Version 01

Writing Style and Process

BRITISH COLUMBIA

OPEN SCHOOL BC

Acknowledgments

Project Manager Monique Brewer
Writers: Shannon Mitchell, Leanne Baugh, Julie Kelly
Copy Editor: Monica Morris, Kate Restson
Teacher Reviewers: Helen Eng—School District 45, West Vancouver
Lloy Falconer—School District 63, South Island Distance Education
Production Technicians: Beverly Carstensen, Brian Glover, Christine Ramkeesoon
Graphics Coordinator: Janet Bartz
Illustrators: Max Licht, Cal Jones
Instructional Design: Carol Orom

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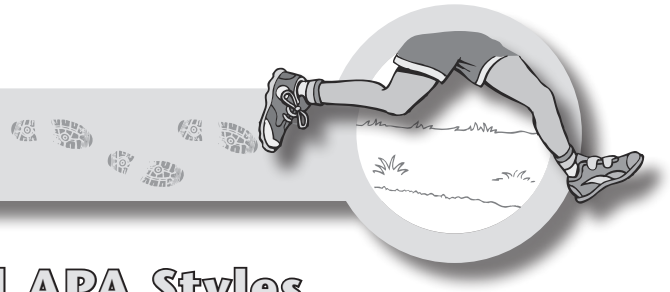
Table of Contents

Writing Style and Process

If you need to review the process of how to write an essay or presentation, this is the resource for you! You will also learn about how to properly format your essay as well as what style conventions to follow.

MLA Style Guide



A Note about MLA and APA Styles

This Writer's Style Guide mainly uses Modern Languages Association (MLA) style. It is the preferred style in many North American colleges and universities, particularly for English courses.

American Psychological Association (APA) style is an alternative style that many colleges and universities require for courses in social sciences. APA style will not be addressed here.

The MLA and APA styles do not normally use footnotes or endnotes to indicate sources of information. Those kinds of documentation were once more widely used, and you **should be aware that some history teachers and other courses may still require them**. Once you have learned to apply MLA style consistently, you will find that you can soon learn alternative styles if the need arises.

Formatting Your Piece of Writing

Word process on "letter-size" white sheets of paper, which are 8.5 by 11 inches, or approximately 21 by 28 cm. If you are expressly permitted to use handwriting, write legibly in pen on standard-size lined sheets. Whether you are typing or writing, use only one side of each sheet.

Where standard usage calls for italic type, underline the words if you are writing by hand.

Page Identification

Number the pages consecutively in the upper right-hand corner of each page. Start with the number 1 for the first page of content, which is usually the first page after the title page.

On the same line as the page number, add any other information that the assignment directions require. If you are using a word processor, all of this information belongs in the header.

Margins

Use margins of at least 2.5 cm, or at least 1 inch.

Spacing and Indenting

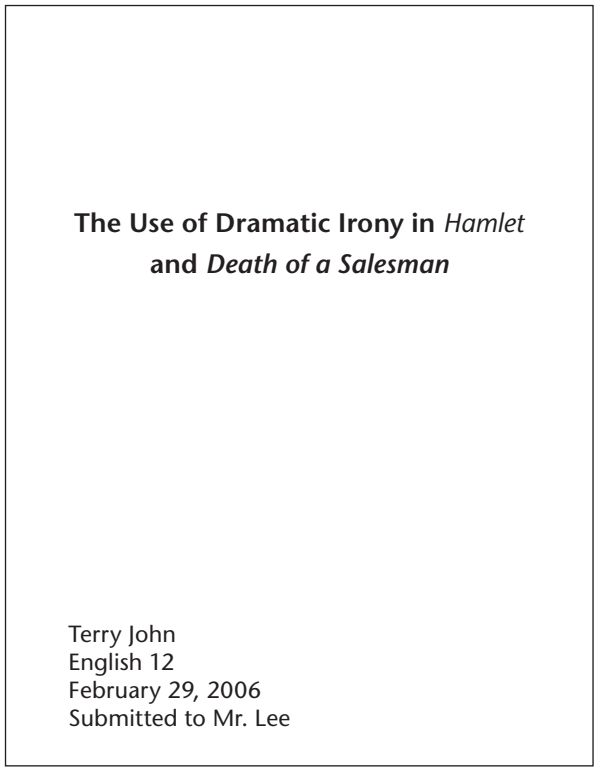
If you are typing your work, double space it. If you are writing by hand, skip every second line. Indent the first word of each paragraph at least 1 cm or 5 spaces. You may also allow a little extra space above each paragraph.

Setting Up a Title Page

Use a separate sheet of paper for the title page of a research paper. Centre the title of your piece of writing: place it halfway between the left and right margins. In the title, capitalize the first letter of the first word and all major words—all words except articles, coordinating conjunctions, and prepositions. Within your title, italicize the title of any separately published book or play, and use quotation marks around the title of any article, short story, or poem.

