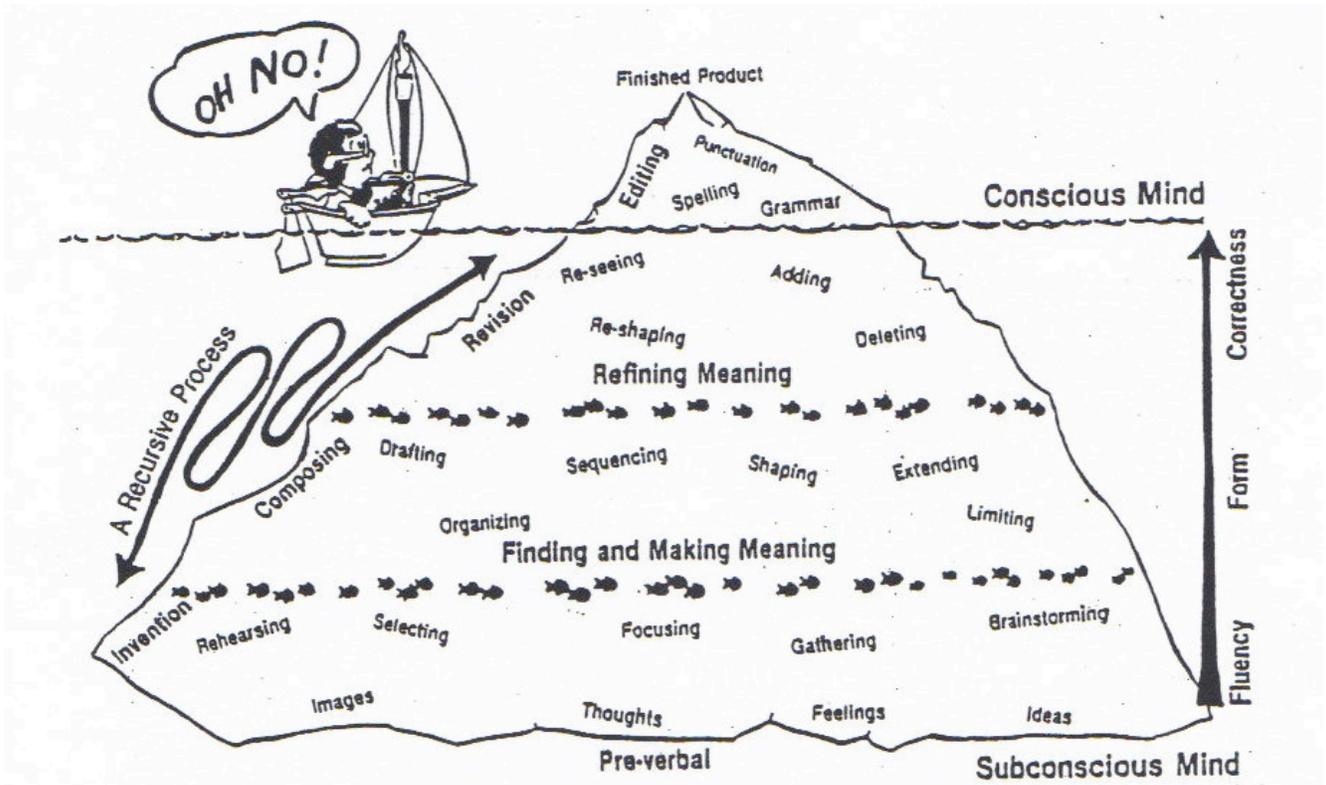


THE WRITING PROCESS:

The best writing is done, not last minute, but through a process using these stages:

- **Freewriting**: writing continuously letting thoughts unselfconsciously flow (often for about 10 to 20 mins) without regard to spelling, grammar, style etc., and no corrections are made. An excellent technique to push through writer's block and to explore a given topic.
- **Brainstorming**: is like freewriting in that you write down what comes to mind, but it is different because it is a list of words and phrases and not a string of sentences.
- **Journalist questions**: creating questions using: Who?, What?, When?, Where?, Why?, and How? Then, writing out sentences or phrases in answer, as they fit your particular topic.
- **Clustering/listing**: methods used to organize ideas. *Clustering* involves creating an informal map with your main idea in a center circle with the supporting ideas and evidence in circles connected to the main idea at the center. *Listing* is the most informal kind of outline in which you jot down your main points and possible supporting points and evidence.
- **Outlining**: a formalized, logical overview of an essay in "skeletal" form consisting of the thesis, the main supporting points, and the specific evidence used to illustrate and prove the supporting points.
- **Drafting**: using an outline and focusing on proving a main idea, compose the essay and include an introduction, body paragraphs and a conclusion. There will be multiple versions in the drafting stage as you get your ideas in the shape you want them to be.
- **Revising**: the larger elements of writing generally receive attention first—the focus, organization, paragraphing, content, and overall strategy. Revising usually deals with chunks of text longer than a sentence, and frequently can be quite dramatic. Whole paragraphs might be dropped, others added. Even the content might change dramatically, for the process of revising stimulates thought.
- **Editing/Proofreading**: checking such things as grammar, mechanics, and spelling. Don't edit your writing until the other steps in the writing process are complete.



