

WID Teaching Portfolio – Jocelyn Parr, History – Fall 2010

In Class Editing Assignment – 10%

Editors: you will be marked on the level of detail (both on the form and in the paper) you give in your comments. I expect you to read the paper thoroughly. You will make notes **throughout the paper** in addition to marking down comments in the column below. Circle sentences that are confusing or unclear. If they are unnecessary, cross them out. Try to identify the reason for confusion, for example, perhaps the wrong verb has been used. **Make note of the overall success of the paper by deciding whether or not the thesis statement has been proven.** Give positive feedback wherever possible! Be polite!

Paper Title: _____ Author: _____
 Editor's Name _____ Date: _____

The First Step

Flip Through the Paper. Are there:

- a. Pages without a single paragraph break? **No** **Yes** → If yes, recommend paragraph breaks

What we were aiming for:	Comments	Marks
Introduction – at LEAST four (4) sentences		
1. Has an original, enticing, or thoughtful first sentence. 2. Introduces the topic of the paper (Marx? Freud? Fanon? De Beauvoir? Picasso?), then NARROWS it to a specific question: War? Sexuality? Torture? Repression? The 60s?) 3. Provides a clear outline for paper (what sections will the paper have—each section proves a small part of the argument) (Think of this as like oral instructions for a driver who doesn't have a roadmap of an area) 4. Thesis statement <ul style="list-style-type: none"> - clearly argues a position - Takes a stance on the topic 		/2
Creativity / Originality		
Giving Points for the Unexpected! Did the author try to think of an interesting angle from which to approach the issue? Are you surprised at how this paper was approached or is it exactly what you thought papers in this class would look like or <i>were supposed</i> to look like?		/1
Writing and Format		
Paragraphs – Have One Principle Idea Only <ul style="list-style-type: none"> - Topic Sentences indicate the purpose/ point - Quotations / evidence proves the point - Are between 100-200 words long - Conclusion Sentences complete the argument and transition to the next 		/2

<p>paragraph</p> <p>A tip: Remember the acronym S. I. E. (State your point, Introduce your evidence –2 or 3 quotations, Elaborate/Explain the most salient message you want us to take away from this evidence. For example:</p> <p>S. Mr. X is a robber</p> <p>I. Mrs. Y’s jewels were found in Mr. X’s car</p> <p>E. Mr. X’s fingerprints were on the jewels, therefore Mr. X is a robber.</p> <p><i>Notice how without the E, the evidence from I has not been properly used or followed-up on</i></p>		
<p>Sentences</p> <ul style="list-style-type: none"> - Clear - Detailed (not repetitive) - Grammatically Correct 		/1
<p>Words</p> <ul style="list-style-type: none"> - spelling is correct 		/1
<p>Document</p> <ul style="list-style-type: none"> – double spaced, 12 pt. font, Times New Roman, 1” margins, has a cover page, page numbers – 1500-2500 words 		/1
Scholarly Material		
<p>Citations</p> <p><u>Content</u></p> <p>Quotations are wisely used. They provide evidence for <i>your</i> argument.</p> <p><u>Format</u></p> <p>Short Quotes are introduced: “ ____ ” (Parr 14).</p> <p>Long Quotes are defined as being over 40 words. As above, they are introduced:</p> <p style="padding-left: 40px;">in the same way as short quotations, but they are double spaced, indented and have no quotation marks. (Parr 14)</p> <p>Signal phrases reference the author’s last name</p> <p style="padding-left: 20px;">e. g. Parr argues (good); Historian Jocelyn Parr argues (best)...</p> <p><i>Italicize Book Titles</i></p> <p>“Articles and Chapters titles are in Quotations”</p>		/4

<p>Works Cited</p> <p><u>Content</u></p> <ul style="list-style-type: none"> - There are at least eight (8) scholarly sources (<i>NOT including encyclopedias, newspapers, magazines, or general internet websites like wikipedia</i>) - Are there additional sources ? <p><u>Format</u></p> <p>Johnson, Kirk. "The Mountain Lions of Michigan." <i>Endangered Species Update</i> 19.2 (2002): 27-31. <i>Expanded Academic Index</i>. Web. 26 Nov. 2008.</p> <p>Tan, Amy. <i>The Bonesetter's Daughter</i>. New York: Putnam, 2001. Print.</p>	<p>A Basic, but Incomplete Checklist:</p> <ul style="list-style-type: none"> • Alphabetized <input type="checkbox"/> • Indented <input type="checkbox"/> • <i>Italicize Book Titles and Database Names</i> <input type="checkbox"/> • "Articles and Chapters titles are in Quotations" <input type="checkbox"/> • Identify Type of Source (Web or Print) <input type="checkbox"/> • Double spaced <input type="checkbox"/> 	<p>/ 4</p>
<p>Overall Structure and Logic</p>		
<ul style="list-style-type: none"> - There is a good flow to the paper (e.g. if you were to read ONLY the topic sentences all the way through, the story-line of the paper makes sense). - The paper sections are balanced 		<p>/2</p>
<p>Conclusion</p>		
<ul style="list-style-type: none"> - re-articulates/ summarizes argument - Sends us back into the world, knowing the consequences of the research and thinking about new questions that have been brought up 		<p>/2</p>
<p>Total (____ Days Late)</p>		<p>/20</p>

ADDITIONAL COMMENTS (WHAT WAS YOUR FAVOURITE PART?)