At the bottom, add your name, the course name, the date, your teacher's name, and any other information that the assignment directions require.

Example:



Following Style Conventions

Quotations

When quoting, use the exact wording, capitalization, punctuation, and spelling of the original. Use ellipsis points (three spaced periods) like this . . . to indicate words that you have omitted within a quotation. Precede the ellipsis points with a period when the omitted words are at the end of a sentence—like this. . . .

Do not correct any error in a quotation. If it is necessary to indicate an error, insert [sic]—Latin for thus—in square brackets after it. If an explanatory remark is needed in a quotation, insert it in square brackets to show that it is not part of the quotation.

Generally put quoted material within double quotation marks (" "). Use single quotation marks (' ') only when you need to use quotation marks within other content in quotation marks.

Use block quotation style for poetry of at least two lines and other quotations of at least four lines. Do not enclose the block quotation in quotation marks, but do indent it at least 1 cm or 5 spaces. Within block quotations, use single spacing instead of the usual double spacing. The statement introducing a block quotation often ends with a colon. Here is an example of block quotation style:

> Hinchcliffe explains why she believes Thorstein Veblen had serious misgivings about the relevance of social Darwinism to history: "Veblen describes his own evidence as 'less than convincing' in several chapters." (341)

When you are quoting two lines of poetry within a paragraph (but not in a block quotation), show the break between the lines with a slash (/). Retain the original capitalization at the beginning of the second line, as in "Of man's first disobedience, and the fruit/ Of that forbidden tree, whose mortal taste. . . ."

When you are using "block quotation" style for poetry, keep the original indentation and line breaks intact, as in this stanza by George Herbert:
Man

My God, I heard this day,
That none doth build a stately habitation,
But that he means to dwell therein.

Avoid using long quotations to "pad" your writing—to increase the length. Also be sure that sentences with quotations are grammatically correct and easy to read: be as careful as you would be if there were no quotation marks.

Abbreviations

Keep abbreviations to a minimum. Do not abbreviate Prime Minister, Governor General, President, Vice President, the Reverend, Professor, military titles, days of the week, and months of the year. Use Dr., Jr., Sr., Mr., Ms., and Mrs.

Italics

Use italics for emphasis and for:

- The titles of books and periodicals
- Foreign language words and phrases (if not yet brought into English)
- Names of newspapers, with the city italicized only if it is part of the paper's name (The Globe and Mail of Toronto, but the Victoria Daily Times)

Do not italicize titles of articles, lectures, and chapters; instead, put quotation marks around them.

If you are writing by hand or do not have italic type available, use underlining instead of italics.

Numbers

In general, use numerals (101, 102) for numbers above 100. Use numerals for scientific numbers (7 g), years (1984, 2001), and parts of a book (pages 9–11).
Use words for numbers up to 100. Use words for approximate numbers (as in over two hundred people) and for a number that begins a sentence. Use words when they are more readable (as in a budget of $2.5 billion and ten 5-point scales).

Punctuation

Always place periods and commas inside (before) the closing quotation marks. Place all other punctuation marks outside (after) the closing quotation marks unless the other punctuation mark is part of the quoted material (as in "Is this a metaphor of life?" he asked.)

When referring to decades, write (for example) 1880s, rather than 1880's.

Do not use commas before or after dashes.
Avoid contractions (doesn't, you're) in all formal writing.

Spelling

For spelling and usage, use a Canadian dictionary. Where more than one spelling is given, use the first spelling listed. Be consistent in your spelling.

Identifying People

The first time you refer to someone, use the person's full name and title. After that, the surname is sufficient if there is no possibility of confusion.

Titles of Books and Articles

Always copy the title of a book from the title page, not the book cover, which may sometimes have an abbreviated form of the title.

Italicize titles of books, periodicals, plays, long poems, films, TV programs, CDs, CD-ROMs, websites, and works of art.

Put quotation marks around the titles of articles, essays, short stories, interviews, and short poems.

Citing Sources

Passing off other people's ideas as your own would be plagiarism. It is a major academic offence.

You do not need to cite sources for matters of common knowledge. It is hard for some students to know what is "common knowledge," but it becomes easier with experience. Assigned readings are not "common knowledge"; cite these sources even though your instructor will know where you obtained your information.

You must document your sources in two ways:

- In parenthetical documentation within the body of your piece of writing
- In your "Works Cited" list at the end

Parenthetical Documentation

If you use someone's words or ideas, cite the source—normally including the page number—in parentheses. (For electronic sources such as web pages or online journals, cite the paragraph number.)

> Steinbeck's female characters are often strong people who "guide their husbands through their moments of instability" (Falkenberg 17).

