

The California State University  
Task Force on Expository Reading and Writing

EXPOSITORY READING AND WRITING COURSE

RACIAL PROFILING  
Student Version 1.1

READING RHETORICALLY

- PREREADING
- READING
- POSTREADING

**Prereading**

- Getting Ready to Read
- Surveying the Text
- Making Predictions and Asking Questions
- Introducing Key Concepts
- Introducing Key Vocabulary

*Getting Ready to Read*

The following argument, “Hounding the Innocent” by Bob Herbert, was first published in *The New York Times* on June 13, 1999. It tries to persuade its readers that law-enforcement agents should not take action based on race alone. It uses a combination of logic and emotion to achieve its purpose. Have you ever been stopped by the police because of your appearance? If you have, what was your reaction? If you haven’t, what do you think your reaction would be? Why do you think you would react this way?

*Quickwrite: What do you know about this topic? What do you think about it? Write for five minutes. Then discuss your response with a partner.*

*Surveying the Text*

- Who is the author of this essay?
- When and where was this essay published?
- What organizational signposts do you notice in this essay?
- What do you think each of these sections will talk about?

### *Making Predictions and Asking Questions*

What do you think this essay is going to be about?

What do you think is the purpose of this essay?

Who do you think is the intended audience for this piece?

How do you know that?

What do you think the writer wants us to do or believe?

Based on the title and other features of the selection, what information/ideas might this essay present?

Will the article be negative or positive in relation to the topic? How did you come to this conclusion?

What argument about the topic might it present? What makes you think that?

Turn the title into a question [or questions] to answer after you have read the essay.

### *Introducing Key Concepts*

Share your thoughts on the following terms and then complete then the vocabulary-building activity below.

*race*

*prejudice*

*ethnic*

*anti-semitism*

*discrimination*

*pre-conceived notions*

*profiling*

*stereotyping*

### **Vocabulary-Building Activity**

Complete a Cubing Activity for the words listed above. This activity involves the following 6 steps:

1. **Describe** it (colors, shapes, sizes, etc.)
2. **Compare** it (What is it similar to?)
3. **Associate** it (What does it make you think of?)
4. **Analyze** it (Tell how it's made)
5. **Apply** it (What can you do with it? How can it be used?)
6. **Argue** for or against it

## ***Introducing Key Vocabulary***

The following vocabulary words might be important to your understanding of this essay:

- abomination (para. 2): an object that is intensely disliked
- profiling (parra. 3): making judgments about someone based on appearance
- dismantled (para. 5): taken apart
- perpetuated (para. 7): continued
- unconscionable (para. 11): not reasonable

Use two of these words to define two words on the previous list (from Introducing Key Concepts)

## **Reading**

- First Reading
- Looking Closely at Language
- Rereading the Text
- Analyzing Stylistic Choices
- Considering the Structure of the Text

## ***First Reading***

Read the essay aloud one by one and talk about your responses to these questions as you go along:

- Which of your predictions turned out to be true?
- What surprised you?
- Are you persuaded by the text?

## ***Looking Closely at Language***

What is racial profiling?

Why does Herbert use the word “Faces” in the subtitle of the first section of the essay?

What connotations does “anti-loitering” have for you?

### ***Rereading the Text***

What is the essay's thesis?  
State the thesis as a question.

Highlight details throughout the essay that directly answer that question.

- (1) On your copy of the essay, label what the author says in the left hand margin:
  - The introduction
  - The issue or problem the author is writing about
  - Examples the author gives
  - The author's main arguments
  - The conclusion
- (2) In the right hand margin, write reactions to what the author is saying.

### ***Analyzing Stylistic Choices***

#### **Words:**

What does the term "racial profiling" bring to mind for you?  
What words or synonyms are repeated? Why do you think they re repeated?

#### **Sentences**

Is the author's sentence structure mostly varied or not? What effect does this variety or lack of variety have on the essay?  
Are the sentences readable? Explain your answer.

### ***Considering the Structure of the Text***

What is the main method of organization in this essay?  
In pairs, create a picture outline showing in graphic form how this essay is structured.  
Talk together until you negotiate a graphic outline that represents how the essay is laid out.

#### **Analyzing your Findings**

As a whole class discuss how the text is organized.  
In pairs or small groups have students discuss what the major parts of the text are and their purposes.

**Post-reading Activities**

- Summarizing and Responding
- Thinking Critically

***Summarizing and Responding***

In groups of three or four, summarize the essay's main points using no more than five sentences. Then generate five questions that might be the basis of a class discussion. You must use at least 5 vocabulary words from this module in your summary.

***Thinking Critically***

Answer the following questions.

**Questions about Logic (Logos)**

- List two major assertions the author makes in this essay.
- Highlight the support the author provides for these assertions.
- Can you think of counter-arguments that the author doesn't deal with?
- Do you think the author has left something out on purpose? Why?

