\_\_(CX) Before 1<sup>st</sup> quote, there is a sentence introducing the context (situation) of the quote.

\_\_\_(CD) First example is a quote and is properly integrated (introduced) with own words or is a paraphrase. Does not use the phrase “In this quote” or “To quote”.

\_\_\_At the end of the quote or paraphrase, the page number is properly referenced – (214).

\_\_\_(CM) Following 1<sup>st</sup> quote is a sentence or two explaining what this quote proves/shows in terms of the topic sentence. This is an analysis and not a summary.

\_\_\_(CX) Before 2<sup>nd</sup> quote, there is a sentence introducing the context (situation) of the quote.

\_\_\_(CD) Example is a quote and is properly integrated (introduced) with own words or is a paraphrase.

\_\_\_At the end of the quote or paraphrase, the page number is properly referenced – (215).

\_\_\_(CM) Following 2<sup>nd</sup> quote is a sentence explaining what this quote proves/shows in terms of the topic sentence.

\_\_\_(CS) Uses a transition word and closes argument stated in topic sentence, relating this to the thesis statement.

\_\_\_PROBLEM: Quote (1 or 2) is off the topic and does not support TS of paragraphs or thesis statement.

\_\_\_PROBLEM: Commentary (1 or 2) does not effectively communicate what is trying to be explained or stated.

\_\_\_PROBLEM: More detail or explanation needed, especially in CX sentence.

Suggestions: \_\_\_\_\_

### **Body Paragraph #3:**

\_\_\_(TS) First sentence uses a transition word and explains the focus of the paragraph as one supporting detail from the thesis.

\_\_\_(CX) Before 1<sup>st</sup> quote, there is a sentence introducing the context (situation) of the quote.

\_\_\_(CD) First example is a quote and is properly integrated (introduced) with own words or is a paraphrase. Does not use the phrase “In this quote” or “To quote”.

\_\_\_At the end of the quote or paraphrase, the page number is properly referenced – (117).

\_\_\_(CM) Following 1<sup>st</sup> quote is a sentence or two explaining what this quote proves/shows in terms of the topic sentence. This is an analysis and not a summary.

\_\_\_(CX) Before 2<sup>nd</sup> quote, there is a sentence introducing the context (situation) of the quote.

\_\_\_(CD) Example is a quote and is properly integrated (introduced) with own words or is a paraphrase.

\_\_\_At the end of the quote or paraphrase, the page number is properly referenced – (118).

\_\_\_(CM) Following 2<sup>nd</sup> quote is a sentence explaining what this quote proves/shows in terms of the topic sentence.

\_\_\_(CS) Uses a transition word and closes argument stated in topic sentence, relating this to the thesis statement.

\_\_\_PROBLEM: Quote (1 or 2) is off the topic and does not support TS of paragraphs or thesis statement.

\_\_\_PROBLEM: Commentary (1 or 2) does not effectively communicate what is trying to be explained or stated.

\_\_\_PROBLEM: More detail or explanation needed, especially in CX sentence.

Suggestions: \_\_\_\_\_

### **Conclusion Paragraph:**

Note: A good conclusion should always draw some larger conclusion while still finishing the writer’s thoughts on the lesson learned, character, theme, etc.

\_\_\_1<sup>st</sup> sentence begins with a transition word like: ultimately, because, despite, although. This should profoundly evaluate the thesis (reworded thesis, not exact words) usually addressing who the character has become, or how the theme has evolved.

\_\_\_2-3 sentences, clarifies significance of why author chose to produce theme through supporting details mentioned above, or what is learned from this.

\_\_\_Last sentence relates to or states the title of the novel. Touches upon what greater lesson can be learned from main characters’ struggle or theme, from novel. Brings you back to significance of the introduction TS.

\_\_\_PROBLEM: Bring up another subject or topic instead of ending essay.

\_\_\_PROBLEM: A weak point which should be re-written.

\_\_\_PROBLEM: Uses a cliché.

Suggestions: \_\_\_\_\_