> Steinbeck often created strong female characters who were able to guide their husbands through moments of instability (Falkenberg 17).

If you mention the author's name in your text, cite only the page number:

> Falkenberg notes that Steinbeck created strong female characters who were able to guide their husbands through moments of instability (17).

If you are acknowledging an entire work, you can simply include the name of the work and its author in your text. An example is "Ray Carver earned his reputation as a 'dirty realist' with *What We Talk About When We Talk About Love*, a collection of tales of woe from the dark side of the American dream."

If you are citing a play, include the act, scene, and line numbers—not the page.

> In Shakespeare's *Hamlet*, we are told that "The play's the thing" (2.2.633).

MLA style generally does not use footnotes (at the bottom of a page) or endnotes (at the end of an essay). On occasion, however, you may need to use a footnote or endnote for a comment that would distract the reader from the main point of your writing. A footnote is used for that kind of comment in "Examples of Works Cited (MLA Style)" later in this guide.

List of Works Cited

At the end of your piece of writing, list all the source materials that you have cited. Do this in a "Works Cited." List in alphabetical order. Use the following guidelines when making the list:

- Centre the heading "Works Cited" near the top of your page. Leave a double space after the heading before beginning the first entry.
- Begin your entry flush with the left-hand margin. If the entry runs to a second line, indent that line by at least one centimetre or five spaces.
- Use the punctuation shown in the "Examples of Works Cited (MLA Style)" part of this style guide.
- Where an author's name would be repeated in the list of works cited, replace the name with three hyphens and a period.
- If no place of publication or publisher is given, write *n.p.* For no date, write *n.d.* For no page, write *n. pag*.

- For **books**, use this general order of information in your citation:
    - The names of the author(s), editor(s), or institution(s) responsible for writing the book
    - The full title of the book, including the subtitle (if any)
    - The series title (if any) and the volume or number in the series
    - The total number of volumes (of a multi-volume work)
    - Edition (if not the first edition)
    - City of publication
    - Publisher's name
    - Date of publication

        Tazo, Ezra B., and Leah E. Doherty. *The Comprehensive Handbook of English.* 2nd ed. Toronto: UBC Press, 2006.

- For **articles**, use this general order of information in your citation:
    - Author
    - Article title
    - Periodical name
    - Volume number (sometimes issue number)
    - Date
    - Pages on which the article appears

        McDonald, Tony. "Shakespeare's Threatre." *Understanding Literature* 27 (June 2006): 21-24.

- For **electronic sources**, works on the internet are cited in much the same way as printed works. The challenge with internet resources is that there is no standardized publication information. Aim to include:
    - Author and / or editor
    - Title of webpage / article
    - Title of website
    - Version number
    - Date of version or posting
    - Publishing information
    - Date of access
    - URL

        Bird, P. "Holden Caufield's Humour." *Modern Literature* 2.1. 2006. Canadian Literary Association. Mar. 2006 <http://www.modernliturature.com/ed21/holden.htm>.

Sometimes your assignment directions may require you to include a bibliography. MLA style generally avoids the term bibliography because it literally means a "description of books" and therefore appears to exclude non-print materials. In practice, however, the expectation is likely to be what MLA style calls a list of works consulted. In a "bibliography" in that sense, include not only the works that you cited in your paper but also other relevant works that you consulted.

Examples of Works Cited (MLA Style)

Books

- Books by a single author
  Jones, Ray. *Talking about Statistics*. New York: Harper Collins, 1983.
  America's Funniest Statistics. New York: Harper Collins, 1993.

- Book with two or more authors or editors
  Dal, Michael, and Louise Lui. Galileo. New York: Harper Collins, 1999.

- Book under the direction of an editor
  Brown, Mary, ed. *The History of Canada.* Toronto: Key Porter Books, 2000.

Other Printed Works

- Play
  Shakespeare, William. *Hamlet*. Ed. Barbara A. Mowat and Paul Werstine. New York: Washington Square-Pocket, 1992.

- Article, essay, poem, etc., in an anthology
  Brown, A. Y. "The Loon in Canadian Literature." *Symbols in Fiction*. Ed. A. D. Singh. Toronto: McClelland and Stewart, 1971. 27–41.

- Article or entry in a reference book
  "Sparta." *Encyclopaedia Britannica*. 15th ed., 1987.

- Review in a scholarly journal
  McNeal, Robert H. Rev. of *The Prophet Outcast: Trotsky*, 1929–1940, by Isaac Deutcher. *Canadian Historical Review* 46 (Mar. 1965): 79–81.

- Article in a magazine or newspaper (translated, in this example)
  Raymond, Jean-Gilles. "Victims of Crime Have Rights Too." Trans. Marie Ng. *Guardian Weekly* 24 Jan. 1999: 13.