WRITING AS A PROCESS NOT A PRODUCT

The iceberg diagram above gives a visual image of the writing process. Unfortunately, many “wreck” themselves by just focusing on the final product rather than process. This can give you writer's block and non-process writing is not going to be your strongest or best effort.

Pre-verbal, subconscious stage: The writing process doesn't start when you begin typing up your paper. The writing process begins as you start examining your feelings, thoughts, and ideas on a topic.

Invention: You move on next to invention as you start focusing your topic in your mind, gathering information as you discuss the topic with others, doing research, and brainstorming your thoughts using words and phrases.

Composing/Drafting: Then, you move onto composing/drafting. At this stage, you start getting ideas down on paper, extending some ideas, limiting others that aren't panning out. Many writers say that they didn't know what they thought until they saw what they thought. You might discover what you think as you write on a topic and your focus and argument might change and evolve as you write.

Revising: Once you have a draft of a paper, the writing process isn't over. The most important step is next: revising. Ask any professional writer and s/he will tell you that "the best writing is rewriting" (E.B White). In revising, you get to rework the ideas into a logical, clear, and creative paper. Revising involves global changes like moving paragraphs, deleting whole sections of text that aren't working,

and rewriting ideas to clarify them.

Editing: This is the final step. Unfortunately, many students have the false impression that this is the first and most important step. Editing is correcting sentence-level errors like spelling, punctuation and grammar. If you make the mistake and start out editing, you'll over-correct writing that may or may not make it into the final draft. Get your paper into the shape you want it and edit as a last step before you turn it in.

PLANNING:

A good early step in the writing process is planning. Access your writing situation by asking questions:

Subject: Is your subject worth writing about? How broadly can you cover the subject? Do you need to narrow it to a more specific topic? How detailed should you be?

Sources: Where will your information come from: Personal experience? Direct observation? Interviews? Questionnaires? Research? Course readings?

Purpose: Why are you writing: To inform readers? To persuade them? To entertain them? To call them to action? Some combination of these?

Audience: How well informed are your readers about the subject? What do you want them to learn about the subject? How interested and attentive are they likely to be? Will they resist any of your ideas? How sophisticated are your readers?

Length: Are you working with any length specifications? If not, what length seems appropriate given your subject, your purpose, and your audience?

Deadline: What is your deadline? How much time will you need to allow for the various stages of writing, including typing and proofreading the final draft?

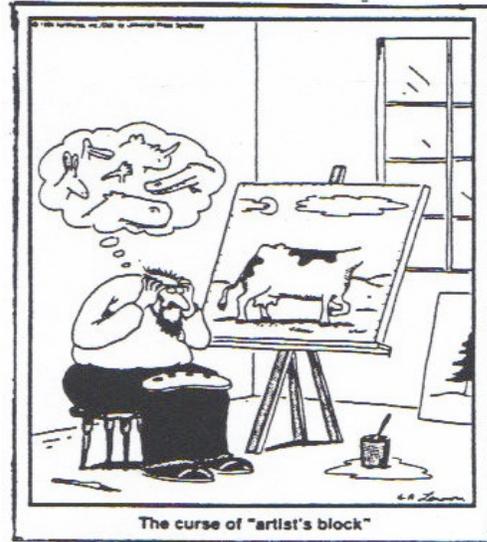
FREEWITING

A great place to begin after accessing the writing situation is *Freewriting*. Freewriting is writing continuously letting thoughts unselfconsciously flow (often for about 10 to 20 mins) without regard to spelling, grammar, style etc., and no corrections are made. This is an excellent technique to push through writer's block and to explore a given topic.

