**Complete Paper Editing**

**FORMATTING**

* Take a ruler and MEASURE the **margins** (top, bottom and side). They should be 1”.
* **Times New Roman, 12** point font, **double spaced**
* On the left side, there should be a **Heading** with your name, teacher’s name, class information, and date.
* The **title** of the essay should be centered but otherwise look exactly like the rest of the paper.
* The title should be original. (ie. Research Paper cannot be your title.)
* Remove extra “enters” from the keyboard. **NO extra spacing** after the heading before the title, or after the title before the intro, or between paragraphs.
* Each page after the first should have **pagination** with your last name and page number on the top right.
* **Section headers** should be bolded and flush with the left margin.
* **Parenthetical** **citations** should offer either an author’s last name or the title of an article in quotation marks as well as page numbers if appropriate.
* Check the **works cited/consulted pages**: titles centered at top, hanging indention used on all entries, double spaced, alphabetical order.
* The **visual** should be correctly formatted: different font, appropriately placed, cited.

**UNITY AND COHERENCE**

* Find the **claim**. Does claim answer the research question?
* Look at the **introduction**. Does it set up the issue, give a little background, explain why the issue is important to write about, and transition into a well-developed claim?
* Now make sure that the development of each **body paragraph** follows the purpose of the claim. Identify the **topic sentences** for each paragraph. The topic sentences should offer transitions among ideas and make arguable sub-claims that directly link to the writer’s main claim.
* Now read the **conclusion**. It should offer NO repetition of what is in the paper. (Think about it. The writer has already presented a thesis and elaborated on these ideas. Why repeat?! The conclusion should work as the final reflection of the study.) If it does offer *any* repeated ideas, make a note “Do not repeat ideas in conclusion.”

**EVIDENCE/CLAIMS**

* Read the paper. Has the writer used **support** for his/her claims? Because this is a researched argument, primarily the writer’s opinion should be supported by outside data. The writer should have included specific **details** based on what he/she has observed or experienced, in addition to what he or she has read. If not, make a LARGE notation for him/her to ADD support.
* Has the author appropriately **cited** quotes, paraphrases, and ideas taken from sources? Check that each parenthetical citation has a corresponding entry on the works cited page.
* Are there any **logical fallacies**?
* Is the graphic or **visual** relevant to the main claim of the paper?

**EDITING/PROOFREADING**

* Are there any **run-ons, fragments**, or **comma splices**? Are **commas, semi-colons**, and **colons** used correctly? Are **quotations marks** used correctly?
* Are the labeled **rhetorical devices** effective? Make sure that the writer has a purpose for the device other than “the teacher made me do it.”
* This paper may use first person **pronouns** (I, me, my, myself, we, our, ourselves, us) or NOT second person pronouns (you, your, yourself) except in direct quotes.
* Look for any use of the same words in close proximity. This is a violation of “WT = **word territory**.” Words are weakened when they are overused. Mark these!
* Look for extra, **unnecessary words**. Help the writer cut out the fluff. Are there any sentences that could be restated for clarity?
* Watch for **word choice**. This is a FORMAL paper for an ACADEMIC audience. The language should reflect this. (Example: “stuck up” should be changed to “conceited”) NO use of slang.
* Highlight any use of the word “**thing**” (anything, everything, things, stuff, alot, a lot) in this paper other than in direct quotes. The writer will need to change these nebulous words.
* Circle any **contractions** (other than those in direct quotes!). Your writer will need to write these out. (Ex: couldn’t = could not)
* See if the writer has said “**this means that**” or “what the quote says” after a quote. Mark out these words to edit the sentence to what it DOES say.
* Mark out “**there is/there are**” structures ANYWHERE (other than direct quotes). All this does is delay the subject.
* Circle ALL “**to be**” verbs. (See list below.) The writer will need to work to replace these verbs.

**STYLE**

**Use Alternative Words for “Says”**

Accept, Accuse, Acknowledge, Admit, Advertise, Affirm, Agree, Allege, Announce, Answer Confess, Confide, Confirm, Contend, Continue, Declare, Defend, Demand, Hint, Observe, Offer

**Replace “To Be” verbs**

* to be **(is, am, are, was, were, be, been, being**)
* to become (any variation of **become**)
* to seem (any variation of **seem**)
* **look, smell, appear, prove, sound, remain, taste, grow, feel**

**Alternatives for “Be” Verbs**

* Check first for passive voice—any past tense helping verb following by a past tense action verb. If you find that construction, simply put the subject at the beginning of the sentence—make sure the Subject is doing the Action.
* ie. *I was driven to the mall.* The past helping verb “was” plus the past action verb “driven” equals passive voice. Put the subject in the driver’s seat. ie. *Sarah drove me to the mall.*  Now you have eliminated the “be” verb.
* Check for linking verbs and rewrite. ie. *Sally is pretty.* Rewrite a more interesting sentence. ie. *Sally’s clear green eyes and fresh pink cheeks illuminate the room.*