

Writing Process

- Is the essay informative? Is it packed with information? Can writer talk about topic authoritatively?
 - Is it excessively wordy? Does it waste words getting to the point?
 - Has the necessary research been done?
 - Have notes been taken?
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- What is the student's major? Does it demand particular kinds of writing?
 - What is the assignment or question? Does the essay answer the question?
 - Does the essay attempt to range too widely?
 - Does it concentrate on answering the question or simply summarise information?
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- Assign a one-sentence statement to each paragraph.
 - Describe the function of each paragraph. (Stronger functions: introduction & conclusion / statement, evidence and argument / comparison-contrast / definition / transition. Weaker functions: narration, description, summary.)
 - Is the order a good plan for answering question? Would another order work better?
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- Does each paragraph have an implicit or explicit purpose?
 - Does each paragraph have a *function*? (See above.)
 - Is the paragraph *unified*? (Does it cover only one topic?)
 - Is the paragraph *coherent*? (Does it present material in an understandable order?)
 - Does the writer make use of a variety of sentence structures including subordination, co-ordination and linking language?
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- *Revise*. Now that the essay is done, has it answered the question? Is different information needed? Would another organisational plan work better?
 - *Edit*. Eliminate wordiness. Check style.. Do sentences 'flow'?
 - *Proofread*. Check for the six errors on reverse side of sheet.