

## CHECKLIST TO REVISING ENGL 1100 AND 1120 PAPERS

Answer the questions below as they apply to your ENGL 1100 or 1120 paper. Begin with the first questions about content and organization, and save the proofreading until last. Revise your paper accordingly.

1. Does the paper fulfill the objective or answer the question on the assignment sheet? Look back at your assignment sheet. Focus particularly on the verbs your teacher uses. Are you supposed to “compare,” “describe,” “evaluate,” “persuade,” or achieve some other purpose?
2. Does your paper have a clear thesis statement? The thesis should announce the topic and what you intend to argue about this topic. Is your thesis an arguable assertion that is strongly worded? Some teachers want the thesis stated explicitly in the paper; others prefer to have it implied.
3. Do the main ideas in your paper support your thesis? Does the paper include any information that is not related to your thesis? Is the terminology in your thesis adequately defined for your readers? Outline your paper, and relate each section to the thesis.
4. Are your ideas supported with evidence? Look for details, examples, and personal anecdotes in papers that do not require research. Look for quotes or paraphrase if research is required. Be sure that the evidence is related to the point you are trying to make in the paragraph.
5. Is the paper coherent? Does your own logic determine the structure of the paper? Ask yourself why you put each paragraph where you did. Does each paragraph have a topic sentence? Is the information included in a particular paragraph clearly related to the topic sentence? Are the paragraphs linked to each other so that they seem to follow logically one from the other?
6. Are the quotes and paraphrases—if any are required—incorporated smoothly into the paper? Are the quotes integrated logically and grammatically into the paragraphs and sentences? Keep quotes as brief as possible; do not use them as padding.
7. Does the introduction justify interest in your topic? The introduction should focus your argument and often, but not always, will contain your thesis statement. It should not contain broad, general statements. For example, “All sorts of people have different opinions on abortion” is not a good introductory statement because it is too general and does not give your reader enough information about what the paper is about.
8. Does your conclusion tie up the rest of the paper?
9. Have you proofread your paper carefully? Have you checked your quotes for accuracy? Have you checked for spelling and punctuation errors? Be sure to use spell-check, but then proofread yourself as well. Do not rely on grammar-check programs.