Revision Guidelines - English 1302 - Composition II

Revision checklist items below cross-reference to Rules for Writers (7/e) with marking abbreviations bracketed in [**bold italics**], followed by relevant chapter(s) and section(s) bracketed in [**bold**].

All formatting and documentation guidelines follow the MLA Handbook for Writers of Research Papers (7/e.)

Clarity & Conciseness: Passive Voice, Auxiliary Verbs, Usage

--- [**PV**] Revise passive voice for active voice. Identify the sentence subject and put it in front of the verb. [8]

**Example** (passive): The real Olympus is described by Thoreau as the natural world outside his home.

**Revision** (active): Thoreau describes the true Olympus as the natural world outside his home (1098).

--- [**aux**]: Omit auxiliary or helping verbs (unless an ongoing action); revise with the concise, active verb. [8b]

**Example**: "Quindlen is arguing that..." (wordy: "is arguing") versus "Quindlen argues that..." (concise: argues).

--- [**U-V**]: Revise nonspecific verbs: use / utilize / employ, seem, show, display, exhibit, portray [16]

--- [**U-N**]: Avoid oblique, vague, or redundant nouns as sentence subjects: thing(s), reader(s), audience, today Keep the focus on the author, argument, and/or thesis, unless a prompt asks a specific question about “audience.”

--- [**U-P**]: Avoid these pronouns and pronoun adjectives as subjects: I, me (my), you (one, your), we (us, our) Maintain a formal rather than personal voice with the focus on the author, argument, and/or thesis subject. [13a]

--- [**phrasing/logic**]: informal or vague phrasing; reasoning. [7]

Organization & Content

--- [**analysis/develop**]: Follow support examples with a well-developed discussion, analysis, point, or claim. [4b]

--- [**ex**]: Introduce, paraphrase, and parenthetically document relevant examples - see MLA and PS below. [6e]

--- [**combine**]: Subordinate, coordinate, and combine simple and compound sentences into complex sentences that reveal your critical thinking and analysis. Do not begin sentences with conjunctions or conjunctive adverbs. [30]

--- [**MLA**]: With The Norton Reader: An Anthology of Nonfiction as your primary source for support examples, paraphrase and parenthetically document textbook references throughout the submission according to the MLA Handbook for Writers of Research Papers and the course MLA documentation guide (handout).

**Avoid quotes** (paraphrase and cite textbook references), and avoid plagiarism – write your own analyses. [56-60]

--- [**P/¶**]: Revise for appropriate paragraph lengths and transitions, especially introductory paragraphs and concluding paragraphs. Paragraphs of 2 to 3 sentences on average lack a specific focus or adequately support an idea. Remember to look for a thesis/topic sentence, a support example [paraphrased and cited - see 'MLA' above], followed by some additional analysis [see ‘analysis/develop’ above] as well as transitional sentences. [4]

--- [**PS**]: Do not write long plot summaries. Support your analysis with brief documented paraphrases. [5d]

--- [**thesis**]: Define the thesis clearly, according to the short essay or essay prompts. [6c]

Basic Grammar & Punctuation

--- [**AGR**]: Agreement between subject-verb/pronoun-antecedent. [21]

--- Punctuation: [c or no c]: commas, [sc or no sc]: semi-colons, [a or no a]: apostrophes, [p]: periods, [h]: hyphens, [qm]: quotation marks, [col]: colons, [cap or no cap]: capitalize. [32-39]

--- Sentences: [**FRAG**]: Fragments, [**RO**]: Run-on sentences, [**CS**]: Comma splices. [19, 20]

--- [**SENSE**]: Basic grammar and sentence structure – subject-predicate, etc. [46-49]

--- [**sp**]: Spelling [43]