Since writer's block means that you aren't writing, one of the quickest ways to get around it is to write anything at all. You can write whatever you are thinking, feeling, wondering about, or trying to get *out* of your mind—just start writing. The only rule here is that you must *not* stop to correct spelling, grammar, or punctuation, or other parts of your writing. Set a time limit for yourself and just

keep writing. Let's say you were given the following writing assignment on the Gary Larson cartoon below:

Explain the intended humor of this Gary Larson cartoon. Why is it funny?



FREEWITING EXAMPLE

To help you get started, you might try freewriting first. Here is how some freewriting might look:

Okay—time to start writing—but what to write?? The cartoon is sort of funny, but so what? What could I possibly write about this? I really don't know. How am I going to write a whole paper on this! I thought it was funny, but I don't really know why. And I'll bet some people think it's stupid. What could I write? Maybe I could—no. Why do I think it's funny? Well, partly because I've been stuck just like the guy in the picture. I guess I kind of relate to him. But it's also funny because of the cow. I mean, anyone knows what a cow's head looks like, so why is this guy confused? Maybe that's why it's funny. He really shouldn't be confused. He hasn't even thought of a cow's head yet. I know some artists are tormented geniuses like Van Gogh but obviously not this guy. Also, I think the guy's appearance looks pretty strange. For artists I normally think of Michelangelo or Picasso, not this guy. He's really freaking out—bug-eyes—and he's just an overall strange looking guy. Also, he's making a big deal out of something so simple and obvious. I guess we all do that at one time or another. What about the caption? How does that add to the humor of it? I normally think of art as something more complicated than cows. Art is usually sort of lofty and grand and this cartoon seems to be making fun of that.

FREEWITING PRACTICE

Using the most recently assigned reading in this course, freewrite on it for 10-15 minutes. Do not stop to correct grammar or spelling; just write your reaction to and thoughts on what you have read:

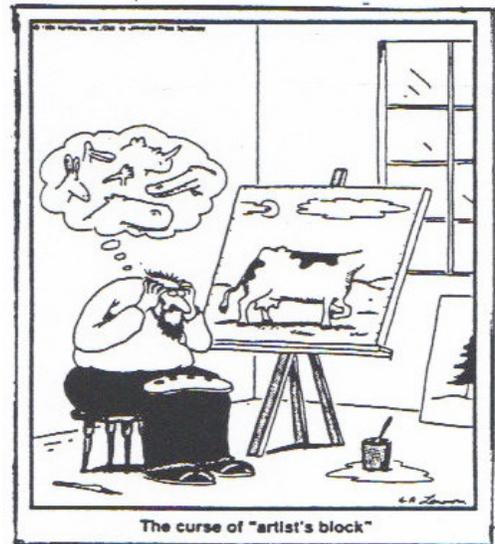
BRAINSTORMING

Brainstorming: Brainstorming is like freewriting in that you write down whatever comes to mind without stopping, but it is different because it looks more like a list of words and phrases than a string of sentences. Here's an example using "The Artist's Block" Gary Larson cartoon:

BRAINSTORMING EXAMPLE

Explain the intended humor of this Gary Larson cartoon. Why is it funny?

- cow with no head
- man stuck—can't think of a cow's head
- bug-eyes
- look of panic
- frustration—hands by head
- fat stomach—scraggly beard
- artists as tormented geniuses, like Van Gogh
- artists often face personal struggles
- other animal heads--obviously not the answer
- worrying over something simple—funny
- "artist's block"—usually "art" is higher-minded
- making fun of lofty and grand ideas of what art is



BRAINSTORMING PRACTICE

Focusing on the assigned reading you just did a 10-15 minute freewrite on, brainstorm your reaction to it:

JOURNALISTS' QUESTIONS

Asking questions: Another method used to gather ideas on a topic is to ask the “Journalists’ Questions” (who, what, when, where, why and how) which cause you to look at all aspects of your subject. Through answering these questions, you can discover interesting information that you can use for writing. One student, whose subject was the negative reaction in 1915 to D.W. Griffith’s silent film *The Birth of a Nation*, began exploring her topic with this set of questions:

Who objected to the film?

Where were protests most strongly expressed?

What were the objections?

Why did protesters object to the film?

When were protests first voiced?

How did protesters make their views known?

JOURNALISTS' QUESTIONS PRACTICE:

Examine your particular writing topic and create questions using the following question words. Once you begin answering your questions, you will have even more material you can use to make your argument.

