**A Righteous Academic Writing Resource**

BIG PROBLEMS:

Content:

\*Not answering the full prompt (HOW MANY TASKS ARE THERE?)

\*COMPLETE lack of textual evidence

\*TOO MUCH SUMMARY and/or PLAGIARISM:

\*\*\*If you copy any portion of the text, use quotation marks!

\*\*\*If you find you are copying a LOT of the text, you’re probably

summarizing too much, as opposed to ANALYSIS

\*\*\*While you need evidence from the text, the ANALYSIS/explanation of

the text needs to be in YOUR OWN WORDS!

\*Lack of important details, such as the name of relevant characters

Conventions of written English:

\*Only one paragraph

\*Misspelling words that are in the essay

\*Lack of quotation marks around the title of the article or improper capitalization

\*Random capitalization

\*Misusing apostrophes with plurals or third person singular verbs (Scudder see’s

the fish for three day’s)

\*Slang (gonna/wanna)

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| MEDIUM PROBLEMS:Content:      \*Overly simplified analysis of text\*Overly simplified biographical story,  lacking examples for HOW and WHY in your storyConventions of written English:    \*General spelling, grammar (run-ons/fragments) and usage  (such as there/their/they’re) errors | SMALL PROBLEMS:Content:          \*Confusing organizational patterns    \*Irrelevant information  |

**ANALYSIS:**

 Grade F:  In “Green Eggs and Ham,” Bob learns to try green eggs and ham.

 Grade D:  In “Green Eggs and Ham,” Bob learns to try new things.

 Grade C:  In “Green Eggs and Ham,” Bob learns that he has to reevaluate his first opinions and surface level perceptions.

 Grade B:  In “Green Eggs and Ham,” Bob learns not to be academically arrogant, and that you must be open to constantly reevaluating what you think and look beyond the obvious.

 Grade A:  In “Green Eggs and Ham,” Bob learns to reevaluate his own observations and look at things with a fresh perspective.  Trying a new food is a valuable lesson; not only can he can apply it to all future culinary experiences, but also to every endeavor he attempts throughout his life.

**AUTOBIOGRAPHICAL NARRATIVE:**

 Grade D:  In 12th grade a teacher taught me to always pay attention.

 Grade C:  In 12th grade Mr. Cush taught me to always pay attention.

 Grade B:  In 12th grade my English teacher, Mr. Cush, taught me to always pay attention to my world.  By going over song lyrics, he taught me that by listening closely I can gain a new appreciation for both songs that I like, as well as songs I may not like.

 Grade A:  In 12th grade my English teacher, Mr. Cush, taught me to always pay attention.  By going over song lyrics, he taught me that by listening closely I can gain a new appreciation for both songs that I like, as well as songs I may not like.  In my mind, I can still see his strikingly handsome features and hear his deep, mellifluous voice intoning, “pay attention to yourself, pay attention to each other, pay attention to me, and pay attention to your world.”

**CHECK YOURSELF BEFORE YOU WRECK YOURSELF**

**Writing mechanics/grammar/editing**:

 Ω Spelling/Capitalization

 Ω Usage: correct use of :

|  |
| --- |
| Ω were/where/we’re Were: past tense of “are”—We ***WERE*** best friends until he stole my girlfriend. Where: location or place—***WHERE*** were you born? We’re: contraction of “we are”—We only hang out at places where ***WE’RE*** comfortable.Ω to/two/too To: toward—Are you two going ***TO*** the store too? I hope it’s not too far. Two: one plus one—Are you ***TWO*** going to the store too? I hope it’s not too far. Too: also; very—Are you two going to the store ***TOO***? I hope it’s not ***TOO*** far.Ω there/their/they’re There: location or place—Whenever you need me, I’ll be ***THERE***. Their: possessive—I’m only a pawn in ***THEIR*** game. They’re: contraction of “they are”—***THEY’RE*** playing our song.Ω because/cause/cuz/cozBecause: usually a conjunction meaning “on account of…” or “for the reason that…”—I love Justin  Beiber ***BECAUSE*** he’s a musical genius.Cause: the reason for an action or event—One ***CAUSE*** of the United States’ entry into World War II was the bombing of Pearl Harbor;  a verb meaning “to set off,” or “to produce as a result of—Listening to Rebecca Black’s song “Friday” may ***CAUSE*** insanity. Cuz/coz: ***DO NOT USE THESE WORDS IN AN ACADEMIC ESSAY!!!!!!!!***Ω it’s/its it’s: a contraction of “it is”—***IT’S*** the end of the world as we know it.its: a possessive pronoun, meaning belonging to it—The dog likes to chase ***ITS*** tail.Ω your/you’re Your: possessive, meaning belonging to you—Is Eminem ***YOUR*** favorite rapper? You’re: a contraction of “you are”—If ***YOU’RE*** the real Slim Shady, please stand up.Ω a lot: these are TWO SEPARATE WORDS!!!!Ω know/now:  know: a verb--I ***KNOW*** a little bit about a lot of things. now: at the present time or moment--Where are you living ***NOW***?Ω taught/thought: taught: past tense of the verb "to teach"--I ***TAUGHT*** my younger sister how to read. thought (verb): past tense of the verb "to think"--I ***THOUGHT*** I saw a pussycat. thought (noun): an opinion; an idea--I have so many ***THOUGHTS*** in my head. |

 Ω "Control/Command+F": use the "find" function (also under editing tab) for any mistakes, especially lower case "i" for personal pronouns. You can use "i + space" to find the individual "i's."

 Ω Contractions/Possessives/Plurals: have you properly used apostrophes?

 Contractions: don’t/won’t/couldn’t/etc.

 Possessives: I graded the **student’s** essay.

 Plural possessives: I graded the **students’** essays.

 Plurals: NO APOSTROPHES NECESSARY!!!!

 Ω Do nots: Do not begin sentences with “**Well**” or “**So**.”

 Do not break up words at the end of a line of writing/typing.

 Do not use words like “**gonna**” or “**sorta**” or “**kinda**” unless it’s part of your dialogue.

 Do not use uncensored forms of profanity.

 Ω Run-on sentences: are sentences short, succinct, focused and to the point?

If there are more than two verbs, or more than two subjects, your sentence is probably **too long**.

 Have you used proper punctuation (commas--esp. before coordinating conjunctions)?

 Have you used **coordinating conjunctions (for, and, nor, but, or, yet, so)?**

 Ω Fragments: are your sentences complete?

 Sentences beginning with **"ing" verbs (participles)** generally need to be connected to the preceding or following sentences (independent clauses).

 Ω Verb tense: are you consistent with your verb tense?

 **Do not carelessly mix and match past and present verb tenses in your essay**!

 Ω Numbers less than 100: generally speaking, you spell out numbers less than 100. Some exceptions are times, dates and addresses.