**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’retwo, too, toits, it’syour, you’rewear, where, warewhich/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” |  |