Who

What

When

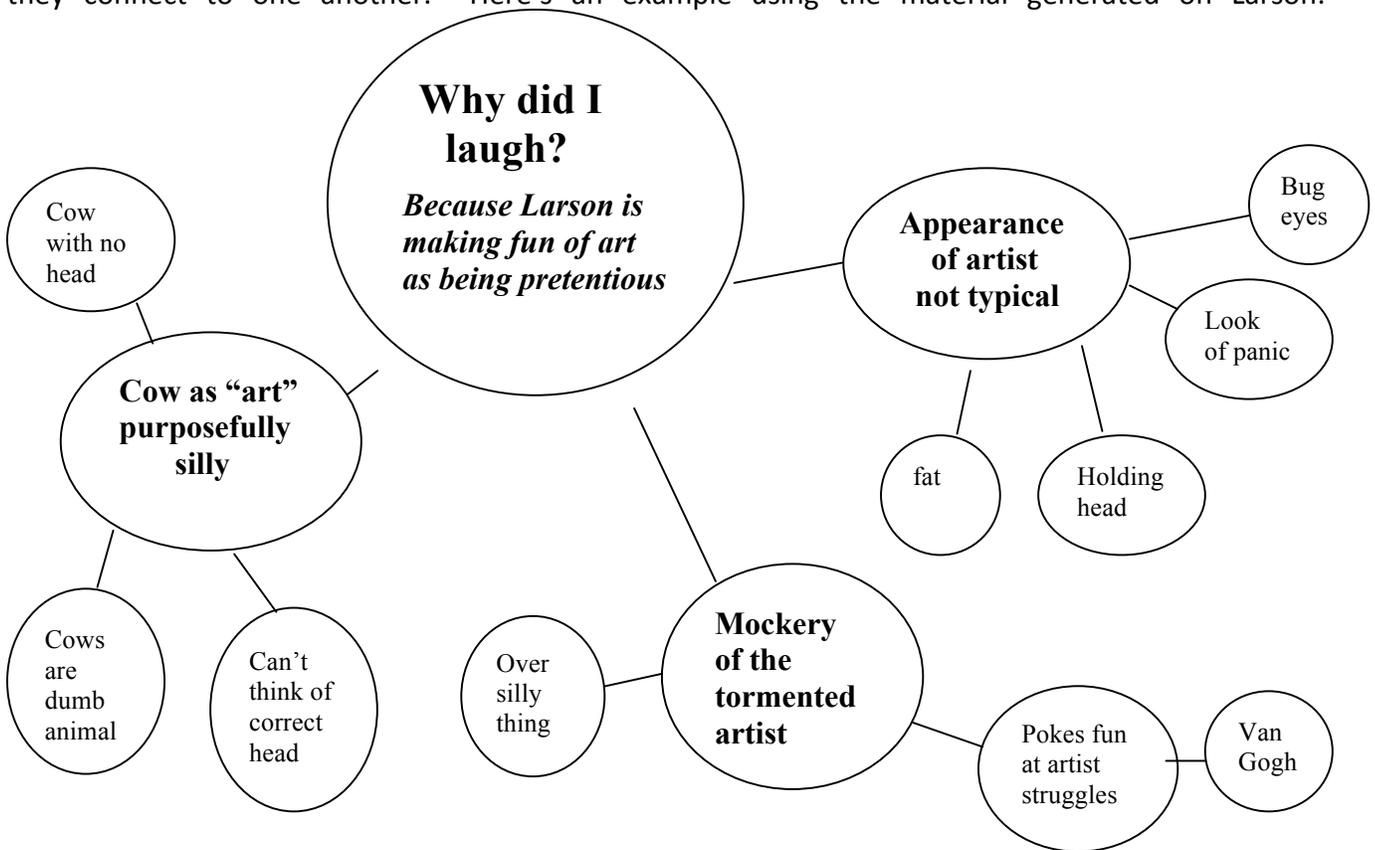
Where

Why

How

CLUSTERING

After you generate ideas on your topic (using methods like freewriting and brainstorming) you will want to select certain ideas and then categorize and organize your information. One technique to help you group your ideas is called clustering. It differs from brainstorming and freewriting in that what you create is an informal map. To create a cluster, first write down your writing prompt or your answer to the prompt (your rough thesis) and draw a circle around it. Then write down ideas that respond to the writing prompt and draw a circle around each new idea and connect them to the center. Clustering provides a mental picture organizing the ideas you generate and showing how they connect to one another. Here's an example using the material generated on Larson:



CLUSTERING PRACTICE:

Examine the ideas you have generated on the assigned reading. Now, look for ways to group your information into shared categories to create a cluster:

