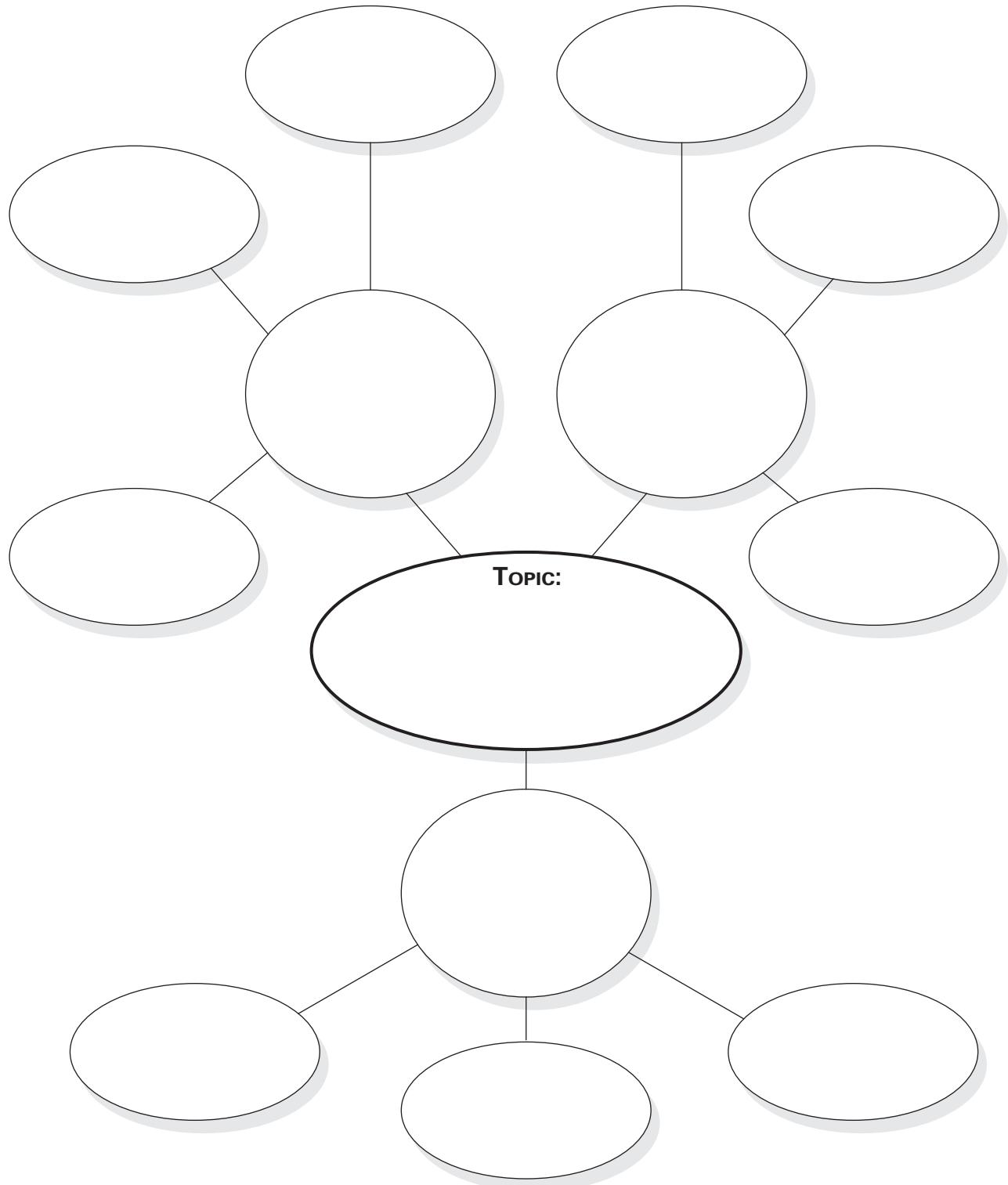




Forms for Planning, Writing, and Revising Papers (*Chapters 2–6*)

Mapping/Clustering Form



Planning Form: Narration Paragraphs

Topic sentence:

First event: _____

Details: _____

Second event: _____

Details: _____

Third event: _____

Details: _____

Concluding sentence:

CHECKLIST: EVALUATING YOUR NARRATION PARAGRAPH

- My writing style is appropriate for the audience and purpose.
(Most college assignments should be written in formal English.)
- My topic sentence states what is important about the event or experience.
- I have included all the important events with details so that readers can understand what happened.
- The paragraph has *all* the Four Basics of Narration.
- I have included transitions to move readers smoothly from one event to the next.
- I have reread the paragraph, making at least three improvements and checking for grammar and spelling errors.

