

Writer \_\_\_\_\_

Editor \_\_\_\_\_

Topic \_\_\_\_\_

### Persuasive Essay Editing Guide

Instructions written in bold should be completed on the writer's essay.

#### Introduction

1. Identify the type of introduction the writer uses \_\_\_\_\_
2. Does the writer begin with a "hook" that interests you? Y N
3. Does the writer include background information that gives you a general idea of the topic? Y N
4. Does the thesis statement clearly indicate what the writer will argue in the speech and include the three main reasons in the argument? Y N
5. Is the thesis statement written using parallel structure? Y N

#### Body Paragraph One

6. Does the topic sentence clearly identify the first reason which supports the thesis? Y N
7. In point form, identify the examples the writer uses for support of the topic sentence.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Do more examples need to be added for support? Y N
9. Does the writer **explain** how the examples support the reason given in the topic sentence? Y N
10. Do all the sentences relate to the topic sentence? Y N
11. **If there are any sentence that do not relate to the topic sentence, cross them out.**
12. **Circle the transitions.**
13. Do more/different transitions need to be used so the sentences flow and make sense, moving logically from one idea to the next? Y N

#### Body Paragraph Two

14. Does the topic sentence clearly identify the second reason which supports the thesis? Y N
15. In point form, identify the examples the writer uses for support of the topic sentence.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
16. Do more examples need to be added for support? Y N
17. Does the writer **explain** how the examples support the reason given in the topic sentence? Y N
18. Do all the sentences relate to the topic sentence? Y N
19. **If there are any sentence that do not relate to the topic sentence, cross them out.**
20. **Circle the transitions.**
21. Do more/different transitions need to be used so the sentences flow and make sense, moving logically from one idea to the next? Y N

**Body Paragraph Three**

- 22. Does the topic sentence clearly identify the third reason which supports the thesis? Y N
- 23. In point form, identify the examples the writer uses for support of the topic sentence.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 24. Do more examples need to be added for support? Y N
- 25. Does the writer **explain** how the examples support the reason given in the topic sentence? Y N
- 26. Do all the sentences relate to the topic sentence? Y N
- 27. **If there are any sentence that do not relate to the topic sentence, cross them out.**
- 28. **Circle the transitions.**
- 29. Do more/different transitions need to be used so the sentences flow and make sense, moving logically from one idea to the next? Y N

**Conclusion**

- 30. Identify the type of conclusion the writer uses \_\_\_\_\_
- 31. Does the writer tie together the important points in the essay? Y N
- 32. Does the last sentence impress the reader with the final conclusion? Y N

**Entire Essay**

- 33. Has the writer communicated the importance of the issue to the reader? Y N
- 34. Does the writer incorrectly use second person pronouns “you or your”? Y N
- 35. **Cross out second person pronouns and write the correct word to replace them.**
- 36. **Underline any slang words or colloquial (informal) language.**
- 37. Does the writer need to revise to make the language formal? Y N
- 38. **Refer to the handout “Rhetorical Devices.” Circle any of the devices the writer uses.**
- 39. List the rhetorical devices that writer has used.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**40. Identify any sentence fragments (F) and run on sentences (ROS.)**

- 41. If there is anything that is confusing and doesn’t make sense, copy it down.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 42. What is the strongest element of this speech? What did the writer do well?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 43. Provide the writer with feedback about what improvements or changes could be made to the good copy to make the speech stronger.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