- Anonymous article
  "Importing Full Employment." *Financial Post* 17 July 1965: 6–7.

- Letter to the editor or editorial
  Chan, Jie. Letter. "Best Bets." *National Post* 4 Dec. 1998: A28.
  "Court Case Avoided." Editorial. *Burnaby Now* 30 May 1999: 6.

Web Sources

- Professional site

  English Language Centre Study Zone. University of Victoria. 1997. University of Victoria English Language Centre. Mar. 2006 <http://web2.uvcs.uvic.ca/elc/studyzone/>.

- Personal site

  McLean, Jose. Home page. May 2006 <http://www.josemclean.com>.

- Article in a magazine

  Doherty, Hannah. "Global Warming." *Earth Watch.* Oct. 2006. Dec. 2006 <http://www.earthwatch/warming.com>.

Other Media

- Interview that you conducted

  Tanaka, Stacey. Personal interview. 28 Nov. 1999.

- Sound recording

  Dylan, Bob. *Nashville Skyline*. Columbia, 1969.

- Television or radio program

  "Death by Moonlight." *The Valour and the Horror.* Dir. Brian McKenna. Writs. Brian McKenna, Terrence McKenna, and Roman Jarymowicz. CBC, 1992.

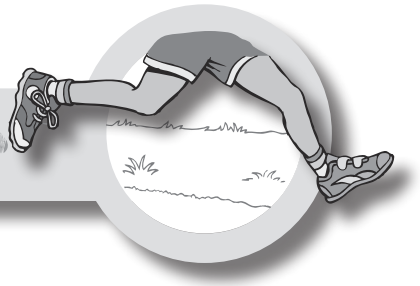
- Film or video

  Under the Willow Tree: Pioneer Chinese Women in Canada. Dir. Dora Nipp. National Film Board, 1997.

- CD–ROM

  Zebu. *The Oxford English Dictionary.* 2nd ed. CD–ROM. Oxford: Oxford UP, 1992.

Writing Process



Overview

Whether you are writing a single paragraph, a multi-paragraph composition (essay), or creating an oral presentation, an understanding of the writing process will help you to produce and publish your very best work.

You can break the writing process into three basic steps: Pre-write, Write, and Revise / Edit. Look at the following chart to see an overview of the writing process.

Pre-write

Limit Your Topic

Understand the Basics of Good Writing

Know Your Purpose
Narration Persuasion
Description Exposition

Know Your Audience
Who are you writing for?
A teacher, newspaper, job, friend, etc.

Develop a Topic Sentence or Thesis Statement

Write

Brainstorm Ideas, Points, and Details

Organize Ideas, Points, and Details

Complete an Outline

Complete a First Draft

Revise and Edit

Reread and Revise Rough Draft

Check Mechanics, Content, and Style

Complete Final Draft and Proofread

Pre–write

Limit Your Topic

In order to limit your topic, you must first understand the purpose of your writing project. It is important to understand the scope and directions of the project.

Sometimes, your teacher may provide you with a limited topic.

*Write a **paragraph describing** the **process** of **photosynthesis**.*

When you are provided with a limited topic, underline key words to make sure you understand what is being asked of you. In the above example, underlining key words helps to verify that you are being asked to write a descriptive paragraph on the process of photosynthesis.

Other times, your teacher may provide you with a broad topic.

*Write a **three to five** paragraph **narrative composition** on "**A day to remember.**"*

"A day to remember" is a broad topic. You have lived many days of your life. Your job here is to narrow your topic to one day that you can realistically write about in a multi-paragraph composition. To help limit your topic, you might choose a day that you remember vividly, so you can describe it well. You might consider a day that other people would find interesting to read about or learn from. Remember, you only have three to five paragraphs to address this topic.

Know Your Purpose

You must make sure you understand the purpose of your communications: what is it you want to say and why.

- Are you trying to describe a process, like how to tie a shoelace? (description)
- Are you trying to tell a story, like your most embarrassing experience? (narration)
- Are you trying to explain a difficult topic, like the difference between the Upper and Lower Houses of Parliament? (exposition)
- Are your trying to persuade someone of an opinion, like the graduated licensing program should be abolished? (persuasion)

Understanding your purpose will help you select your mode of writing: whether you will write a descriptive, narrative, expository, or persuasive piece of writing.

Know Your Audience

You also need to know your audience: for whom you are writing. Writing for your English teacher will be different from writing to your friend. Knowing your audience will help you to determine:

- What style of language you will use: formal, informal, or slang?
- How much information to provide: if your audience is unfamiliar with your topic, you may have to provide more background information.
- What type of examples to use: if you are writing a multi-paragraph composition for your English teacher, are you using examples, such as song titles or movie characters, that your teacher would know?
- What would make for interesting content?

