**English 1130 – Final Drafting Sheet #1**

**Task:** After exchanging your draft with a colleague, review, and read, the draft carefully. After you have done so, circle one of the answers to each of the questions below and return the draft to your colleague. Then, add up your score at the bottom and deal with it.

1. Are there at least two pages of material (complete sentences), around 500 words, with at least one source integrated into the segment, and a working title?
   1. Yes
   2. No
   3. Cannot tell
2. Does the segment begin by introducing the context for analysis? (Does it tell you what it will be arguing? How it will be intervening? Standard of evaluation?)
   1. Yes
   2. No
   3. Cannot tell
3. Does the segment reflect upon, or define, the disciplinary context or existing conversations about the topic and then move on to suggest a reason for the essay’s (or segment’s) reason to exist? (I.e.: does it offer a deviation?)
   1. Yes
   2. No
   3. Cannot tell
4. Can you recognize the key terms for the segment? (I.e.: is there a consistent line of development that you can follow? Are there meaningful terms that appear more than once?)
   1. Yes
   2. No
   3. Cannot tell
5. Does the segment integrate the source effectively? (I.e.: introductory phrase, clear lead-in and lead-out, clearly refers to the conversation underway in the segment, cited consistently.)
   1. Yes
   2. No
   3. Cannot tell
6. The source used is robust, carries weight, and pushes the conversation forward (i.e.: not matter-of-fact, useless, or without any real substance):
   1. Yes
   2. No
   3. Cannot tell
7. The segment engages directly with the concepts of the source or, shows how that source is relevant to the discussion at hand or forthcoming:
   1. Yes
   2. No
   3. Cannot tell
8. Does the segment appear coherent and concise? (Is there more than one paragraph? Does it flow seamlessly from one idea to the next? Does it build upon one central claim (good) or, is it fractured and scattered making numerous claims about different things (bad)?)
   1. Yes
   2. No
   3. Cannot tell
9. Based on what you know of the English language, is the segment well written? (i.e.: free of stupid mistakes, a mix of short and long, well-organized, sentences, correct word choices, sounds like someone speaking naturally)
   1. Yes
   2. No
   3. Cannot tell
10. Based on what you can see in front of you, does the segment look like something someone put a lot of time into?
    1. Yes
    2. No
    3. Cannot tell

**Rubric:**

1. = 3 points
2. = 1 point
3. = 0 points

**Where you’re at:**

* **30 points:** Looking good! But keep working at it, there’s still many segments to go…
* **20 – 29 points:** Great! But there are areas you need to address—get to them…
* **10 – 19 points:** Uh-oh! Some areas are working, but most are not. What do you need to do to improve things? Do that!!
* **0 – 9 points:** BOO!! BOO!! There’s less than three weeks left to pull this essay together… work harder!