

REVISING CHECKLIST

1. Is the thesis idea intelligent and clearly stated?
2. Is the main idea of every paragraph directly related to the thesis?
3. Is every paragraph fully developed, with plenty of specific examples or illustrations relating to the topic sentence?
4. Do all of my ideas flow coherently? Is every transition easy to follow? Are there perhaps too many transitions?
5. Is every word, every sentence, completely clear?
6. Is every sentence well structured and accurately worded?
7. Is my introduction pleasing? Does it make clear what the paper will be about without giving all the content away?
8. Is the concluding sentence emphatic or at least convincing?
9. Have I accomplished my purpose? Does the paper make the point I set out to prove?
10. Have I used formal English throughout (if required)?
11. Is the manuscript form acceptable?
 - a. Have I skipped three lines between the title and the first line of the essay?
 - b. Have I double-spaced throughout?
 - c. Did I leave at least one-inch margins on all sides, including top and bottom?
 - d. Have I prepared a title sheet (if requested to do so)?

PROOFREADING CHECKLIST

1. Have I mixed up any of these easily confused words?

its / it's

their / they're / where

lie / lay

effect / affect

suppose / supposed

out / are

your / you're

woman / women

use / used

to / too / two

prejudice / prejudiced

then / than

who's / whose

accept / except

cite / site

2. Have I put an apostrophe appropriately in each of my possessive nouns?
3. Have I carelessly repeated any word?
4. Have I carelessly left any words out?

5. Have I omitted the first or final letter from any words?
6. Have I used the proper punctuation at the end of every sentence?
7. Have I spelled every word correctly?

TRANSITIONAL TERMS FOR ALL OCCASIONS:

TO CONTINUE TO A NEW POINT: next, second, third, besides, further, finally

TO MAKE AN ADDITIONAL TO A POINT: too, moreover, in addition, for example, such as, that is, as an illustration, for instance, furthermore

TO SHOW CONTRAST: but, still, on the other hand, nevertheless, however, conversely, notwithstanding, yet

TO SHOW SIMILARITY: too, similarly, in the same way, likewise, also

TO EMPHASIZE: again namely, in other words, finally, especially, without doubt, indeed, in short, in brief, primarily, chiefly, as a matter of fact, no doubt

TO SHOW CAUSE AND EFFECT: therefore, consequently, as a result, accordingly, the, thus, so, hence

TO CONCLUDE A POINT: finally, in conclusion, to summarize, to sum up, in summary

LOOK FOR YOUR TYPICAL ERRORS

If you know that you often have problems with certain elements of punctuation or diction, be on guard for these particular errors as you examine each sentence.

1. Make sure that each sentence really is a sentence, not a fragment—especially those beginning with *because, since, which, that, although, as, when, or what*, and those beginning with words ending in *ing*.
2. Make sure that independent clauses joined by *indeed, moreover, however, nevertheless, thus, and hence* have a semicolon before those words, not just a comma.
3. Make sure that every modifying phrase or clause is close to the word it modifies.
4. If you know you have a problem with spelling, check every word and look up all questionable ones. Run your spelling checker if you are writing on a word processor.
5. Be especially alert for words that you know you consistently get wrong. If you are aware that you sometimes confuse words that sound alike (*its / it's, your / you're, their / they're / where, effect / affect*), check the accuracy of your usage. Remember that your spelling checker will not help you here.