# THE WMC’S GUIDE TO REVISING ENGL 150: "UNDERSTANDING A PLACE/ARTIFACT"

## 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 place/artifact?
- 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 place/artifact?
- Does each paragraph make a connection to ISU’s mission or historical relevance?
- Do you use secondary sources to discuss the place/artifact and blend them with your own personal insights to support the 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 organized logically and perhaps innovatively around a specific and insightful point about a place/artifact 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)