Develop a Topic Sentence or Thesis Statement

Once you are clear as to your purpose and audience, you can formulate your topic sentence or thesis statement. A topic sentence introduces a paragraph, whereas a thesis statement introduces a multi-paragraph composition. Both topic sentences and thesis statements provide your reader with a clear sense of purpose and direction for the writing to follow.

Topic Sentence

A topic sentence introduces a paragraph and is typically the first sentence in the paragraph. The topic sentence should be limited enough in scope so that it can be adequately developed in six to eight sentences.

Poor Examples:

There are many things that cause cancer.

This topic sentence is poor because it is vague: "many things" is not very specific. The topic is also too broad to discuss in six to eight sentences. In fact, a book could be written on this topic.

The Dixie Chicks won "Record of the Year" at the 2007 Grammy Awards.

This topic sentence is poor because it is too limited. This is a statement of fact, so requires no further support.

Good Examples:

Friday is the best day of the week.
Valentine's Day should be a national holiday.

Thesis Statement

A thesis statement introduces the focus of a multi-paragraph composition and is typically the last sentence of the introductory paragraph. Just like a topic sentence, it informs the reader of the composition's main idea. The thesis statement should be limited enough in scope so that it can be adequately supported in three to five paragraphs.

Poor Example:

It is important to graduate from high school.

This thesis is vague and is not limited in scope. A student could definitely write more than five paragraphs to cover this topic.

Good Examples:

Volunteering at an elderly care facility changed my attitude towards ageing.

Prior to signing a rental agreement, the three most important areas of your apartment to inspect are the kitchen, bathrooms, and living rooms.

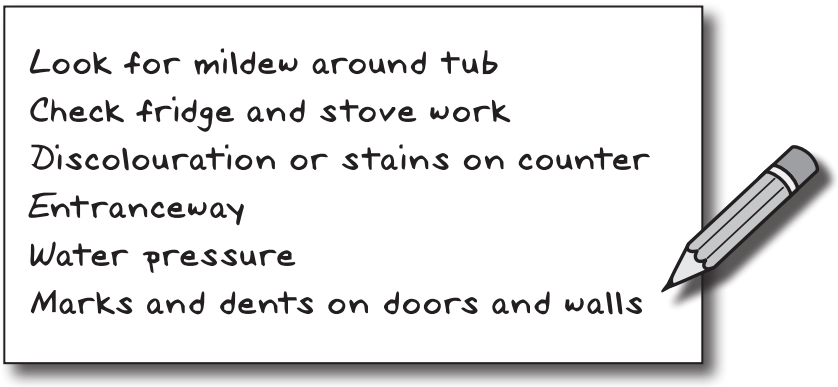
Write

Brainstorm Ideas, Points, and Details

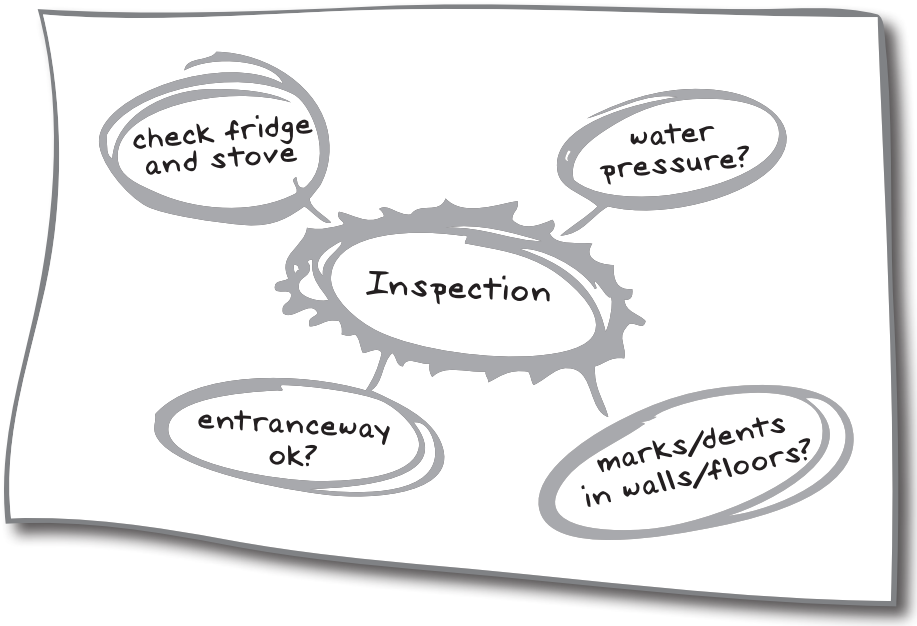
The first step in writing your composition, whether that be a paragraph or multi-paragraph composition, is to generate your content, including your ideas, main points, and details.

Some Strategies to Brainstorm Ideas

Brainstorm by making a list of all possible ideas.



