

ENGL 1010
Essay Checklist

Topic: _____

Assignment:

- Essay has at least five pages *plus* an APA-formatted references page.
- Uses and cites at least five sources (as shown on the references page)
- Essay includes at least one graphic illustration to help explain and support the analysis

Format:

- Cover sheet is formatted correctly: In the middle of the page—

Title of Essay

Name

Dixie State University

CE ENGL 1010

Per. 1A / 5B

Date

- At top left, below the 1” margin: Running head: SHORTENED TITLE
- Running head and page number appear in Times New Roman 12 font.
- Uses one-inch margins, 12-point Times New Roman font throughout.
- The title of the essay appears at the top of the first page of the essay.
- Any subheadings appear in bold, centered, in Times New Roman 12, with title capitalization.
- Essay is double spaced throughout.
- There is no extra spacing between paragraphs.

- There is no extra spacing between entries on the references page;
- The reference page is formatted with a hanging indent (first line of each entry at the left margin; second line indented five spaces (like the sentence here)).
- The reference page list is alphabetized (ignoring “The,” “An,” or “A”)

- Tables and/or figures appear after the references page, are labeled correctly, and give a description and full sourcing in a caption beneath the image, labeled *Figure 1* (or Table 1 at the top, with Note: to introduce the caption). Refer to the general format on the reverse side.

- Sourcing in the image caption is formatted correctly:

Figure 1. The Pony Express route from Missouri to Santa Fe in 1860. Reprinted from “The Pony Express,” by A. A. Jones, 2003, retrieved from <http://www.history.org/pony-express/routes>

No personal author:

Figure 2. Graph showing sales of luxury items by category. Reprinted from “Sales of Luxury Accessories by Category: Value 2007-12, Euromonitor International, January 8, 2013, retrieved from http://www.euromonitor.com_sales/lux/2007-12/

- EACH** entry on the references page has the following BASIC formatting:

Last name, Initial. (year, Month Day). Title of article without caps/quote marks. *Title of Whole Work—Publication/Website name.* Retrieved from <http://www.URL> that breaks at the margin and continues, without color or underlining

OR, without a personal author:

Title of article without caps/quote marks. (year, Month Day). *Title of Whole Work—Publication/Website name.* Retrieved from <http://www.URL> that breaks at the margin and continues, without color or underlining

CHECK YOUR APA HANDOUT OR TEXTBOOK FOR GOV DOC, DATABASE, OR OTHER TYPE OF SOURCE

Find **EACH** source used in the essay and check it against the reference-page citation:

- The in-text attribution **MATCHES** the **BEGINNING** of EACH source citation on the reference page (last name of author or the first one or two words of the title if no author):
- Each source used in the essay also includes the year: (Jones, 2007); Researchers at Yale University (2017) discovered that . . . (as cited in Kaplan, 2018).

The citations above would be listed on the references page beginning with:

Jones

Kaplan

CONTENT REVIEW

Directions:

- Focus on content, organization, and transitions.
- Read "critically" (closely and carefully).

► Organization and Development of Ideas

Section One: Introductory paragraphs

1. What kind of introduction is used to hook the reader:
 - Does it begin with an interesting lead into the topic?
 - Does it establish what the problem is clearly and specifically?
 - Does it make it clear why the problem is important and relevant?
 - Does it provide background and context for the problem?
 - How effective is it in introducing you to the topic in an interesting and informative way?
 - Give the author *specific* suggestions to improve the content and flow of the introduction.
2. How does the essay transition from the introduction to the body of the essay? Is it a smooth, logical transition or does it seem to leap? How can it be done more effectively?
(*make notes here and discuss later*):

Section Two: The Body of the Essay: Problem discussion paragraphs:

- A smooth link to the idea in the previous paragraph begins each new paragraph
- A strong, clear topic sentence states the main point of each paragraph
(underline the topic sentence statement of each paragraph).
- The problem and other approaches / solutions tried are explained *clearly* and *completely* in multiple paragraphs
- The problem and other approaches / solutions are presented FAIRLY and IMPARTIALLY
- Source information is integrated to support, *but not replace*, the author's discussion.
- Additional paragraph(s) *analyze* the problem and attempts to solve it.
- Give the author *specific* suggestions to improve the effectiveness of presenting, explaining, and analyzing the problem and other approaches to solve the problem.

Section Two: The Body of the Essay: Solution discussion paragraphs:

- A smooth link to the idea in the previous paragraph begins each new paragraph
 - A strong, clear topic sentence states the main point of each paragraph (underline the topic sentence statement of each paragraph).
 - The author's solution is proposed and explained *clearly* and *completely* in multiple paragraphs
 - Source information is integrated to support, *but not replace*, the author's discussion.
 - Additional paragraph(s) present and explain in detail the author's plan for implementing the proposed solution.
- Give the author *specific* suggestions to improve the effectiveness of presenting, explaining, and analyzing the solution to the problem.

Section Four: Closing Paragraphs

Summarizing:

- Reminds readers why finding a solution to the problem is important.
- Briefly—and without repetitious wording—summarizes why other other solutions have not / will not work.

Wraps up the proposed solution—without repetition:

- Briefly reminds readers why the proposed solution is sound and reasonable.
 - May or may not call for actions and involvement needed from citizens, agencies, and other such authorities to implement the solution.
 - Emphasizes the importance/relevance of the issue and the solution.
 - Ends with a final, memorable remark on the topic that "sells" the essay's proposal.
- Give the author *specific* suggestions to improve the effectiveness of the closing of the essay.

Evaluate the essay as it is now:

	exemplary	proficient	almost	construction zone
Content (college-level examination)	4	3	2	1
Organization (and transitions)	4	3	2	1
Development and support of ideas	4	3	2	1
Documenting sources in the essay	4	3	2	1
References page:	4	3	2	1
Syntax (avoids awkward wording/passive voice)	4	3	2	1
Conventions of formatting	4	3	2	1