Planning Form: Illustration Paragraphs

Topic sentence:

First example: _____

Details: _____

Second example: _____

Details: _____

Third example: _____

Details: _____

Concluding sentence:

CHECKLIST: EVALUATING YOUR ILLUSTRATION PARAGRAPH

- My writing style is appropriate for the audience and purpose.
(Most college assignments should be written in formal English.)
- My topic sentence states my point, is more than just a simple fact, and is confident (without *I think* or *I hope*).
- I have included several detailed examples that help readers understand my point.
- The paragraph has *all* the Four Basics of Illustration.
- I have included transitions to move readers smoothly from one example to the next.
- I have reread the paragraph, making improvements and checking for grammar and spelling errors.

Planning Form: Description Paragraphs

Topic sentence:

First example: _____

Details: _____

Second example: _____

Details: _____

Third example: _____

Details: _____

Concluding sentence:

CHECKLIST: EVALUATING YOUR DESCRIPTION PARAGRAPH

- My writing style is appropriate for the audience and purpose.
(Most college assignments should be written in formal English.)
- My topic sentence includes the main impression I want to create for readers.
- I include examples that show the readers what I mean.
- The paragraph has *all* the Four Basics of Description.
- I have included transitions to move readers smoothly from one example to the next.
- I have reread the paragraph, making improvements and checking for grammar and spelling errors.

Planning Form: Process Analysis Paragraphs

Topic sentence:

First step: _____

Explanation: _____

Second step: _____

Explanation: _____

Third step: _____

Explanation: _____

Concluding sentence:

CHECKLIST: EVALUATING YOUR PROCESS ANALYSIS PARAGRAPH

- My writing style is appropriate for the audience and purpose.
(Most college assignments should be written in formal English.)
- My topic sentence tells readers what process I am writing about in this paragraph, and it is confident (without *I think* or *I hope*).
- I have included all the major steps and details about them.
- The paragraph has *all* the Four Basics of Process Analysis.
- I have included transitions to move readers smoothly from one step to the next.
- I have reread the paragraph, making improvements and checking for grammar and spelling errors.

Planning Form: Classification Paragraphs

Topic sentence:

First category: _____

Example/explanation of what fits into the category:

Second category: _____

Example/explanation of what fits into the category:

Third category: _____

Example/explanation of what fits into the category:

Concluding sentence:

CHECKLIST: EVALUATING YOUR CLASSIFICATION PARAGRAPH

- My writing style is appropriate for the audience and purpose.
(Most college assignments should be written in formal English.)
- My topic sentence tells readers what I am classifying.
- I have stated the categories and given examples of what is in them.
- The paragraph has *all* the Four Basics of Classification.
- Transitions move readers smoothly from one category to the next.
- I have reread the paragraph, making improvements and checking for grammar and spelling errors.

Planning Form: Definition Paragraphs

Topic sentence:

First example: _____

Details: _____

Second example: _____

Details: _____

Third example: _____

Details: _____

Concluding sentence:

CHECKLIST: EVALUATING YOUR DEFINITION PARAGRAPH

- My writing style is appropriate for the audience and purpose.
(Most college assignments should be written in formal English.)
- My topic sentence tells readers what I am defining and gives a basic definition.
- I have given examples and details that show readers what the term means as I am defining it.
- The paragraph has *all* the Four Basics of Definition.
- I have included transitions to move readers smoothly from one example to the next.
- I have reread the paragraph, making improvements and checking for grammar and spelling errors.