**Questions about the Writer (Ethos)**

- Does this author have the right background to speak with authority on this subject?
- Is this author knowledgeable? Smart? Successful?
- What does the author's style and language tell you about him?
- Do you trust this author? Why or why not?
- Do you think this author is deceptive? Why or why not?
- Do you think this author is serious?

**Questions about Emotions (Pathos)**

- Does this piece affect you emotionally? What parts?
- Do you think the author is trying to manipulate your emotions? How?
- Do your emotions conflict with your logical interpretation of the arguments?
- Does the author use humor? How does this affect your acceptance of his or her ideas?

***Quickwrite (5 minutes)***

Choose one of the following topics to write on.

- What does the writer want us to believe?
- What is your response to one of the author's main ideas?

What did we learn from this exercise? Write five minutes.

## CONNECTING READING TO WRITING

- WRITING TO LEARN
- USING THE WORDS OF OTHERS

### *Writing to Learn*

You have already been “writing to learn” by using writing to take notes, make marginal notations, map the text, make predictions, and ask questions. Now you are ready to use what you have learned in other ways.

### *Using the Words of Others*

One of the most important features of academic writing is the use of the words and ideas from written sources to support the writer’s own points. There are essentially three ways to incorporate words and ideas from sources.

- **Direct quotation:** Bob Herbert says, “Most Americans have no idea of the extent of the race-based profiling that is carried out by law-enforcement officials and the demoralizing effect it has on its victims” (17).
- **Paraphrase:** In “Hounding the Innocent,” Bob Herbert notes that racial profiling is more extensive than we realize and is demoralizing to its victims.
- **Summary:** In “Hounding the Innocent,” Bob Herbert cites statistics and stories from different parts of the country to prove that racial profiling is extensive and unjust. According to the author, “ethnic profiling” is practiced in a variety of ways all through the United States and no people of color, either walking or driving, are safe from its effects (17)

You also need to learn to take notes with full citation information. For print material, at a minimum you need to record the author, title, city of publication, publisher, date, and page number. The two most common documentation formats used are Modern Language Association (MLA), which is used mainly by English Departments, and the American Psychological Association format (APA). Here is the “Works Cited” format for a typical book in MLA style:

Bean, John C., Virginia A. Chappell, and Alice M. Gilliam. *Reading Rhetorically: A Reader for Writers*. New York: Longman, 2002.

Here is the bibliographic information for the article quoted above, in MLA format. The fact that it was published in a newspaper changes the format and the information a bit:

Herbert, Bob. “Hounding the Innocent.” *The New York Times*. 13 June 1999, Sec. 4: 17.

You might also want to incorporate material from websites. To document a website, you need to give the author (if known), the title of the site (or a description like "Homepage" if no title is available), the date of publication or update (if known), the name of the organization that sponsors the site, the date of access, and the web address (URL) in angle brackets. For example,

*University Writing Center.* 26 June 2003. University Writing Center, Cal Poly Pomona. 26 May 2004 <<http://www.csupomona.edu/uwc/>>.

The author is unknown for the above site, and so is left out. This entry would appear in the "Works Cited" section alphabetized by "University."

MLA style also requires "in text" documentation for every direct quotation, indirect quotation, paraphrase, or summary. If the author is given in the text, the page number should be given in parentheses at the end of the sentence containing the material. For example, here is a quotation from the Herbert article. Because the author is not named in the text, the last name goes in the parentheses:

In New York, profiling was not only perpetuated but elevated to astonishing new heights during the regime of [New York City major] Giuliani. Here, the targets are mostly pedestrians, not motorists. Young black and Hispanic males (and in some cases females) are stopped, frisked, and harassed in breathtaking numbers (Herbert 17).

*Practice with Sources:* Choose three passages from the text you are reading that you might be able to use in an essay. First, write each passage down as a correctly punctuated direct quotation. Second, paraphrase the material in your own words. Finally, respond to the idea expressed in the passage by agreeing or disagreeing with it and explaining why. Now you can use this material in an essay.

**WRITING RHETORICALLY**

- PREWRITING
- WRITING
- REVISING AND EDITING

**Prewriting**

- Reading the Assignment
- Getting Ready to Write
- Formulating a Working Thesis

***Reading the Assignment***

Write an essay that presents your opinion on a controversial issue of your choice. Begin with a debatable thesis statement. Then follow the guidelines for writing an argument essay. As you write your essay, be sure you support your opinions with reasons. If something in the media (newspaper article, ad, speech, etc.) inspired this assignment, attach it to your paper before you turn it in.

- Read the assignment carefully.
- What issue are you going to discuss?
- Discuss the purpose of the assignment. What will you try to accomplish in your essay?