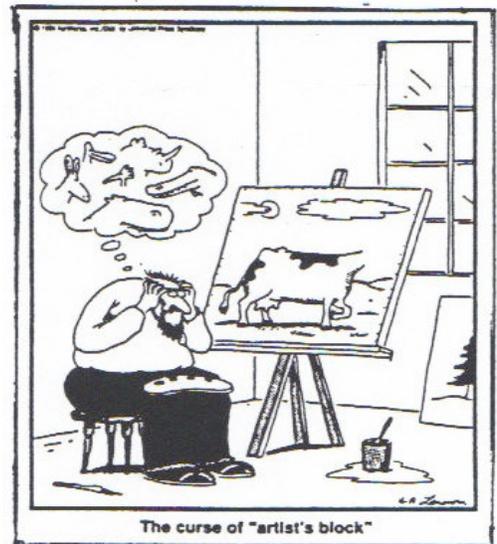
LISTING:

Another method used to organize your ideas is called listing. This is the most informal kind of outline in which you jot down your main points and possible supporting examples and details. This kind of outline is for you only, and you don't need to worry about making it more comprehensive if it does the job for you. Many students find this kind of outline helpful in taking timed essay exams because it is brief enough to occupy a very small space, and it doesn't take much time to produce. If we list our ideas in regards to the Larson cartoon instead of clustering them, here is how it might look:

Why did I laugh??

Because Larson is making fun of art as being pretentious

1. **Cow as "art" purposefully silly**
 - Cow with no head
 - Can't think of correct head
 - Cows are dumb animals to begin with
2. **Appearance of artist not typical**
 - frustration
 - bug-eyes
 - look of panic
 - holding head
 - fat
3. **Mockery of the tormented artist**
 - Over silly thing
 - Pokes fun at artist struggles
 - Van Gogh



LISTING PRACTICE:

Look at your freewriting and brainstorm and group your main ideas into shared categories to create a list below:

OUTLINING:

Why outline?

Once you have settled on a thesis statement and your main supporting ideas, you can write a formal outline, creating the “skeleton” of your essay. Looking at your ideas this way can help ensure:

- Your main points are on-topic and directly support your thesis
- You order your main points logically
- You emphasize more important ideas and subordinate less important ideas
- You have sufficient evidence for each of your main points

How to write a formal outline:

Before you begin:

- Double-check that your thesis statement makes a clear and specific claim about your topic, a claim you will then need to substantiate in the body of your essay. For more information on how to write a strong thesis statement, see the “Thesis Statements” section.
- Write out each of your supporting points in complete sentences or clear, unambiguous phrases.

Once you have everything ready, you can start to arrange your ideas into a formal outline.

- 1)** Write your thesis statement at the top of the page.
- 2)** Group related ideas and categorize them according to their level of generality—how general or specific they are. In a formal outline, this means:
 - Use Roman numerals (I, II, III, IV etc.) for your major points
 - Use capital letters (A, B, C) for sub-points
 - Use regular numbers (1, 2, 3, 4) for more specific supporting ideas
 - Use lower-case letters (a, b, c) for your most specific supporting details

Each time you move to a more specific level, indent.

- 3)** Arrange your main points in a logical order.
- 4)** Re-read and revise. Just like writing, constructing an outline is a process, and your first “draft” might need some adjustments to your ideas and organization.

Sample outline

Thesis: The dystopia presented in 1984 represents not only a danger, but the possible outcome of the fate of mankind, as Orwell saw it, with the rise of power-hungry super nations marching towards the realm of totalitarian rule; a premonition of the future which must be heeded lest a work of fiction become reality.

- I. Introduction
 - a. Define the ideal of utopianism in the pre-WWII era
 - b. Demonstrate how WWII shattered the utopian mindset
 - c. Define totalitarianism/dystopia
 - d. Outline the possible dangers envisioned by Orwell and state thesis
- II. Socialism, Capitalism and the potential for Totalitarianism
 - a. Orwell as a socialist
 - 1) Why write a book that seems to damn socialism (Ingsoc)?
 - 2) Fear of the cruelties he witnessed in Spain and the USSR
 - b. Applicability of totalitarianism to any form of government
 - 1) How not just socialism can fall into totalitarianism
 - 2) The drive for power and control is present in any seat of authority
- III. The world of World War II
 - a. The major powers of WWII and their representation in 1984
 - 1) America and UK - Oceania
 - 2) Russia - Eurasia
 - 3) China and Japan – Eastasia
 - b. The dangers of totalitarianism
 - 1) Fascism in Germany, Italy/Spain and the USSR
 - 2) Cruelties employed to maintain power
 - c. The extent to which these totalitarian governments went to maintain power
- IV. What is at risk if we head down this path?
 - a. A government should be for the people, by the people
We mustn't be duped by fears/lies into surrendering to our governments
 - b. If we lose sight of that we become slaves
We give up our rights (privacy, press, even thought)
 - c. People must be their own advocates
 - 1) Demand their rights and maintain a system of checks and balances
 - 2) The governors should fear the governed

