THE WMC'S GUIDE TO REVISIONING ENGL 150: "EXPLORING A CAMPUS PROGRAM/ORGANIZATION"

1. CONTEXT

- Does the introduction engage the audience, making the reader want to read more?
- Do the opening paragraphs orient the reader to the topic and the purpose of the essay/letter?
- Do you avoid introductory clichés not related to context?
- Does the approach to your topic show evidence of original thinking and attention to interesting details?
- Do your opening paragraphs develop relevant historical and cultural background of the program/organization?
- Does the introduction make the purpose for writing clear and provide an answer to the reader’s “So what?” question?

2. SUBSTANCE

- Does each paragraph fully reflect the ideas mentioned in your thesis statement?
- Does each paragraph develop a single idea in an interesting/vivid way?
- Is each paragraph supported by detailed, factual, and descriptive sentences that go beyond a mere description of the campus program?
- Does each paragraph make a connection to ISU's mission or historical relevance?
- Do you use secondary sources to discuss the campus program/organization and blend them with personal insights from program/organization experience to support main thesis?
- Do you convey your interest in the topic? (i.e., the reason this topic was chosen over another is obvious.)
3. ORGANIZATION

- Is the essay/letter organized logically and perhaps innovatively around a specific and insightful point about a campus program and its connection to the ISU mission?
- Do you use innovative and sophisticated topic sentences with transitions?
- Does each topic sentence make a claim that you must prove in that paragraph rather than simply stating a fact?
- Does each paragraph have supporting details deliberately arranged to support your thesis statement?
- Do you create an engaging and clear conclusion that wraps up the main points and leaves the reader with something to think about?
- Would it be clear to your reader how your argument is flowing? Were you intentional in the order of your paragraphs?

4. STYLE

- Is the writing clear, fluid, and mature? Do you use precise, appropriate, and vivid word choice?
- Are subordination and coordination used effectively? Are there sentences that could be combined to make the writing less choppy?
- Is the writing free from sentence- and word-level errors? Use Grammarly to see what else it can catch. Critically evaluate its suggestions!

5. DELIVERY

- Is the paper size 12 Times New Roman font and double-spaced?
- Is your last name included with the page number in the top right corner? Is your full name, class, the professor’s name, and the date included in the top left?
- Is a visual included? Is it within the margins? Does the visual have a caption in proper MLA style? (See the Purdue OWL's Tables, Figures, and Examples page for details.)
- Does the text reference that figure anywhere? (There should be something that mentions “Figure 1” in the actual text.)
- Is an in-text citation included for every outside source used?
- Is the Works Cited page correct? (“Works Cited” is centered at the top; each citation has hanging indentation; each citation has all necessary information for its type)