***Getting Ready to Write***

Choose a controversial issue on your campus or in the news that is important to you, and use one or more of the techniques from the list of Prewriting Strategies to generate ideas on the issue. Consult your campus or local newspaper for ideas if you want. What is the exact issue? Why is it important? Why do people care about it? How do you think the issue should be resolved?

***Formulating a Working Thesis***

Writing down a tentative thesis at this point is a good habit to develop in your writing process. Your thesis should be a complete sentence and can be revised several times. But a focused thesis statement will keep your writing on track.

Record your responses to the following questions in preparation for writing your tentative thesis statement:

- What specific question will your essay answer? What is your response to this question? (This is your tentative thesis.)
- What support have you found for your thesis?
- What evidence have you found for this support? For example, facts, statistics, authorities, personal experience, anecdotes, stories, scenarios, and examples.
- How much background information do your readers need to understand your topic and thesis?
- If readers were to disagree with your thesis or the validity of your support, what would they say? How would you address their concerns (what would you say to them)?

Now draft a possible thesis for your essay:

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## Writing

- Composing a Draft
- Organizing the Essay
- Developing the Content

### *Composing a Draft*

When you write an argument essay, choose a subject that matters to you. If you have strong feelings, you will find it much easier to gather evidence and convince your readers of your point of view. Keep in mind, however, that your readers might feel just as strongly about the opposite side of the issue. The following guidelines will help you write a good argument essay.

1. ***State your opinion on your topic in your thesis statement.*** To write a thesis statement for an argument essay, you must take a stand for or against an action or an idea. In other words, your thesis statement should be debatable—a statement that can be argued or challenged and will not be met with agreement by everyone who reads it. Your thesis statement should introduce your subject and state your opinion about that subject.

Bob Herbert’s thesis is in his third paragraph: “Ethnic profiling by law-enforcement authorities in the United States comes in many forms, and all of them are disgusting.” This is a debatable thesis. Some other statements on the topic of ethnic profiling would not be good thesis statements.

**Not debatable:** Ethnic profiling by law-enforcement authorities in the United States often involves African Americans and Hispanics.

**Not debatable:** Some law-enforcement agencies have strict rules regarding ethnic profiling.

Herbert sets up his essay with some facts about anti-loitering laws and a reference to the practice in New York of stopping and frisking blacks and Hispanics. This background information leads up to his thesis statement.

2. ***Find out as much as you can about your audience before you write.*** Knowing your readers' background and feelings on your topic will help you choose the best supporting evidence and examples. Suppose that you want to convince people in two different age groups to quit smoking. You might tell the group of teenagers that cigarettes make their breath rancid, their teeth yellow, and their clothes smell bad. But with a group of adults, you might discuss the horrifying statistics on lung and heart disease associated with long-term smoking.

Herbert's essay was first published in *The New York Times*, which addresses a fairly educated audience. The original readers probably thought a lot like he does on this issue. So he chooses his support as if he is talking to people who agree with him.

3. ***Choose evidence that supports your thesis statement.*** Evidence is probably the most important factor in writing an argument essay. Without solid evidence, your essay is nothing more than opinion; with it, your essay can be powerful and persuasive. If you supply convincing evidence, your readers will not only understand your position but perhaps agree with it.

Evidence can consist of facts, statistics, statements from authorities, and examples or personal stories. Examples and personal stories can be based on your own observations, experiences, and reading, but your opinions are not evidence. Other strategies, such as comparison/contrast, definition, and cause/effect, can be particularly useful in building an argument. Use any combination of evidence and writing strategies that will help you support your thesis statement.

In his essay, Herbert uses several different types of evidence. Here are some examples:

### **Facts**

An anti-loitering law was declared unconstitutional in June 1999 (paragraph 1)  
Sergeant Rossano Gerald was stopped by the Oklahoma police in the summer of 1998 (paragraph 4)

### **Statistics**

Chicago police arrested over 42,000 people from 1992 to 1995 for loitering (paragraph 1)

In New York, more than 45,000 people were stopped and frisked by the Street Crimes Unit in 1997 and 1998 (paragraph 8)

Only 10,000 arrests were made in New York in 1997 and 1998 (paragraph 8)

### Statements from Authorities

Quote by Ira Glasser, ACLU director (paragraph 9)

Quote by Mayor Giuliani (paragraph 10)

ACLU report (paragraph 12)

### Examples and Personal Stories

Story about Sergeant Gerald and his son (paragraphs 4–6)

4. ***Anticipate opposing points of view.*** In addition to stating and supporting your position, anticipating and responding to opposing views is important. Presenting only your side of the argument leaves half the story untold—the opposition’s half. If you admit that there are opposing arguments and answer them, you will move your reader more in your direction.