-Conclusion

Orwell's warning – make the west weary of the rise of communism
Adapt his message to modern day – how it is still applicable now

Organizing your outline:

When deciding how to order your points, your first consideration should be logic: how does one point lead up to or build upon another. Additionally, you might also consider:

- *Climax:* Present your ideas so they build to a climax, ending with your most dramatic examples.
- *Complexity:* Start with simpler ideas and build to more complex ones.
- *Familiarity:* Start with more familiar ideas and move towards newer ones.
- *Audience appeal:* Start with “safe” ideas and move to more challenging ones.

Comparison/Contrast outlines

Organizationally, essays that ask you to compare and/or contrast two items can be challenging. The following two formats can help you organize your ideas:

<p>Block style: look first at one item and then the next, using the same criteria each time. For example:</p> <p>I. Mitchell’s Ice Cream A. Value B. Quality of ingredients C. Taste</p> <p>II. Ciao Bella Ice Cream A. Value B. Quality of ingredients C. Taste</p>	<p>Point-by-point: Look at the two items simultaneously, comparing them on the same criteria. For example:</p> <p>I. Value A. Mitchell’s Ice Cream B. Ciao Bella Ice Cream</p> <p>II. Quality of ingredients A. Mitchell’s Ice Cream B. Ciao Bella Ice Cream</p> <p>III. Taste A. Mitchell’s Ice Cream B. Ciao Bella Ice Cream</p>
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Some other hints for using outlines effectively:

- Outlining is better for organizing ideas than generating them. It will be easier for you to construct a formal outline if you’ve first thoroughly explored your ideas through freewriting, brainstorming, clustering, etc.
- Print out your outline and have it next to you as you write so that you can reference it easily.
- Use your outline as a guide, but don’t be afraid to deviate from it if you find your ideas are changing as you write.

Outlining Checklist:

*“By writing an outline you really are writing in a way,
because you’re creating the structure of what you’re going to do.
Once I really know what I’m going to write, I don’t find
the actual writing takes all that long.” --Tom Wolfe*

Please write feedback on your classmates’ outlines focusing on the following areas:

- (1) **Thesis:** Does the thesis make a statement that can be argued? Ask yourself, can I disagree? If you cannot disagree (if the thesis just states a fact), advise the author how to add opinion. Also, is there a clear “so what?” So what is important about this? So what is the significance?

- (2) **Organization:** Does the outline list the supporting points in a clear order? What organizational pattern is being used? How can the order be clearer or improved?

- (3) **Supporting points:** Does each supporting point directly prove the thesis? Is there a clear example illustrating each of the supporting points? Is the author using examples from the reading? If not, suggest ideas the author could use to better prove his/her points. Could the author improve or replace any of the supporting points or textual examples?

DRAFTING:

(from Purdue University)

The First Draft

The prose transformation as composition finally begins

Before you begin writing, you should have a thesis or question that you're comfortable with and an outline that gives you structure on what you need to say and where. Now just take pen to paper or fingers to keyboard and write. "Sure, easier said than done," you might be thinking. Fair enough, but you don't have to come up with polished prose. It can be as rough as you want it to be. And with practice, it does get easier and faster.

Believe it or not, drafting should be the least time-consuming step in the research paper process. Invention should take longer. Research should take longer. And revising should definitely take longer. If it's taking you a month of Sundays just to eke out a thousand words, two things could be happening:

1. you don't have any clue what you should be saying (in which case meet with a tutor or your instructor) or . . .
2. you're revising *while* you draft so that you end up with one sentence an hour.

If it's the latter (as it often is), separate your duties out. Within every writer, there is a Creator and a Critic. Tell your Critic to go to sleep for this step and wake up for the next one. Let your Creator shine for now.

If you are still having difficulties starting the draft, check out some more pointers below:

Symptoms and Cures for Writer's Block

Because writers have various ways of writing, a variety of things can cause a writer to experience anxiety, and sometimes this anxiety leads to writer's block. Often a solution can be found by speaking with your instructor. There are some common causes of writer's block, however, and when you are blocked, consider these causes and try the strategies that sound most promising:

Symptom

You have attempted to begin a paper without doing any preliminary work such as brainstorming or outlining...

