

Checklist for Revision

See also specific revision checklists for arguments (p. 211), research papers (p. 642), and literary analyses (p. 745) in *The Little, Brown Handbook*, 11th edition.

Purpose

- What is the essay's purpose? Does that purpose conform to the assignment?
- Is it consistent throughout the paper? (See pp. 9–11.)

Thesis

- What is the thesis of the essay? Where does it become clear?
- How well do thesis and paper match: Does the paper stray from the thesis? Does it fulfill the commitment of the thesis? (See pp. 27–32.)

Structure

- What are the main points of the paper? (List them.) How well does each support the thesis?
- How effective is their arrangement for the paper's purpose? (See pp. 33–34, 39–43.)

Development

- How well do details, examples, and other evidence support each main point?
- Where, if at all, might readers find support skimpy or have trouble understanding the content? (See pp. 16–26, 92–93.)

Voice

- How clearly can readers hear your writer's voice? What role will they see you as playing?
- What tone will they hear? How appropriate is your voice for your subject, purpose, and audience? (See pp. 14–15.)

Unity

- What does each sentence and paragraph contribute to the thesis? (See pp. 42–44.)
- Where, if at all, do digressions occur? Should these be cut, or can they be rewritten to support the thesis? (See pp. 74–77.)

Coherence

- How clearly and smoothly does the paper flow? Where does it seem rough or awkward? (See pp. 42–44.)
- Can any transitions be improved? (See pp. 79–81.)

Title, introduction, conclusion

- How accurately and interestingly does the title reflect the essay's content? (See p. 53.)
- How well does the introduction engage and focus readers' attention? (See pp. 104–107.)
- How effective is the conclusion in providing a sense of completion? (See pp. 107–109.)