

Checklist for Hum 110 Papers

*Please turn in your answers to this checklist along with your paper.

*Please fill out your self-evaluation form and bring it to our paper conference.

Part One: Preparation (For help in this stage, see Marius, *A Writer's Companion*, 25-38 or Hacker, *A Writer's Reference*, 3-10.)

1. Did you make sure that you understood the question before beginning your preparations?
2. Did you read book 6, lines 406-439 carefully at least 10 times?
3. Did you take notes on the passage?
4. Did you re-read your notes from lecture?
5. Did you think about your paper by talking with other students in the class (or a friend outside the class)?
6. Did you organize your paper in outline form (or something like it)?

Part Two: Writing

1. Did you write a first draft of your paper by Sunday? (Always edit the hard copy—it's surprising what you see on paper that you don't see on the screen.)
2. Did you write a second draft by Wednesday?
3. Did you write a third draft by Friday?
4. Did you read your draft aloud to yourself to make sure it makes sense?
5. Did you re-read your paper and listen to your instincts about what should be clarified or omitted?
6. Did you make sure that your central argument is clear?
7. Did you exclude all unsupported sweeping generalizations?
8. Did you check each paragraph to make sure it has a specific role to play in your argument?
9. Did you discuss each of the quotations cited in your paper?
10. Did you check each quotation to make sure it has a specific role to play in your argument? (Avoid the excessive use of quotations and long, blocked passages. Quoting is not a substitute for your own exposition.)
11. Did you avoid long plot summaries? The only plot detail you want is that which is relevant to the point you want to illustrate.
12. Did you avoid personal examples?
13. Did you have another student read your draft and offer a critique?
14. Did you revise your draft in light of your reader's helpful comments? (Note: look critically at your reader's comments. Sometimes readers are not correct.)
15. Did you credit your reader in the footnotes for any substantive ideas he/she gave you?
16. Did you read the handout on plagiarism and avoid the pitfalls of accidental plagiarism? Did you follow the recommendations on these websites regarding proper citation? <http://sja.ucdavis.edu/avoid.htm>
<http://www.georgetown.edu/honor/plagiarism.html>

Part Three: Grammar/Spelling

1. Did you spell and grammar check your paper with your computer?
2. Did you do some human checking? Did you use a dictionary and a handbook to help you find and correct errors in spelling, punctuation, and grammar?
3. Did you avoid misusing “its” and “it’s”? (A reminder: “it’s” means “it is,” while “its” is the possessive. For example, the dog loves to chase **its** tail when **it’s** not busy eating my paper.)
4. Did you avoid misusing “their” and “his/her”? (A reminder: “their” refers back to a plural subject, whereas “his/her” refers back to a singular subject. For example, “Can you believe that someone stayed up all night to write his/her paper.”)
5. When you used pronouns such as “it,” “they,” and “these,” did you make the referent perfectly clear?