Planning Form: Comparison-and-Contrast Paragraphs, Point-by-Point Organization

Topic sentence:

First point of comparison/contrast

Subject 1: _____

Subject 2: _____

Second point of comparison/contrast

Subject 1: _____

Subject 2: _____

Third point of comparison/contrast

Subject 1: _____

Subject 2: _____

Concluding sentence:

Planning Form: Comparison-and-Contrast Paragraphs, Whole-to-Whole Organization

Topic sentence:

Subject 1

First point of comparison/contrast: _____

Second point of comparison/contrast: _____

Third point of comparison/contrast: _____

Subject 2

First point of comparison/contrast: _____

Second point of comparison/contrast: _____

Third point of comparison/contrast: _____

Concluding sentence:

CHECKLIST: EVALUATING YOUR COMPARISON-AND-CONTRAST PARAGRAPH

- My writing style is appropriate for the audience and purpose.
(Most college assignments should be written in formal English.)
- My topic sentence tells readers what my subjects are and whether I am comparing them, contrasting them, or both.
- I have detailed points of comparison or contrast between the two subjects.
- The paragraph has *all* the Four Basics of Comparison and Contrast.
- I have included transitions to move readers smoothly from one point or subject to the next.
- I have reread the paragraph, making improvements and checking for grammar and spelling errors.

Planning Form: Cause-and-Effect Paragraphs

Topic sentence:

First cause/effect: _____

Details: _____

Second cause/effect: _____

Details: _____

Third cause/effect: _____

Details: _____

Concluding sentence:

CHECKLIST: EVALUATING YOUR CAUSE-AND-EFFECT PARAGRAPH

- My writing style is appropriate for the audience and purpose.
(Most college assignments should be written in formal English.)
- My topic sentence includes my topic and whether I am writing about causes, effects, or both.
- I have written details about causes or effects so that my readers will understand them.
- The paragraph has *all* the Four Basics of Cause and Effect.
- I have included transitions to move readers smoothly from one cause or effect to the next.
- I have reread the paragraph, making improvements and checking for grammar and spelling errors.

Planning Form: Argument Paragraphs

Topic sentence:

First reason: _____

Details: _____

Second reason: _____

Details: _____

Third reason: _____

Details: _____

Concluding sentence:

CHECKLIST: EVALUATING YOUR ARGUMENT PARAGRAPH

- My writing style is appropriate for the audience and purpose.
(Most college assignments should be written in formal English.)
- My topic sentence states my topic and a strong position on that topic.
- I have given solid reasons, and details about them, to support my position.
- My paragraph has *all* the Four Basics of Argument.
- I have included transitions to move readers smoothly from one reason or example to the next.
- I have reread the paragraph, making improvements and checking for grammar and spelling errors.

Planning Form: Essays

Thesis statement: _____

Other ideas for introductory paragraph:

Topic sentence 1: _____

Supporting details (one sentence for each detail):

Topic sentence 2: _____

Supporting details (one sentence for each detail):

Topic sentence 3: _____

Supporting details (one sentence for each detail):

Conclusion reminding readers of main point and making an observation:

CHECKLIST: EVALUATING YOUR ESSAY

- My essay fulfills the assignment and includes *all* of the Four Basics of a Good Draft.
- My writing style is appropriate for the audience and purpose. (Most college assignments should be written in formal English.)
- In the introduction, my thesis statement expresses my main point with confidence.
- The body paragraphs have good topic sentences that support the thesis statement.
- Detailed examples show, explain, or prove the points made in the topic sentences.
- The paragraphs are organized logically, and I have included transitions to move readers smoothly from one idea to the next.
- My concluding paragraph reminds readers of my main point and ends on a strong note.
- I have reread the essay, making improvements and checking for grammar and spelling errors.

Peer Review Form: Narration

TO BE COMPLETED BY STUDENT WRITER:

Your name:

Title of the paper:

One or two focused questions for the reviewer (optional):

TO BE COMPLETED BY STUDENT REVIEWER:

Your name:

1. What do you think is important about this story to the writer? Does that come across?

2. Do you understand clearly what happened? Are there gaps in information? Where?

3. What is the best part of the story? Why?

4. Were you interested? Why or why not?

5. Suggest wording for a stronger topic sentence or conclusion.

6. Give the writer a specific suggestion to improve the paper.

Peer Review Form: Illustration

TO BE COMPLETED BY STUDENT WRITER:

Your name:

Title of the paper:

One or two focused questions for the reviewer (optional):

TO BE COMPLETED BY STUDENT REVIEWER:

Your name:

1. Restate the main point, as you understand it.

2. What examples contribute to making that point? Which ones could be more detailed?

3. What is the best example? Why?

4. Where would you suggest the writer add another detailed example?

5. Suggest wording for a stronger topic sentence or conclusion.

6. Give the writer a specific suggestion to improve the paper.

Peer Review Form: Description

TO BE COMPLETED BY STUDENT WRITER:

Your name:

Title of the paper:

One or two focused questions for the reviewer (optional):

TO BE COMPLETED BY STUDENT REVIEWER:

Your name:

1. What is the main impression you get from the writing?

2. What senses do the examples most appeal to? What other senses might the writer consider?

3. Can you close your eyes and see what the writer is describing? How could the image be clearer? What details could be added?

