Revision Help Sheet

PART I - *Common Errors in Literary Analysis*

1. **Incorrect Tense/Tense Shift** – (Use Present Tense for Literary Analysis)

Characters, stories, and poems never die. You must write about them as if they are happening RIGHT NOW!

* 1. **Read** your entire essay looking for PRESENT TENSE verbs.
	2. **CIRCLE** any verbs that *need* to be changed, or need to be checked.
	3. **Write** one sentence from your essay that shows using a present tense verb for literary analysis

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1. **Incorrect Reference to the Author** – (for first reference, use author’s first and last names; for all subsequent references, use last names only.)
	1. **Read** your entire essay looking for the author’s name.
	2. **BOX** any names that need to be changed, or need to be checked.
	3. **Write** the first sentence that references the author.

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* 1. Write any other sentence that references the author correctly

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1. **Incorrect point of view**- (Do not use first person singular—I, me – or second person—you.)
	1. **Read** your entire essay looking for the third person point of view.
	2. **Draw a wavy line** under any of the words in the gray boxes below, unless it is within some quoted material.

|  |
| --- |
| Personal Pronouns |

|  |  |  |  |
| --- | --- | --- | --- |
| Pronouns | Nominative Case | Objective Case | Possessive Case |
| 1st Person | I, we | me, us | my, mine, our, ours |
| 2nd Person | you | you | your, yours |
| **3rd Person** | **he, she, it, they** | **him, her, it, them** | **his, her, hers, it, their, theirs** |

* 1. **Write** a sentence from the essay written with third person point of view.

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1. **Run-On Sentences or Fragments**—You must always write in complete sentences. Two complete thoughts should be joined by a conjunction.
	1. **Read** the essay looking for these errors.
	2. Draw Arrows to the sentences you need to fix and label them either run-on or fragment.
	3. **Write** a sentence from the essay that was either a run-on or fragment. Then write your correction.

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1. **Awkward blending of quoted material/No blending of quoted material**—(Textual support must be blended with your own words.)
	1. **Read** the essay looking for quoted material.
	2. **Highlight** any quoted material that is not blended with the writer’s own words in a sentence.
2. **Incorrect Use of Apostrophes**—Be sure that you have shown possession.
	1. Read the essay and scan that anything possessive, has an apostrophe.
	2. **Draw a box** around possessive words that need to be corrected.
3. **Improper Use of Contractions—**You should never use them in formal writing.
	1. Read the essay and scan for any contractions (can't, won't, it's, wouldn't, etc)
	2. **Place and X** on all words that contain a contraction and correct in your paper.
4. **Lack of persuasive explanation**—(quotes should be used to further your point. The reader should never wonder why a quote was used; the reason for its inclusion should be made apparent.)
	1. **Read** the essay looking for quoted material.
	2. **Check** that each sentence using quoted material is explained. Frequently this requires an additional sentence or two after or before the introduction of quoted material.
	3. **Star** *(in the margin)* any quoted material that needs additional explanation.
5. **Incorrect parenthetical citation form**—(Correct parenthetical citation form is author’s last name and page number alone if attribution has been given.) SEE HANDBOOK SECTION FOR CITATION INFORMATION.
	1. **Read** the essay looking for quoted material.
	2. **Check** each quote for proper parenthetical citation(Hurston 159)**.** Use that as an example. HINT: There are page numbers on the essay; use them.
	3. **Write** any missing parenthetical citation needed next to any quoted material.
	4. **Write** one example of a parenthetical citation from your essay.

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* 1. If any sources (other than the provided text) are used, you must use parenthetical citations AND provide a **Works Cited**.
1. Lack of **Proofreading of quoted material**—(Be sure quoted material is represented accurately.)
	1. **Read** the essay looking for quoted material.
	2. **Check** each quote to make sure the exact words, capitalization, and punctuation are used.
	3. Use **CLOUD marks** around any quoted material that needs to be fixed.

**PART II – *Organization & Content***

1. *Introduction*–
	1. What did you write to grab the reader’s attention? Introduce the essay and author?

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* 1. What is your thesis statement? HIGHLIGHT IT ON YOUR PAPER. It should be at the end of your introductory paragraph.

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1. *Body Paragraphs* –
	1. Topic #1 – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		1. Is the topic of your paragraph obvious in your topic sentence?\_\_\_\_\_\_\_\_
		2. Text support? \_\_\_\_\_\_\_\_
		3. How much?\_\_\_\_\_\_\_\_\_\_
	2. Topic #2 – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		1. Is the topic of your paragraph obvious in your topic sentence?\_\_\_\_\_\_\_\_
		2. Text support? \_\_\_\_\_\_\_\_
		3. How much?\_\_\_\_\_\_\_\_\_\_
	3. Topic #3 – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		1. Is the topic of your paragraph obvious in your topic sentence?\_\_\_\_\_\_\_\_
		2. Text support? \_\_\_\_\_\_\_\_
		3. How much?\_\_\_\_\_\_\_\_\_
2. *Conclusion* –
	1. How do you bring your essay to a close?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	2. Do you restate your thesis in the conclusion (using different words)?\_\_\_\_\_\_\_\_\_\_\_

**PART III - *Style***

1. **Use Varying Sentence Styles and Constructions.** Interesting and readable papers vary their wording and construction. Give three examples of sentences in your paper that vary.

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1. **Use of Sophisticated Vocabulary.** Higher-level writing includes a more sophisticated vocabulary. Check your words. Write at least five words you have replaced and their replacements. Of course, you will change more words than five.
	1. Original: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Replacement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	2. Original: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Replacement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	3. Original: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Replacement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	4. Original: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Replacement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	5. Original: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Replacement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. **Use effective transitions.** Include different transitions within your paper. Avoid the use of first, second, third. Write three transitions you have used.

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1. **Remove *empty words* from your essay**. Replace with more descriptive words, or remove if the word is unnecessary. DO NOT just use thesaurus to replace with another empty word. Rewrite the sentence to make it **better**.

Here are a *few* examples to look for (these words *can* be used effectively, but they need to be reviewed carefully):

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A lot | Best | Extremely | Hopefully | Mainly | Numerous | Seem | Thing |
| Absolutely | Better | Fun | I think/believe | Many | Obviously | So | Totally |
| Amazing | Completely | Good | In conclusion | Might | Pretty | The fact that | Unique |
| Bad | Definitely | Here are | In order to  | My opinion | Quite | There are | Very |
| Basically | Doubtfully | Here is | Interesting | Nice | Really | There is  | Well |

* 1. Write a sentence where you removed/changed an empty word.

Original sentence \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Revised sentence

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