Create a **cluster diagram** by putting the topic in the middle of a page and drawing a circle around it. Think of words that are associated with the topic and write them down on the page. Write as many words as come to mind. To show the connection between the words and the topic, draw a line between them. The line should go from each word to the outer part of the circle.



To **free write** just write whatever comes to mind about the topic. Ideas don't have to be written in complete sentences—just get them down!

So, inspecting an apartment. Always a good idea.
Check mildew in bathroom around the tub (ugh).
Also water pressure for the shower. Fridge works.
Also stove, is the entrance well maintained?
Are there marks in the floor? What about the walls?
Countertops clean? Is the whole apartment clean?

There is no one right way to generate ideas, so find a strategy that works for you!

Research

For some writing projects, you may not have all the information you need at hand to complete them. You may have to conduct research to support your topic.

Research strategies include: The Internet

Learning more about your topic and finding examples to support your opinion will require research. Use a search engine to find numerous other resources. Look for an author or publisher and date posted on the home page—if that information is not there, it may not be a reliable resource. For websites, keep a note of the topic, web address, date the page was posted (if available), and date you viewed the site.

Books and Magazines, Comics, and Catalogues

Your local public library, or school library will have useful books that you can borrow for free. Look up their collections online or phone the librarian if you'd like to find out more about possible resources before going to the library yourself. Your textbook may also be a good source of information.

Interviews

Talking to other people can offer you ideas and perspectives that you may not have considered.

Ask people what they think about your topic, and if they say something that you might use in your composition, note their words, the date, and place of the interview. Be sure you've spelled the person's name correctly.

If you know people who have lived the experience of one of the issues, ask them if they could speak to you about their experiences. Ask a few questions to direct the interview, or show the person your composition topic, and listen. Jot down notes or use a recorder to help keep a record of their comments. Finally, thank the person for sharing his or her story, and offer a copy of the composition when it is complete.

You will have to cite the interview in your list of resources for the composition.

Organize Ideas, Points, and Details

Once you have generated your ideas, points, and details, your next step is to group the information into logical categories. How you group your ideas will depend upon what your end goal is. For this example, the student is writing a five-paragraph composition.

Structured lists provide a simple, linear way to group information from the ideas you have generated. You can use bullets or sub-points to organize your ideas.

Example:

Apartment Inspection:

Kitchen:

- Appliances
  Fridge, stove, microwave, washer and dryer all work
- Cupboards
  Empty, clean, not damaged
- Counters
  Clean, not damaged

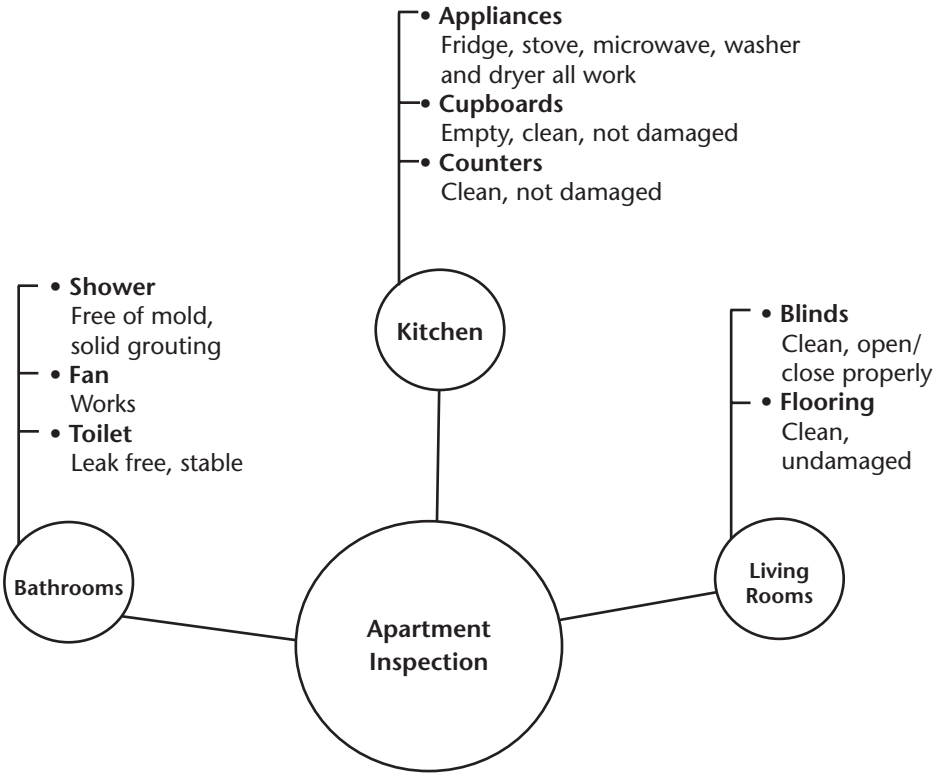
Bathrooms:

