English 098 Prof LOverman

## Essay Response Checklist

The following aspects of this paper tend to detract from its effectiveness. Please note the aspects are listed in roughly descending order of importance. See also the marginal comments I've written on the paper for specific suggestions or notes. Note: I may not mark all errors; after I have marked several errors of one kind, I will stop marking them.

When you revise this paper, I would suggest working on the following elements: \_Amount of support \_\_\_adding more quotations from the text(s) being examined in order to demonstrate the arguments adding more research (if assignment calls for research) Use of outside materials: \_\_\_reducing "dumped" quotes \_\_\_improving grammar when incorporating quotations into sentences \_\_\_\_fair identification of source material (quotes or paraphrase) \_\_\_Clarity of content \_\_\_Amount of analysis \_\_\_Focus (thesis) of essay Thesis statement \_\_\_Depth of content \_\_\_Length of paper, by adding either more sections or more detail to existing sections \_\_\_Concluding paragraph Organization (structure/arrangement) of paper \_\_\_\_Effectiveness of paragraph structures \_\_\_Transitions between ideas or between paragraphs \_\_\_Style-varying lengths and patterns of sentences \_\_\_Style-varying methods of incorporating quotations into sentences \_\_\_\_Reducing "clutter" or "fat" in sentences \_\_\_Incorporating more precise/clear wording or sentences \_\_\_Incorporating fresh word choices \_Grammar. Specifically: \_\_\_comma splices; \_\_\_fragments; \_\_\_subject-verb agreement; \_\_\_pronoun agreement; \_\_\_mixed or illogical constructions; \_\_\_dangling modifiers; \_\_\_faulty parallelism; \_\_\_fused (run-on) sentences; \_\_\_other: \_\_\_Mechanics. Specifically: \_\_\_commas; \_\_\_semicolons and/or colons; \_\_\_apostrophe errors; \_\_\_spelling; \_\_\_quotation marks; \_\_\_other: \_Documentation. Specifically: \_\_\_Works Cited; \_\_\_in-text citations; \_\_\_correct

form/placement/punctuation