

## Workshop Editing

You have the next 35 minutes to check all the papers in the room for your focus task. Once your group is done with the set of papers you are working on, swap with another group until you have had all papers come across your desk. It is your choice if you want to work on each paper individually or as a group, but remember you do have a time constraint.

### MLA Format Group

Your task is to help make sure these papers do not lose any points for MLA Format deductions. Use the below checklist to see to this:

- Is the heading in the upper left-hand corner of the first page?
- Does the heading include:
  - Writer's name?
  - Instructor's name?
  - The course name?
  - The date?
- Does the paper have an original title (other than something like "Final Paper")?
- Is the title presented without being bolded, italicized, or placed in quotation marks
- Does the paper have 1" margins on all sides? (this paper has one inch margins if you need to use it to check)
- Is the paper written in Times New Roman (or another standard serif font)? *\*A serif font is a font that has the extra short lines stemming from the letter)*

*SERIF FONT*

*NOT A SERIF FONT*

- Is the paper typed in 12-pt. font?
- Is everything double-spaced (including the header and title line)?
- Is the writer's last name and the page number in the upper right-hand corner of each page (0.5" from the top, or inserted using the "header" function in Word)?

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### **Spelling/Forbidden Word Group**

Your task is to check for misspelled words, incorrectly used versions of words, and forbidden words. Spelling errors need no further explanation. You may find it useful to refer to the Holt Handbook for incorrectly used versions of words.

Forbidden words (or mostly forbidden words) need to be changed out whenever possible. It is not necessarily your job to change the words for the writer (although you may definitely do so). These words include:

- it
- that
- contractions (can't)
- personal pronouns such as I, me, my
- get
- good
- bad
- very
- thing
- really
- terrible
- wonderful
- a lot

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### **Evidence & Parenthetical Citations Group**

Your task is to 1) check that the paper has sufficient evidence, and 2) make sure it is correctly cited. Use the below checklist to see to this:

- Is there any direct evidence used (highlight it). Direct evidence means direct quotes taken from the original play.
- Are all direct quotes in quotation marks?
- Do all paraphrases and summaries clearly indicate that they come from other sources?
- Does each in-text reference include a parenthetical citation that includes the Act, Scene and line numbers (unless it is obvious from the context of the sentence who you are referencing) from which the information was taken?
- If a quotation is 4 lines or more, is it block-quoted? (i.e. double-spaced, indented 1 inch from the left margin)
- Is each major point supported by evidence from the play?
- Do the parenthetical citations use correct punctuation?

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### **Tense Group**

Your task is to make sure the paper in it's entirety is written in the correct tense (for Literary Analysis, this means PRESENT TENSE). Scan the paper, checking all the verbs used. If you encounter any past tense verbs, change them to present tense if possible. This may mean helping them re-write parts of their sentences to make it work.

For example, if you see someone write the following

Lady Macbeth persuaded her husband to kill the king.

you should have them re-write is as

Lady Macbeth persuades her husband to kill the king.

Much of this does not require a close focused reading. You may be able to complete this task simply by scanning the papers. Just remember to re-read the sentence when you change it to make sure it still makes sense.

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### **Organization/Structure Group**

Your task is to check the organization and structure of the paper. You will be focusing primarily on the thesis statements and topic sentences of the papers.

First, identify what you believe is the thesis statement and underline it. Does the authors state what his or her topic is in here? You should clearly be able to identify which topic is being written on based on this statement.

Then, note whether or not the writer states an arguable claim. (*Macbeth is a character in Shakespeare's play* is not arguable, but *The personalities of both Macbeth and Lady Macbeth both drastically change throughout the course of Shakespeare's play* is arguable).

After you have worked with the thesis statements, you are ready to move on to topic sentences. Identify what the topic sentence is for each body paragraph and underline it. Does it 1) clearly state a specific topic this paragraph is supposed to focus on, and 2) does it directly connect back to the statement made in the thesis? If it does not, help the writer rewrite it so it does.

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### **Transition Group**

Your primary task is to make sure that papers not only have transitions between paragraphs, but that they are appropriate transitions! (For example, papers should not say additionally at the first body paragraph as it denotes you have already brought up an argument point).

Please use the following to check transitions:

### **Examples of Transitions:**

#### *Illustration*

Thus, for example, for instance, namely, to illustrate, in other words, in particular, specifically, such as.

#### *Contrast*

On the contrary, contrarily, notwithstanding, but, however, nevertheless, in spite of, in contrast, yet, on one hand, on the other hand, rather, or, nor, conversely, at the same time, while this may be true.

#### *Addition*

And, in addition to, furthermore, moreover, besides, than, too, also, both-and, another, equally important, first, second, etc., again, further, last, finally, not only-but also, as well as, in the second place, next, likewise, similarly, in fact, as a result, consequently, in the same way, for example, for instance, however, thus, therefore, otherwise.

#### *Time*

After, afterward, before, then, once, next, last, at last, at length, first, second, etc., at first, formerly, rarely, usually, another, finally, soon, meanwhile, at the same time, for a minute, hour, day, etc., during the morning, day, week, etc., most important, later, ordinarily, to begin with, afterwards, generally, in order to, subsequently, previously, in the meantime, immediately, eventually, concurrently, simultaneously.

#### *Space*

At the left, at the right, in the center, on the side, along the edge, on top, below, beneath, under, around, above, over, straight ahead, at the top, at the bottom, surrounding, opposite, at the rear, at the front, in front of, beside, behind, next to, nearby, in the distance, beyond, in the forefront, in the foreground, within sight, out of sight, across, under, nearer, adjacent, in the background.

#### *Concession*

Although, at any rate, at least, still, thought, even though, granted that, while it may be true, in spite of, of course.

#### *Similarity Or Comparison*

Similarly, likewise, in like fashion, in like manner, analogous to.

### *Emphasis*

Above all, indeed, truly, of course, certainly, surely, in fact, really, in truth, again, besides, also, furthermore, in addition.

### *Details*

Specifically, especially, in particular, to explain, to list, to enumerate, in detail, namely, including.

### *Examples*

For example, for instance, to illustrate, thus, in other words, as an illustration, in particular.

### *Consequence or Result*

So that, with the result that, thus, consequently, hence, accordingly, for this reason, therefore, so, because, since, due to, as a result, in other words, then.

### *Summary*

Therefore, finally, consequently, thus, in short, in conclusion, in brief, as a result, accordingly.

### *Suggestion*

For this purpose, to this end, with this in mind, with this purpose in mind, therefore.

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### **Intro & Conclusion Group**

Your task is to check whether or not the paper has both an intro and a conclusion that ties into the thesis statement and corresponding topic sentences. Consider the following questions:

- Does the introduction introduce the work being discussed for the paper?
- Is there more to the introduction than just the thesis statement?
- Does the introduction connect to ideas outside of the play itself (bigger picture ideas connecting to the argument of the paper)?
- Does the conclusion bring up any new ideas (or elaborate on items further than they were already covered), or does it simply restate the earlier items?
- Can you tell from the conclusion statement what the main argument presented is?
- Is it obvious from the conclusion which prompt the writer was responding to?