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 |
| ThingReallyStuffLike whenWell (NEVER START A SENTENCE WITH WELL)Kind of, Should of (NO SUCH PHRASES EXIST)You will seeYou knowGoodI feelEtc.All“cause” | I think, I believeI don’t knowMaybeLots/lots of/a lotI am going to showI have shownO.K.MCj03646820000[1]\*“You”, “I”, “We”, “Us” (unless invited to do so for narrative or persuasive)TotallyVerySeemsBig\*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 |
| ThereTheirThey’reYourYou’re | ItsIt’sOurAreWhoseWho’s | ExistsMCj00787460000[1]RepresentsDealsActsUsesPresentsSymbolizes | SuggestsDiffersFeelsPortraysDrawsintroduces |
| 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.
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