4. What transitions does the writer use? Could the writing use more transitions?

5. Suggest wording for a stronger topic sentence or conclusion.

6. Give the writer a specific suggestion to improve the paper.

Peer Review Form: Process Analysis

TO BE COMPLETED BY STUDENT WRITER:

Your name:

Title of the paper:

One or two focused questions for the reviewer (optional):

TO BE COMPLETED BY STUDENT REVIEWER:

Your name:

1. Is the paper telling you how to do something or explaining how something works? Is that purpose clear?
2. Is there one sentence that lets you know what the topic is and what the writer's point about it is?
3. If the paper tells how to do something, is it detailed enough so that you could perform the process yourself? If not, what steps could be clearer or more detailed?
4. Is the order of the steps correct?
5. Suggest wording for a stronger topic sentence or conclusion.
6. Give the writer a specific suggestion to improve the paper.

Peer Review Form: Classification

TO BE COMPLETED BY STUDENT WRITER:

Your name:

Title of the paper:

One or two focused questions for the reviewer (optional):

TO BE COMPLETED BY STUDENT REVIEWER:

Your name:

1. What is the purpose of the classification? Is it clear?

2. What is the organizing principle? Is it clear?

3. What categories does the writer use? Can you think of any others?

4. Does the writer give enough detailed examples of the things in each category? Where might more examples be useful? Are there any that are weak, that do not fit in the category, or that are not clear?

5. Suggest wording for a stronger topic sentence or conclusion.

6. Give the writer a specific suggestion to improve the paper.

Peer Review Form: Definition

TO BE COMPLETED BY STUDENT WRITER:

Your name:

Title of the paper:

One or two focused questions for the reviewer (optional):

TO BE COMPLETED BY STUDENT REVIEWER:

Your name:

1. What is being defined?

2. After reading the paper, state the definition in your own words. If you have difficulty doing this, what in the paper could make the meaning clearer? More examples? More details? A stronger topic sentence?

3. Where would you add information?

4. Suggest wording for a stronger conclusion.

5. Give the writer a specific suggestion to improve the paper.

Peer Review Form: Comparison and Contrast

TO BE COMPLETED BY STUDENT WRITER:

Your name:

Title of the paper:

One or two focused questions for the reviewer (optional):

TO BE COMPLETED BY STUDENT REVIEWER:

Your name:

1. What is being compared and/or contrasted?

2. What is the writer's purpose in comparing or contrasting the subjects? Is that purpose clear?

3. What are the points of comparison or contrast? Can you think of any others?

4. How has the writer organized the comparison/contrast?

5. What points of comparison or contrast are the strongest? Where might more details or explanations help?

6. Suggest wording for a stronger topic sentence or conclusion.

7. Give the writer a specific suggestion to improve the paper.

Peer Review Form: Cause and Effect

TO BE COMPLETED BY STUDENT WRITER:

Your name:

Title of the paper:

One or two focused questions for the reviewer (optional):

TO BE COMPLETED BY STUDENT REVIEWER:

Your name:

1. State what you think the writer's purpose is.

2. After reading the paper, do you clearly understand the causes and/or effects of the event or situation? Where could you use more explanation?

3. What is the best example of a cause or an effect? Why?

4. Suggest wording for a stronger topic sentence or conclusion.

5. Give the writer a specific suggestion to improve the paper.

Peer Review Form: Argument

TO BE COMPLETED BY STUDENT WRITER:

Your name:

Title of the paper:

One or two focused questions for the reviewer (optional):

TO BE COMPLETED BY STUDENT REVIEWER:

Your name:

1. Restate the writer's position on the topic. How could the sentence that states it be more forceful?

2. How many reasons does the writer give to support the position? Are there enough?

3. Does the evidence support the reasons? Where could the writer give stronger or more detailed evidence?

4. Could you refute the writer's argument? How?

5. Suggest wording for a stronger conclusion.

6. Give the writer a specific suggestion to improve the paper.