1. Read your paper aloud.
2. Look for the essay’s major parts:
   1. Intro: Do you effectively introduce your primary texts? \_\_\_
   2. Intro: Is the sign/topic mentioned in the intro? Is it clear and specific?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. Intro: Are there examples/concrete illustrations from the text to help ground your reader? \_\_\_\_
   4. Intro: Identify the thesis. Does your thesis point to the “so what?”; in other words does it address the cultural significance or why it’s important to think about the argument you’re making?
   5. Body paragraphs: Identify the three major parts in each paragraph: this includes a claim (presented early) and its cultural significance, primary evidence and secondary evidence (where appropriate), and analysis/interpretation. Circle the idea; place a checkmark in the margins beside illustrations/examples/evidence; underline the interpretation/analysis.
   6. Does you conclusion function to synthesize your arguments, to leave your reader with an impression of how your points relate to each other and why that matters? \_\_\_\_\_\_
3. Without trying to describe or correct errors, place an “X” in the margin beside each sentence that seems to contain an error (a grammar mistake, awkward sentence construction, a citation error, vague language, or a punctuation error).
4. Identify weak verbs: Circle “to be” verbs such as “is,” “was,” “are,” “were” and weak verbs such as “get” and “make.” Also identify expletives: “It is”; “This is”; “There was”; etc.
5. Make a note if you see words repeated often. Unnecessary repetition distracts the reader. This applies to verbs, too. Employ word variety throughout your writing. Be wary of the thesaurus, though. Make sure you choose verbs, etc. carefully.
6. Make sure you include a Works Cited page in the correct MLA format. See OWL at Purdue for details about how to cite different texts: https://owl.english.purdue.edu/owl/resource/747/05/.

**Now that you’ve looked at your paper with a microscope, make a list of sentence and content issues that need your attention before you submit your final draft next week. Work from your list, making content changes first and then correcting any grammar and mechanical issues.**

Later, when you’re done:

1. Get some literary distance (2-24 hours) and read your paper out loud again; correct any issues you discover.
2. Feel free to move paragraphs around in a way that makes sense to you. If your last body paragraph seems like it should be moved up, move it up. Trust your instincts as a writer.
3. Ask yourself if you’ve invested the work into the paper that you believe will generate the outcome you want, not only grade-wise but content-wise. Your commitment to the process and to turning in your best work has everything to do with the quality of your writing.
4. Assess your paper according to the attached rubric.

**To earn a “C” on essay #2, a student must**

1. Respond to *all* of the constraints of the assignment:
2. Paper should incorporate at least two primary sources.
3. Paper should incorporate at least three secondary sources.
4. Paper should meet the minimum length requirement specified on the assignment sheet.
5. Paper should adequately respond to one of the assigned topics or an approved topic of your choice.
6. Paper should be formatted according to MLA style guidelines with no major errors.
7. Posit a clear thesis/argument:
8. Thesis must center on a concrete claim.
9. Essay should be comprised of textual analysis from both primary and secondary sources in support of the thesis.
10. Essay should demonstrate an understanding of how/why the secondary source supports the argument.
11. Present a well-organized essay:
12. Essay should contain distinguishable introductory and conclusion paragraphs of adequate length and appropriate tone.
13. The majority of body paragraphs should provide supporting evidence from both primary and secondary sources with accompanying analysis.
14. Paragraphs should contain adequate, recognizable topic sentences/claims and transitions.
15. Maintain a tone appropriate for the audience:
16. Essay should not contain colloquialisms or excessively informal language.
17. Essay should not rest on personal opinion.
18. Construct grammatically sound paragraphswith no pervasive pattern of grammatical errors and/or sentence-level incoherence.

**To earn a “B” on essay #2, a student must**

1. Adhere to all assignment requirements (MLA style and formatting, length, assigned topic, incorporation of secondary sources).
2. Anchor essay via concrete thesis statement focusing on a thoughtful analysis of the assigned text(s) and topic(s).
3. Provide sound analysis that follows standard rules of paragraph construction (topic sentences, supporting evidence, explication) and displays adequate paragraph development.
4. Enter into a dialogue with secondary sources in support of the central argument(s).
5. Demonstrate an ability to analyze the text through an interdisciplinary lens (situating the text within a cultural or political context, for example).
6. Have no distracting pattern of error.
7. Display tangible improvement with respect to errors marked on previous essays/graded writing (meaning the student cannot have a repeated pattern of errors marked on previously graded work).

**To earn an “A” on essay #2, a student must**

1. Adhere to all assignment requirements, with no major errors in MLA style or formatting.
2. Provide a thesis that is insightful, sophisticated and well-articulated.
3. Remain focused on the topic and thesis, providing sound and compelling analysis throughout the essay
4. Demonstrate the ability to draw thoughtful connections between primary and secondary sources, engaging with both to articulate an effective textual analysis .
5. Provide a sophisticated analysis of the ways in which other disciplines relate to the text (again, be they historical, political, psychological, sociological, etc.)
6. Guide argument via strong topic sentences and appropriate transitions.
7. Have very few grammatical errors, none of which interfere with coherence.
8. Display significantimprovement with respect to errors marked on previous essays/graded writing.

**A “D” grade results from**

1. Failing to adhere to basic assignment requirements (length, flagrant disregard for MLA style and formatting)
2. Failure to adequately incorporate secondary sources.
3. A lack of substantive analysis (i.e. an essay resting primarily on observation or summary).
4. A pervasive pattern of minor errors that undermines sentence-level coherence.
5. A pattern of repeated errors marked on previously graded work.

**An “F” grade results from**

1. Failure to adhere to basic assignment requirements.
2. Two or more of the faults listed under “D.”