

Checklist for Literary Essays

Peer Reviewer #1: _____

Author: _____

Peer Reviewer #2: _____

Give this sheet and your paper to another student (preferably one with good grammatical and mechanical skills) in the class. He or she will become your “peer reviewer,” and should make a check next to any rule below (with exception of the first three) that he or she feels you may have overlooked, ignored, or simply failed to satisfy. Peer reviewers are encouraged to mark and make comments (both critical and complimentary) directly on your paper. Have your paper reviewed by two separate students. Your job is then to go home and revise your paper accordingly.

1. Yes No I have proofread my paper several times and made revisions to grammar, mechanics, and spelling.
2. Yes No I have visited the Writing Center, the after-school Writing Lab, or an English teacher and thoroughly gone over the organization, argumentation, style, and general effectiveness of my paper.
3. Yes No I have **carefully** read my completed paper **aloud** and have made revisions based on those words and sentences over which my tongue has tripped.
4. ___ ___ Margins, spaces, indentations, fonts, and pages are properly formatted
5. Thesis statement:
___ ___ (1) mentions the author, work, and genre
___ ___ (2) appears in a well-developed thesis paragraph at the beginning of the paper
6. Clear paragraphs that:
___ ___ (1) are separated and organized by ideas
___ ___ (2) are driven by clear topic sentences that identify, explain, and interpret
___ ___ (3) each build upon or transition from the previous paragraph using effective transitional language
7. ___ ___ Sentences are varied in length and structure—creating simple, compound, and complex sentence arrangements—and do not begin sentences with “it” or “also”
8. ___ ___ No unhelpful repetition: words, language, or ideas
9. ___ ___ Writes **only** in the 3rd person
10. ___ ___ Writes in present tense when discussing and analyzing the work
11. ___ ___ Discusses literary devices and techniques and used proper terminology to do so
12. ___ ___ No extended or irrelevant plot summaries—**summary is not analysis**
13. ___ ___ **Everything** in this paper refers back to and supports the thesis
14. ___ ___ **All** assertions are supported by facts, logic, concrete evidence and examples
15. ___ ___ Refers to the author first by his or her full name and thereafter **only** by his or her last name
16. ___ ___ No informal language (*well, anyways, you know, sort of, kind of, stuff*)
17. ___ ___ No vague language and pronouns (*everything, something, it, that, things*)
18. ___ ___ No relative language (*great, amazing, disgusting, bad, good, stupid*)
19. ___ ___ No useless language (*really, truly, very, actually*)
20. ___ ___ Uses effective transitional words (*likewise, either... or, however, but, yet, so, instead, nevertheless, since, because, as a result, so, due to, therefore, if... then, etc.*) to link and demonstrate the relationship between sentences, paragraphs, and ideas