Possible Cures

- Use invention strategies like freewriting, brainstorming, writing responses to the Journalists' questions

- Write down all the primary ideas you'd like to express and then fill in each with the smaller ideas that make up each primary idea. This can easily be converted into an outline.

Symptom

You have chosen or been assigned a topic which bores you....

Possible Cures

- Choose a particular aspect of the topic you are interested in
- Figure out how you can personalize a topic to make it more interesting

Symptom

You don't want to spend time writing or don't understand the assignment...

Possible Cures

- Resign yourself to the fact that you have to write
- Find out what is expected of you (consult a teacher, textbook, student, tutor)
- Look at some of the strategies for writing anxiety listed below

Symptom

You are anxious about writing the paper...

Possible Cures

- Focus your energy by rehearsing the task in your head.
- Consciously stop the non-productive comments running through your head by replacing them with productive ones.
- If you have some "rituals" for writing success (chewing gum, listening to jazz etc.), use them.

Symptom

You are so stressed out you can't seem to put a word on the page...

Possible Cures

- Stretch! If you can't stand up, stretch as many muscle groups as possible while staying seated.

- Try tensing and releasing various muscle groups. Starting from your toes, tense up for perhaps five to ten seconds and then let go. Relax and then go on to another muscle group.
- Breathe deeply. Close your eyes; then, fill your chest cavity slowly by taking four or five short deep breaths. Hold each breath until it hurts, and then let it out slowly.
- Use a calming word or mental image to focus on while relaxing. If you choose a word, be careful not to use an imperative. Don't command yourself to "Calm down!" or "Relax!"

Symptom

You're self-conscious about your writing, you may have trouble getting started. So, if you're preoccupied with the idea that you have to write about a subject and feel you probably won't express yourself well...

Possible Cures

- Talk over the subject with a friend or tutor.
- Assure yourself that the first draft doesn't have to be a work of genius; it is something to work with.
- Force yourself to write down something, however poorly worded, that approximates your thought (you can revise this later) and go on with the next idea.
- Break the task up into steps. Meet the general purpose first, and then flesh out the more specific aspects later.

REVISING:

"There is no such thing as good writing, only good rewriting" -- Louis Brandels

"When students complete their first draft, they consider the job of writing done. When professional writers complete a first draft, they usually feel that they are at the start of the writing process. When a draft is completed, the job of writing can begin." -- Donald Murray

Revising:

For experienced writers, revising is rarely a one-step process. When you **revise** a paper, the larger elements of writing generally receive attention first—**the focus, organization, paragraphing, content, and overall strategy**. Improvements in sentence structure, word choice, grammar, punctuation, and mechanics come later when you **edit** the paper.

Make Global Revisions:

Global revisions address the larger elements of writing. Usually they affect chunks of text longer than a sentence, and frequently they can be quite dramatic. Whole paragraphs might be dropped, others

added. Material once stretched over two or three paragraphs might be condensed into one. Entire sections might be rearranged. Even the content might change dramatically, for the process of revising stimulates thought.

IMPORTANT REVISION QUESTIONS TO ASK YOURSELF . . .

- Does your title give readers a good idea of what's to come? (Have you come up with one yet? Remember, "Assignment #3" is not a title!)
- Is your thesis statement or research question clearly stated?
- Is there enough lead-in in the introduction to establish the importance of and context for the statement/question? Is there too much? Too little? By the end of the introduction, is it clear to the audience what kind of material will follow? If so, are these expectations fulfilled, that is, do you follow through?
- Is it clear where your introduction ends and body begins and where the body ends and the conclusion begins? In other words, are your paragraph indents meaningful?
- At the same time, are there transitions between all sections and paragraphs to create flow and unity?
- Does each body paragraph have a topic sentence? If you took your thesis/question and all your topic sentences, would that correspond to what you want to say in your paper? If not, do you need to revise your thesis/question or re-examine your subpoints?
- Do the topic sentences (1) make a connection back with the thesis/question, (2) establish a link with the previous paragraph's content (perhaps the chronological relationship, any comparisons/contrasts?) and (3) give enough information that the audience could guess where a particular paragraph's development would lead?
- With or without a formal concluding sentence, do you somewhere near the end of each paragraph remind readers why you are saying what you are saying by moving back up to abstract, general terms?
- Does the order of paragraphs make sense? (e.g., maybe the transitions seem forced because they aren't in the right order)
- Are your paragraphs too short or too long? Is there some combining or separating of issues that needs to take place? Or do you simply need to generate more content or delete irrelevant material?
- Are your examples reliable, representative, and convincing? Are there enough of them (or too many) to develop the main idea of the paragraph in the word count you have available?
- Are your sources convincing? Is there enough balance between your own insights and expert opinions?
- Are all sources and direct quotations explained or have you left them standing on their own?
- Has anything that goes off topic or is not essential been cut?
- Does the conclusion say something different from your introduction? Does it leave a good lasting impression? Does it end the paper on a strong and interesting note?

