Nationalism/Romanticism 10H - Outline Peer Editor Guide

Author’s Name: Group: Date:

Editor’s Name: Group:

**Today, you will engage in conversation with your peer editor to receive critical feedback.**

**Step 1: Editor will complete the checklist below** for the correct organization and outline format. Checkmark for completion/present. Circle if missing/incomplete on either outline, then write LA and/or SS if applicable. Note on hardcopy, as well.

**The Basics – At First Glance**

\_\_\_\_\_\_\_ Each outline has a thesis at the top/introduction area of its section.

\_\_\_\_\_\_\_ The outline has a MLA paper heading. N.I.C.E. (verify 8pt spacing hasn’t been defaulted by Microsoft)

\_\_\_\_\_\_\_ Each outline is of reasonable length for approx. 3 page essays. (SS: 700-900; LA: 500-700 word count)

\_\_\_\_\_\_\_ Each outline shows the sort of detailed effort required of sophomore honors students.

\_\_\_\_\_\_\_ Each outline is single-spaced and in 12pt. font.

\_\_\_\_\_\_\_ Each outline’s indentation is appropriate and shows organization.

**\_\_\_\_\_\_\_ A clear, concise, opinionated thesis can be found at the top (intro area) of each outline**.

* Unique, highly individual, clear, provable argument that is specific to your selected country
* Each thesis names the impact and the effect of specific topic.
* The LA thesis discusses the *author’s writing technique* as well as ideas about the text that connect to culture/context of country.
* The LA thesis includes a T.A.G (title, author [if available], genre [including country])
* Coherent ideas are communicated about the text/resources
* There is an impactful “so what” at the end of the thesis. If your “so what” can apply to multiple countries, then it is not unique to your country. Revise.
* The word choice engages the reader’s interest, but is not overdone
* Words, ideas are not repeated, unless completely necessary.

**\_\_\_\_\_\_\_ Each Roman Numeral/section contains a clear, concise, opinionated body thesis that relates to and supports the thesis.**

* Unique, highly individual, clear, provable argument
* Coherent ideas are communicated about the text
* Refers clearly back to a part of the thesis. Words/phrases can help link this.
* The word choice engages the reader’s interest but is not overdone

\_\_\_\_\_\_\_ **Evidence is placed in the proper format under each body thesis and supports that thesis**

* Strongly supports and clearly relates to respective body theses
* Clear, relevant and highly developed/specific
* Comes from appropriate sources
* All evidence is properly cited
* Evidence focuses on specifics, doesn’t use unnecessary parts of quote (partial quotes are often preferred and can be stronger, at times)
* Suggested 2+ pieces of evidence per body paragraph

\_\_\_\_\_\_\_ **Analysis supports and clearly ties to the related evidence and body thesis**

* Strongly supports and relates to respective evidence
* Cited when the analysis is not your own
* Creative, complex, clear, and original understanding of the text/content
* Accurate and well presented
* Explains how the evidence supports the thesis
* The word choice engages the reader’s interest but is not overdone
* Suggested 2+ specific analysis points for every quote/evidence used…
* LA BIG 5 focus on at least 2 of 5 - EDITOR, if you cannot identify the specific focus on analysis, write BIG5? This may help your writer better focus and move away from possible summary or fluff.
  + 1. Audience/Purpose
  + 2. Content/Theme
  + 3. Tone/Mood
  + 4. Stylistic devices
  + 5. Structure

**Next,** read through the outlines, and edit for the following easily avoidable mistakes:

**Objective: Compose a sustained literary analysis essay**

* **\_\_\_\_** Does each outline look like it will make a double spaced-paper that meets the word requirements? (SS approx.. 3+ pages; LA approx. 2.5 pages)

**Objective: Write in a formal academic voice.**

* + \_\_\_\_\_Have you removed as many “to be” verbs as you can to limit passive voice: **am, is, are, was, were, be, being, been**?
  + \_\_\_\_\_ Does writer use CORRECT TENSE? Literature is always written about in the present tense; History is written in past tense.
  + \_\_\_\_\_Have you referred to people in a correct manner? (last name on 2nd reference)
  + \_\_\_\_\_ Assure that there are no sentences that contain the words “I”, “me”, “my”, “our”, or “we” as the use of the first person is not formal enough for academic writing.

**Objective: Avoid speculation.**

* + \_\_\_\_\_Have you checked that you have not used the following words, which lead to speculative analysis: **would, could, should, may, might, probably** … ?

**Objective: Avoid generalization.**

\_\_\_\_\_Have you checked for words that lead to generalizations like **many, everybody, all, people…**

**NEXT STEP:** Rough Draft #1. Turn your body paragraphs outline into essay prose. No need for intro/conclusion yet. SAVE. PRINT. BRING TO CLASS.

**DEAD Words, BAD Habits, ALWAYS, and other tips**

|  |  |  |  |
| --- | --- | --- | --- |
| **“Dead Words and phrases”-DO NOT USE!** | | Bad Habits | |
| Thing Really  Stuff  Like when  Well (NEVER START A SENTENCE WITH WELL)  Kind of, Should of (NO SUCH PHRASES EXIST)  You will see  You know  Good  I feel  Etc.  All  “cause” | I think, I believe  I don’t know  Maybe  Lots/lots of/a lot  I am going to show  I have shown  O.K.  MCj03646820000[1]\*“You”, “I”, “We”, “Us” (unless invited to do so for narrative or persuasive)  Totally  Very  Seems  Big  \*Everybody/everyone | * “This is the end/beginning of my essay” * “In conclusion” * “I hope you have enjoyed reading my essay” * This essay will show you…” * Be careful about using the same word twice in a sentence * Don’t abbreviate in a formal paper or use etc. * No slang or inappropriate language   MCj04325380000[1] | |
| **Mortal Sins – Essays will be returned if contain misused HOMOPHONE!** | | Use Strong verbs to replace IS | |
| There  Their  They’re  Your  You’re | Its  It’s  Our  Are  Whose  Who’s | Exists  MCj00787460000[1]Represents  Deals  Acts  Uses  Presents  Symbolizes | Suggests  Differs  Feels  Portrays  Draws  introduces |
| Always | | | |
| * ***Stay on topic*** * Avoid passive verbs such as “it seems, it appears” * Avoid using “they” and “them” unless you are specific about what you are referring to * Write in the same tense – PRESENT TENSE for LA (unless quoting); PAST TENSE for SS. * Double/triple check your spelling and punctuation * SHOW, Don’t Tell! | | | |
| **Avoid** | | | |
| * Empty introductions that wander vaguely around the subject without saying anything. * One sentence introductions/conclusions – they rarely work well. * Boring conventional introductions * Apologizing – YOU are the EXPERT on your thesis, so make no apologies. * Summarizing your paper or restating your thesis in the conclusion * Doing the opposite of what your teacher tells you to do. | | | |