

**Rewrite Key**  
**Professor Belluscio**

**THESIS**

**thesis**—Either add a thesis statement to the end of the introduction or correct a faulty thesis statement already there. The best thesis statements have some degree of specificity and complexity to them.

**SUPPORT**

¶1, ¶2, ¶3, etc.—Add a first, second, third, etc., body paragraph. I may also use this to ask you to group two or more paragraphs into one body paragraph if they both deal with the same subtopic.

**exa**—Provide examples of the point you are making. As a rule of thumb, plan on adding *at least* three more sentences of development.

**exp**—Provide further explanation of the point you are making or of the previous reference to the reading. As a rule of thumb, plan on adding *at least* three more sentences of development.

**off**—This material has veered off-topic. Please replace it with development that is relevant to the paragraph in which it appears and/or to the essay question.

**ORGANIZATION**

¶1, ¶2, ¶3, etc.—Add a first, second, third, etc., body paragraph. I may also use this to ask you to group two or more paragraphs into one body paragraph if they both deal with the same subtopic.

**conc**—Either the conclusion is missing or is weak and needs to be developed.

**cs**—Please add a concluding sentence. This can happen if you end the paragraph with a supporting detail or quotation from the reading.

**intro**—This essay contains no introduction: please add one. I may also use this to ask you to group two or more paragraphs into one introductory paragraph.

**lead-in**—Either add a lead-in to the beginning of the introduction or develop a weak one already there.

**tie-in**—Either add a tie-in to the middle of the introduction or develop a weak one already there.

**title**—Either add a title or provide a more specific one. This may also be used if you fail to mention the title of the reading in the introduction.

**trans**—Either add a transition to this body paragraph or conclusion or correct a faulty one.

**ts**—There is no topic sentence, or the current one doesn't state the main idea of the entire body paragraph.

## CRITICAL READING AND THINKING

**at**—Add an attributive tag—a “so-and-so says” to a quotation.

**author**—Mention the author(s) of the reading(s) covered in the paper.

**cit**—Please add a parenthetical citation or correct a faulty one.

**sum**—If the assignment calls for you to summarize something in the introduction of the paper, either add a summary or correct a faulty one already there.


**ta**—Add a paraphrased or quoted reference to the reading(s) to this body paragraph and analyze the reference in order to work it smoothly into that body paragraph. Plan on adding *at least* two sentences in addition to the quotation.


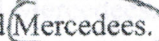
**title**—Either add a title or provide a more specific one. This may also be used if you fail to mention the title of the reading in the introduction.

## LANGUAGE, SYNTAX, AND GRAMMAR


**S500**—If you see this written at the top of your paper, please take future drafts of papers to the English tutors in S500 before submitting them in class.



### Editorial Marks:

1.  --A circled word indicates that there is a grammar or spelling error and sometimes a word spacing error or problems with the paper's heading.


**EXAMPLE:** He  a red .

**CORRECTION:** He has a red Mercedes.

2.  --A circled letter indicates a problem with capitalization.


**EXAMPLE:** My  rincipal was named Mr.  alters.

**CORRECTION:** My principal was named Mr. Walters.

3.  --A subscript circle indicates a problem with punctuation.


**EXAMPLE:** The dog<sub>o</sub> that was on the lawn<sub>o</sub> seemed lost<sub>o</sub> then it ran away.

**CORRECTION:** The dog that was on the lawn seemed lost. Then it ran away.

4.  --A superscript circle indicates a problem with quotation marks or apostrophes.


**EXAMPLE:** She writes, I've collected too many boa constrictor's (45).

**CORRECTION:** She writes, "I've collected too many boa constrictors" (45).

5.  --A one-word "squiggly line" means you have used the wrong word.


**EXAMPLE:** I resemble that comment!

**CORRECTION:** I resent that comment!

6.  --A multiple-word "squiggly line" means you should rephrase for clarity.

**EXAMPLE:** The upcoming analysis of sonnets reveals Shakespeare's portrayal of an examination that shows the determination of an ideal love aspect of life.

**CORRECTION:** These Shakespeare sonnets are about ideal love.

7.  --A caret indicates that word(s) are missing.


**EXAMPLE:** I remember first time I went to college.

**CORRECTION:** I remember the first time I went to college.

8.  --Reverse these words.


**EXAMPLE:** We tried our hardest but finished best third in the relay race.


**CORRECTION:** We tried our hardest but finished third best in the relay race.

9.  --Indicates that word(s) must be deleted.

**EXAMPLE:** Some say that the beauty is better than the truth.

**CORRECTION:** Some say that beauty is better than truth.

10.  --Indent the beginning of this paragraph by pressing the tab key once.

11.  --There is too much empty space. Move the text up, left, or right as indicated.