EDITING/PROOFREADING:

(from Purdue University)

The final touches

Believe it or not, now that you've hopefully finished major revisions, the hardest part is really over! Your goal at this point is not so much to focus on content but on sentence level issues and careless mistakes that distract your readers from your main ideas.

Here's a checklist for some finishing touches:

- Check out your verb tenses. Don't feel you have to completely avoid the "passive" tense (e.g., "the ball was caught") but definitely try to have MORE **subject-verb "active" sentences**; they add power and agency to your writing (e.g., "Billy caught the ball").
- Also make sure your **verbs are in the right tense**. If you're talking about literature, keep the tense in what is called "the literary present." So a sentence in your essay to set up an example would read "When Hana *tells* Caravaggio about the English patient..." If you're writing a historical paper though, past tense is more suitable.
- **Read your essay out loud** to listen for either awkward or long sentences that could be clarified or broken up to read better.
- Check your **punctuation**. Fix any errors with quotation marks, commas, semicolons, colons, dashes, etc.
- Look for **grammatical flaws**. Be especially on the alert for mistakes you make often.
- Check your **diction (word choice)**. If you're looking for a better word, look up some possibilities in a thesaurus or if you're having usage problems (affect vs. effect for example), then check out a writer's handbook (there are many accessible online).
- Now you can check your **spelling** both with a computer spell-checker and with your own eyes to catch those words that are spelled right but used in the wrong context (like there vs. their vs. they're). Someone else's eyes are great at this point because you're probably too close to your own writing. You can also check words out the old-fashioned way--with a dictionary.
- Work on the **presentation** of your paper: use a laser-printer if you can (or else your best ink-jet) on 8.5 x 11 inch paper, double space your lines, maintain 1 inch margins, and prepare a title page with an original title and your vital student info. Also make sure your font is very readable (Times New Roman is the most common) and in 12 point.

Essay Checklist: For a strong, unified essay that also fits all the requirements for the course, check off all of the following:

Student Name(s):

PAPER TOPIC:

- The essay is focused on and analyzes the reading
- The essay is an argument not a summary

PAPER FORMATTING:

- The essay is double spaced with 1 inch margins at the top, sides and bottom of each page
- There is no extra spacing between paragraphs; just 10-15 space indents at start of each paragraph
- The essay meets the minimum page requirements

MLA FORMAT:

- There is a MLA formatted title page
- There is MLA style numbering on each page in the top right with your last name and page number
- The names of the texts are properly formatted (names of longer works like books and plays are italicized or underlined, and titles of shorter works like chapter titles and short stories are in quotes)

PAPER TITLES:

- The paper title is appropriate, creative and draws in reader interest

PLAGIARISM:

- I have not plagiarized in this paper
- I have cited all borrowed ideas and put all borrowed language in quotes
- I know the repercussions if I have plagiarized

QUOTING and PARAPHRASING:

- I have included quotes and paraphrases from the reading
- All quotes are connected to phrases that introduce them—there are no “dropped” quotes
- I have followed all quotes with page numbers in parenthesis (and/or author depending on citation)
- All quotes fit in logically and are accompanied with analysis that expresses the quote’s significance

RESEARCH, IN-TEXT CITATIONS, AND WORKS CITED:

- I included a Work Cited page
- I used credible sources in the paper
- I included the required minimum of sources
- I used research to support my arguments not to take over the paper

INTRODUCTION:

- My introduction names the text(s) I am analyzing (title & author)
- My introduction contains a clear, original, effective thesis statement focused on the reading
- My introduction is engaging, draws my reader in, and provides necessary context

BODY PARAGRAPHS:

- Each paragraph has a clear topic sentence stating a claim that directly supports the thesis
- Each paragraph focuses on proving one clear point
- Each paragraph contains supporting information (evidence) and explanation (So what?)

CONCLUSION:

- The conclusion is engaging and does not simply summarize the points already made in the paper

GRAMMAR-PUNCTUATION-SPELLING:

- The paper is carefully proofread and the sentence-level errors have been corrected