- Shower
  Free of mold, solid grouting
- Fan
  Works
- Toilet
  Leak free, stable

Living rooms:

- Blinds
  Clean, open/close properly
- Flooring
  Clean, undamaged

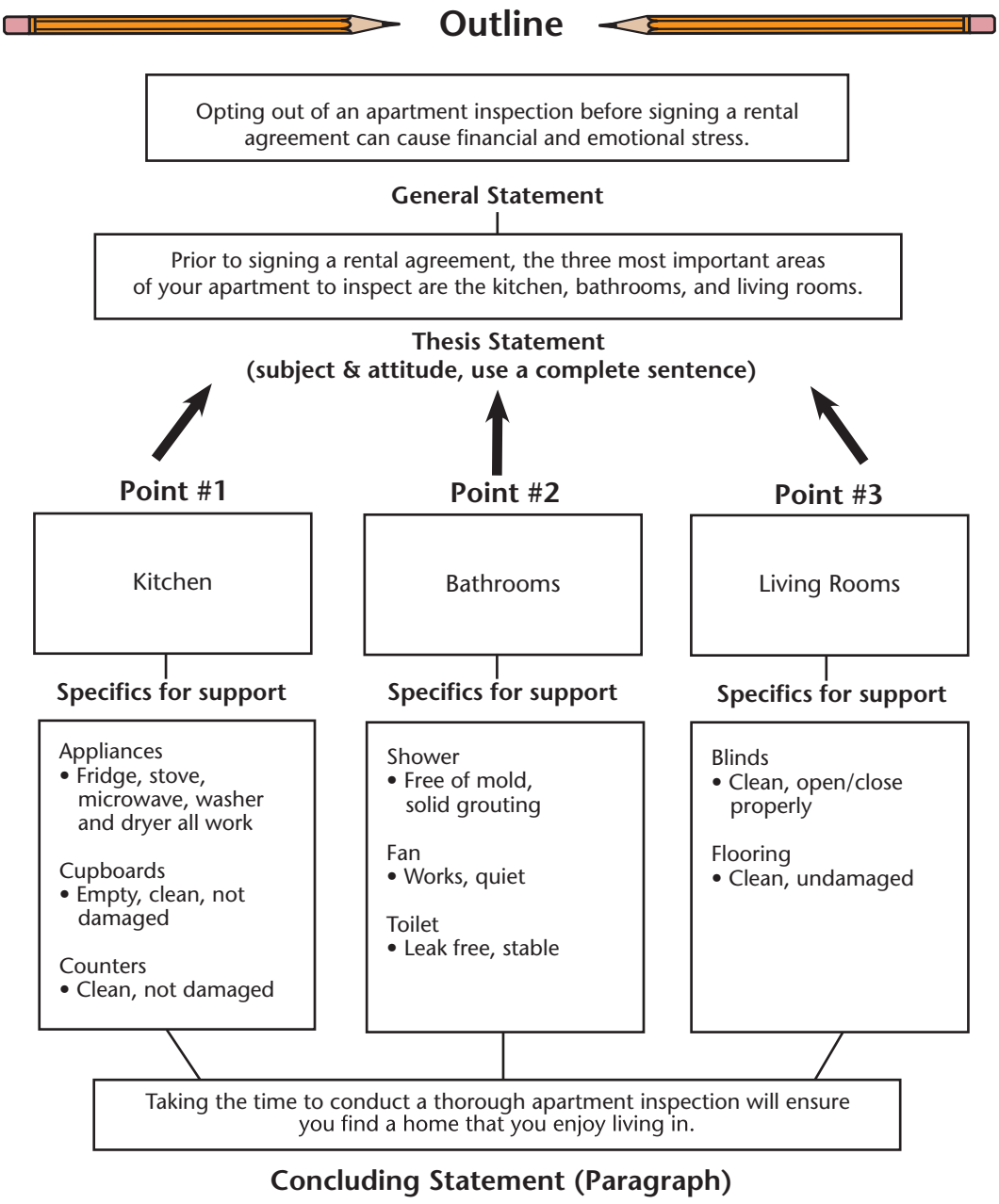
Mind maps provide a visual way to logically group the ideas you have generated.



Complete an Outline

The next step of your writing process is to create an outline for your multi-paragraph composition based on the ideas you have organized. It's helpful to plan the order of how you want to present your content:

Sequentially—order by sequence or steps
Chronologically—order by time
Spatially—order through space
Logical order—general statements followed by causes or examples



Complete a First Draft

The final step in the writing phrase of the process is to create a first draft of your composition. The goal of your first draft is to connect your ideas together into a unifying piece, whether it is a single paragraph, a multi-paragraph composition, or another form of communication.

