**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Editing Checklist**

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| ***Specifics*** | ***Example*** | ***Check*** |
| **Run-on Sentence**  A sentence formed from two or more sentences improperly joined. | ***RO:*** Adam is a sweet boy he really loves animals.  ***Correct:*** *Adam is a sweet boy. He really loves animals.*  ***RO:*** It was a beautiful day there was not a cloud in the sky. ***Correct:*** *It was a beautiful day; there was not a cloud in the sky.*  ***RO:*** I don't play tennis well I have a poor backhand. ***Correct:*** *I don't play tennis well because I have a poor backhand.* |  |
| **Sentence Fragment**  A group of words that are written out as a sentence but that lack a subject or verb. | ***SF:*** A story with deep thoughts and emotions.  ***Correct:*** *She told a story with deep thoughts and emotions.*  ***SF:*** For doing freelance work for a competitor got Joe fired.  ***Correct:*** *Joe got fired for doing freelance work for a competitor.*  ***SF:*** Alice is busy tonight. Working on her French essay.  ***Correct:*** *Alice is busy tonight, working on her French essay."* |  |
| **Comma Splice**  The use of a comma between coordinate main clauses not connected by a conjunction. | ***CS:***Adam is a sweet boy, he really loves animals.  ***Correct:*** *Adam is a sweet boy. He really loves animals.*  ***CS:*** 'Jane likes him, I don't.'  ***Correct:*** *‘Jane likes him-I don’t.’* |  |
| **Punctuation**  Pay attention to periods, commas, semicolons, colons, hyphens, dashes, exclamation points, etc. | See ***Punctuation*** handout |  |
| **Sentence Clarity**  Sentence is difficult to read; lacking ease or grace. | ***AW:*** Industrial spying, because of the growing use of computers to store and process corporate information, is increasing rapidly.  ***Correct:*** *Industrial spying is increasing rapidly because of the growing use of computers to store and process corporate information.*  ***AW:*** The implementation of the plan was successful.  ***Correct:*** *The plan was implemented successfully.* |  |
| **Repetitive**  Either a word or phrase repeated or recurring again and again. | ***REP:*** It was freezing at first but I got used to it right away. It took me about five minutes to get used to the temperature.  ***Correct:*** *While it was freezing at first, it only took my five minutes to adjust to the temperature.* |  |
| **Wrong Word**  Incorrect meaning | ***WW:*** To wrongs don’t make a write.  ***Correct:*** *Two wrongs don’t make a right.*  ***Example:*** Affect vs. Effect and vice versa |  |
| **Formatting**  - Paragraphs indented  - Dialogue  - Style (12 serif font, 1” margins, double spaced, etc.) | See ***Dialogue*** handout. |  |

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| ***Specifics*** | ***Examples*** | ***Check*** |
| **Tense**  Do not switch tense, especially within a sentence. Instead, choose and stick with the tense most appropriate to your subject matter. | “The minutes from last week’s meeting **clarified** that the consortium ~~is~~ **was** ready to move forward with the construction.” |  |
| **Verb/Noun Agreement**  A plural noun requires a corresponding plural verb, and vice versa. | “To this day, scholars ~~ponders~~ **ponder** the mystery of Shakespeare.” |  |
| **Noun/Pronoun Agreement**  If a noun is singular the corresponding pronoun must be too, and vice versa. | “The student council, in ~~their~~ **its** effort to improve school spirit, organized a Halloween dance.” |  |
| **Apostrophes**  *Contractions*  Merging two words into one. Please note that contractions are generally avoided in academic writing.  *Possession*  Using an apostrophe to indicate ownership. | *Contractions*  can + not = **can’t**  did + not = **didn’t**  I + will = **I’ll**  it + is = **it’s**  *Possessive of …*  *Singular noun* = the teacher’s  *Plural noun ending in s* = our allies’ priorities  *An irregular plural noun that does not end in s* = children’s books  *Singular proper noun* = Jesus’s  *Plural proper noun* = the Malenfants’ family |  |
| **Homonyms**  Homonyms are words that sound the same but have different meanings, and that are (usually) spelled differently. | there, their, they’re  two, too, to  its, it’s  your, you’re  wear, where, ware  which/witch |  |
| **Prepositions**  Words that establish spatial, temporal, directional, causal or other **relations** between nouns (or pronouns) and other words in a sentence.  While there are no concrete rules regarding prepositions, there is one stylistic rule: *Whenever possible avoid ending a sentence with a preposition.* | **as, on, of, over, beyond, after, above, etc.**  “The use of prepositions was something Mrs. Malenfant and the student disagreed **on**.”  Better: “The use of prepositions was something **on which** Mrs. Malenfant and the student disagreed.” |  |
| **Typos**  Typos sometimes produce words that are spelled correctly, but that are not the word you had in mind. Spell-check does not pick up on such mistakes. | “an” instead of “and”  “untied” instead of “united” |  |