Personalized Revision Checklist

Write a checklist of items you personally need to look for when revising and then editing your essays. Check your Language Focus Table(s) and my comments and codes on your essays.

I hope you are inspired to use this Personalized Revision Checklist to edit and proofread your final essay, future essays you write, & even job application cover letters!

Organize your checklist (with headings) any way you'd like, including
--chronologically in terms of what you would check first
--draft by draft (example: items you would check on a 1st vs. 2nd draft)
--according to the Six Traits model (ideas, structure, voice, word choice, sentence fluency, conventions)
--by genre (e.g., questions for literary analysis vs. non-fiction text analysis vs. research papers)

Create your own style and format! Consider images, color, grids, and more to personalize your checklist and ensure it motivates you to revise, edit, and proofread.

In crafting each checklist item…

1. **BE SPECIFIC when writing a checklist statement or question so that it directly relates to challenges *you* experience during writing and revision.**

2. **Include HOW you will actually edit for this issue when you are revising your essay—that is, a strategy you will use to find and correct the error.**

3. **Include one example of "before" and "after" corrections—an example from one of your essays: a sentence with the error and one with the revision/edit.**

Don't's! -- Examples of Weak Checklist Items:

Avoid these vague code phrases below to earn credit for this final assignment:

__Are all the verbs the right tense?
__Check my cohesion to see how it flows.
__Do I have any run-ons?

Instead, elaborate as shown on the following page. →

For your own checklist, go beyond vague directives like "Use a variety of different sentence types." to describe which types and how you'll accomplish that!

PRINT OUT AND BRING TO CLASS TO SHARE & APPLY TO YOUR ESSAYS.

Choose what style works best for you!

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Do's!
Choose a voice that makes sense to you and inspires you to actually use the checklist!
Include one or more checklist items from Murray's "Making Meaning Clear." Cite like this: (Murray, 1982). And make up your own! See examples below.

Examples of Effective Checklist Items in Diverse Voices & Formats:

Did I highlight all verbs in my essay and check for consistency and for use of literary present when analyzing fiction (ex: Author + present tense verb)? Yes   No

BEFORE: In his award-winning short story, Robert Olem Butler **spoke** through a pregnant Vietnamese woman.

AFTER: In his award-winning short story, Robert Olem Butler speaks through a pregnant Vietnamese woman.

I circled all the verbs and looked for any missing d/ed endings in past tense.
Ex: The research reveal**ED** a problem with the premise of the hypothesis.

1. __Do I provide smooth **cohesion** in every topic sentence by helping the reader see how I'm moving from my old idea (known information) to my new point (the focus of this paragraph)? Try "Although" if I want a contrast or concession and "Similarly" instead of "Also" if it's an addition transition. Don't use "but" in the same sentence as "although."

   o   I have avoided run-on sentences by searching for "and" to put a comma before "and" if I have an independent clause on each side.

       Trump focuses on improved employment numbers, and Obama does the same in his speech.

   ✓ Is the antecedent or referent clear? Am I using "it" too many places?
      Use Microsoft Word to "find" (featured under "Edit"/Command F) all the places where I write "it," and check if there's a more specific and clear word I could use.

      It is clear that Urrea shows how so much of it is left in the hands of the *guia*. →
      Urrea illustrates how the men are at the mercy of guias who communicate little and have little experience navigating the terrain—and show little compassion for the men in their charge.

   •   Have I read each sentence aloud (starting from the end of my essay) to check for wordiness? Have I underlined all forms of the "to be" verb to discern where I could substitute an active verb? _____

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