Before you write, review your outline to be sure the ideas are fresh in your mind. It's a good idea to keep that outline close at hand to refer to as you write. This will help to keep your writing project focused.

Focus on getting your ideas on paper. Don't get hung up with spelling, punctuation, grammar, or perfecting every word or sentence. That is the purpose of the next phase of the process.

Once your first draft is complete, walk away from it for a while. This will give you a fresh perspective when you reach the next phase of the writing process: revise and edit.

Revise and Edit

Reread and Revise Draft

Your finished composition should be smooth. In order to polish it, you will need to evaluate your work and make revisions.

Revising your writing is more than just correcting spelling and grammar errors. It is a four-step process that makes your words and sentences stick together.

1. **Cut**
   As you reread your composition, you might see a sentence that doesn't seem to end or one that is repetitive. Another sentence might be padded with unnecessary words. These are examples of wordiness. Here is what you can do to avoid wordiness:
   - Repeat a word or phrase only for emphasis or clarity.
   - If you can get an idea across with fewer words, do it.
   - Remove any words from a sentence that don't relate to the main idea.
   - Remove any sentences that don't relate to the main idea of the multi-paragraph composition.

2. **Use appropriate language**
   Reread your composition carefully to make sure you have avoided:
   - inappropriate language (colloquialisms or slang), for example, neat, cool, lousy, goon, moocher, etc.
   - jargon—words that are specific to a particular group or profession that others may not understand, example bites, ram, IRP, stet
   - gender-biased language (sexism)

3. **Expand**
   As you reread a paragraph, you might realize that something is missing. If you think you need to add information to clarify an idea:
   - Define words and phrases if their meanings are unclear or substitute better words.
   - Give readers all the information they need to understand what you mean.
   - Add additional ideas to support your thesis statement.

4. **Use Transitions**
   Words or phrases that help link your ideas together in a logical way.
   Use transitions to introduce ideas, conclude ideas, and move between ideas.

Transitions

This list of the most common transitional words and phrases is arranged by category.

Addition
also
as well as
at the same time
besides
equally important
finally further
furthermore
in addition (to)
lastly
moreover
next
plus
too

Cause and Effect
accordingly
as a result
because
consequently
due to
result from
result in
since
therefore
thus

Comparison
another way
by way of comparison
equally
further
in a similar way
in like manner
let us compare
likewise
moreover
one way
similarly

Contrast
although
at the same time
but
however
in contrast
in spite of
instead
nevertheless
on the contrary
on the other hand
otherwise
though
unlike
whereas
yet

Explanation
for example
for instance
incidentally
indeed
in fact
in other words
in particular
namely
specifically
that is

Place
beside
beyond
here
on the other side
opposite
there

Process
by and large
finally
first
first of all
for a start
furthermore
in conclusion
last
moreover
next
second
then
to begin with
to sum up
what is more

Purpose
for the purpose of
for the sake of
for this purpose
for this reason
so that
to this end
with this in mind

Subtraction
except
save
but
other than
exclusive of

Summary
from what has been said
in brief
in conclusion
in short
in summary
on the whole

Time
after a short time
after that
afterwards
as soon as
at last
at length
before
eventually
finally
first, second, third, etc.
first of all
for a start
immediately
in 1999, in 2004, etc.
in the end
in the future
in the past
later
meanwhile
next
now
prior to
soon
subsequently
the final
then
ultimately

Check Mechanics, Content, and Style

In order to polish your composition, you need to get a detail-oriented look at the mechanics, content, and style of your piece to make sure your writing is correct and consistent.

An effective strategy to polish your composition is to have a friend, family member, or teacher read your work to give you suggestions for improvement.

Then, you must also carefully review your work for correct sentence structure, punctuation, and usage. Review the topics in *Writing on the Run!* for more information.

Using a checklist is a helpful strategy for editing your work. There are many editing checklists available in grammar books or on the Internet. Find one that works well for you.

Sample checklist:

Criteria	Self-Assessment: have you done this?	Teacher
presents each idea in paragraph format		
presents ideas in a logical order		
supports ideas with facts, evidence, and/or descriptive details		
provides an effective opening and conclusion		
uses proper sentence format, including capitalization and periods		
uses a variety of sentence types		
shows agreement in use of verbs and pronouns		
uses verb tenses properly		
uses punctuation correctly, including commas, quotation marks, periods, question marks, and exclamation marks		
uses correct word forms		
presented in typed or legible handwriting		

Complete Final Draft and Proofread

Once you have completed your revising and editing, you are now ready to complete your final draft. Reread the instructions of your assignment to ensure you are submitting your composition as instructed.

For example:

- name, date, title
- single space or double space
- type, print, or write

Then, give your composition one final read to ensure it is error free before submitting it!