

COMPOSITION CHECKLIST

Name: _____ Date: _____

Title of Composition: _____

SECTION A: Mechanics _____

<i>Teacher check</i>	<i>Student check</i>	<i>Technical requirements of paper</i>
		1. Must be saved on hard drive/server with printed hard copy to teacher
		2. Font size - 12 point Times New Roman or Arial; Regular font: no decorations or pictures
		3. Name, date and period on first page, upper right-hand corner
		4. Title of paper centered two lines down from your name
		5. One (1) inch margins on top and bottom; One (1) to One and half (1.5) inch margin on left and right sides
		6. Three single lines down from title to begin composition
		7. Double-space the paper
		8. Page number on following sheets, upper right-hand corner, no period after

SECTION B: GRAMMAR _____

<i>Teacher check</i>	<i>Student check</i>	<i>Grammatical requirements of paper</i>
		9. Paper has been proofed and run-ons, comma splices and fragments have been corrected
		10. Proofed for misspelled words (Read paper backwards)
		11. No slang, abbreviations or contractions
		12. Corrected capitalization and punctuation errors
		13. No tense shift or excessive passive voice
		14. Proofed for pronoun-antecedent agreement, vague pronoun reference and no first or second pronoun usage ("I", "you" or "we")
		15. Proofed for subject-verb agreement
		16. Content makes sense and paper "flows" - no omitted words or incomplete thoughts
		17. Used a variety of sentence types

SECTION C: CONTENT AND PARAGRAPH STRUCTURE _____

<i>Teacher check</i>	<i>Student check</i>	<i>Introductory Paragraph</i>
		18. Strong, concise topic sentence or 3 prong thesis statement
		<i>1st Body Paragraph or Developmental Paragraph</i>
		18. Strong, concise topic sentence (based on prong of thesis statement)
		19. Three or more strong, well-developed details or examples supporting the topic sentence
		20. Supporting details reflect logical, critical development of thought
		21. Strong, concise conclusion sentence(s) summarized paragraph and re-stated main idea or theme
		<i>2nd Body Paragraph or Developmental Paragraph</i>
		18. Strong, concise topic sentence (based on prong of thesis statement)
		19. Three or more strong, well-developed details or examples supporting the topic sentence
		20. Supporting details reflect logical, critical development of thought
		21. Strong, concise conclusion sentence(s) summarized paragraph and re-stated main idea or theme
		<i>3rd Body Paragraph or Developmental Paragraph</i>
		18. Strong, concise topic sentence (based on prong of thesis statement)
		19. Three or more strong, well-developed details or examples supporting the topic sentence
		20. Supporting details reflect logical, critical development of thought
		21. Strong, concise conclusion sentence(s) summarized paragraph and re-stated main idea or theme
		<i>Conclusion Paragraph</i>
		21. Strong, concise conclusion sentence(s) summarized paragraph and re-stated main idea or theme

OVERALL GRADE: _____ **REVISION DUE DATE:** _____

COMMENTS:

PLANNING A PARAGRAPH

Use this form along with the Composition Checklist to help you develop your body/developmental paragraphs. The numbers in the parentheses correspond to the subject matter on the Composition Checklist.

I. Thesis Statement or topic sentence: (18) _____

II. First Specific Example: (19) _____

A. supporting details/development/explanation of first example: (20) _____

III. Second Specific Example: (19) _____

A. supporting details/development/explanation of first example: (20) _____

IV. Third Specific Example: (19) _____

A. supporting details/development/explanation of first example: (20) _____

V. Conclusion Sentence: (21) _____

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IV. Third Specific Example: (19) _____

A. supporting details/development/explanation of first example: (20) _____

V. Conclusion Sentence: (21) _____

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V. Conclusion Sentence: (21) _____

A Model Essay

The following model should help you understand clearly the form of an essay.

The Hazards of Moviegoing	
<i>Introductory paragraph</i>	<p>I am a movie fanatic. When friends want to know what picture won the Oscar in 1980 or who played the police chief in <i>Jaws</i>, they ask me. My friends, though, have stopped asking me if I want to go out to the movies. The problems in getting to the theatre, the theatre itself, and the behavior of some patrons are all the reasons why I often wait for a movie to show up on TV.</p>
<i>First developmental/body paragraph</i>	<p>For one thing, just getting to the theatre presents difficulties. Leaving a home equipped with a TV and a DVD player is not an attractive idea on a humid, cold, or rainy night. Even if the weather cooperates, there is still a thirty-minute drive to the theatre down a congested highway, followed by the hassle of looking for a parking space. Then there are the lines. After hooking yourself to the end of a human chain, you worry about whether there will be enough tickets, whether you will get seats together, and whether many people will sneak into the line ahead of you.</p>
<i>Second developmental/body paragraph</i>	<p>Once you have made it to the box office and gotten your tickets, you are confronted with the problems of the theatre itself. If you are in one of the run-down older theatres, you must adjust to the musty smell of seldom-cleaned carpets. Escaped springs lurk in the faded plush or cracked leather seats, and half the seats you sit in seem loose or tilted so that you sit at a strange angle. The newer twin and quad theatres offer their own problems. Sitting in an area only one-quarter the size of a regular theatre, moviegoers often have to put up with the sound of the movie next door. This is especially jarring when the other movie involves racing cars or a karate war and you are trying to enjoy a quiet love story. Whether the theatre is old or new, it will have floors that seem to be coated with rubber cement. By the end of movie, shoes almost have to be pried off the floor because they have become sealed to a deadly compound of spilled soda, hardening bubble gum</p>
<i>Third developmental/body Paragraph</i>	<p>Some of the other patrons are even more of a problem than the theatre itself. Little kids race up and down the aisles, usually in giggling packs. Teenagers try to impress their friends by talking back to the screen, whistling, and making what they consider to be hilarious noises. Adults act as if they were at home in their own living rooms and comment loudly on the ages of the stars or why movies are not as good anymore. People of all ages crinkle candy wrappers, stick gum on their seats, drop popcorn tubs, or cups of crushed ice and soda on the floor. They also cough and burp, squirm endlessly in their seats, file out for repeated trips to the restrooms or concession stand, and elbow you out of the armrest on either side of your seat.</p>
<i>Conclusion paragraph</i>	<p>After arriving home from the movies one night, I decided that I was not going to be a moviegoer anymore. I was tired of the problems involved in getting to the movies and dealing with the theater itself and other patrons. The next day I arranged to have cable TV installed in my home. I may now see movies a bit later than other people, but I will be more relaxed watching box office hits in the comfort of my own living room.</p>