In paragraph 10, Herbert acknowledges a statement made by Mayor Giuliani as his opposition. Giuliani flatly denies the claims against his police force. “The stops are driven by the descriptions of the person who committed the crime.” Acknowledging this statement raises Herbert’s credibility and then lets him counter Giuliani’s claim, which he does in the next paragraph.

5. ***Find some common ground.*** Pointing out common ground between you and your opponent is also an effective strategy. Common ground refers to points of agreement between two opposing positions. For example, one person might be in favor of gun control and another strongly opposed. But they might find common ground—agreement—in the need to keep guns out of teenagers’ hands. Locating some common ground is possible in almost every situation. When you state in your essay that you agree with your opponent on certain points, your reader sees you as a fair person.

Herbert assumes that most of his readers know that ethnic profiling by law-enforcement agencies is going on around the country. His job, then, is to prove the extent and unfairness of it.

6. ***Maintain a reasonable tone.*** Just as you probably wouldn’t win an argument by shouting or making mean or nasty comments, don’t expect your readers to respond well to such tactics. Keep the “voice” of your essay calm and sensible. Your readers will be much more open to what you have to say if they think you are a reasonable person.

Herbert maintains a reasonable tone throughout his essay. He occasionally becomes lighthearted and sarcastic: “Spare me” (paragraph 11) and “What a surprise” (paragraph 15), but even when he quotes some unbelievable statistics, as in

paragraphs 1 and 8, he keeps his voice under control and therefore earns the respect of his readers.

7. ***Organize your essay so that it presents your position as effectively as possible.*** By the end of your essay, you want your audience to agree with you. So you want to organize your essay in such a way that your readers can easily follow it. The number of your paragraphs may vary, depending on the nature of your assignment, but the following outline shows the order in which the features of an argument essay are most effective:

### Outline

#### Introduction

- Background information
- Introduction of subject
- Statement of your opinion

#### Body Paragraphs

- Common ground
- Lots of evidence (logical and emotional)
- Opposing point of view
- Response to opposing point of view

#### Conclusion

- Restatement of your position
- Call for action or agreement

The arrangement of your evidence in an argument essay depends to a great extent on your readers' opinions. Most arguments will be organized from general to particular, from particular to general, or from one extreme to another. When you know that your readers already agree with you, arranging your details from general to particular or from most to least important is usually most effective. With this order, you are building on your readers' agreement and loyalty as you explain your thinking on the subject.

If you suspect that your audience does not agree with you, reverse the organization of your evidence and arrange it from particular to general or from least to most important. In this way, you can take your readers step by step through your reasoning in an attempt to get them to agree with you.

Bob Herbert’s essay follows the general outline just presented. Here is a skeleton outline of his essay.

#### Introduction

Background statistics and facts about anti-loitering laws and stopping and frisking

#### Body Paragraphs

##### The Faces of Ethnic Profiling

Subject introduced: racial profiling

Statement of opinion: racial profiling is disgusting

Evidence—example: Sergeant Gerald’s story

##### Profiling Targets the Innocent

Evidence—fact: blacks and Hispanics stopped in New York

Evidence—statistics: more than 45,000 people stopped, less than 10,000 arrested

Evidence—statements from authorities: Ira Glasser, ACLU director

Opposing point of view: Mayor Giuliani

Response to opposition: Herbert’s opinion

#### Conclusion: Profiling Is Extensive

Restatement of problem: extent of race-based profiling

Evidence—statements from authorities: quotation from ACLU report

Evidence—statistics: over 42,000 arrests in Chicago in three years

Herbert’s opinion

Evidence—fact: ACLU lawsuit

Herbert’s final comment

### *Organizing the Essay*

The following items are traditional parts of all essays:

- An introduction (usually one or two paragraphs) that hooks the reader and provides a thesis statement or roadmap for the reader.
- The body (as many paragraphs as necessary) that supports the thesis statement point by point.
- A conclusion (usually only one paragraph) that summarizes the main points and explains the significance of the argument.

The number of paragraphs in an essay depends on the nature and complexity of your argument.

## *Developing the Content*

Here are a few highlights about developing your essay:

- Most body paragraphs consist of a topic sentence (or an implied topic sentence) and concrete details that support that topic sentence.
- Body paragraphs give evidence in the form of examples, illustrations, statistics, etc. and analyze the meaning of the evidence.
- Each topic sentence is usually directly related to the thesis statement.
- No set number of paragraphs makes up an essay.
- The thesis dictates and focuses the content of an essay.

## **Revising and Editing**

- Revising the Draft
- Editing the Draft
- Reflecting on the Writing

## *Revising the Draft*

You now need to work with the organization and development of your draft to make sure that your essay is as effective as possible.

**Peer Group Work:** In groups of three or four, each student should read his or her essay aloud to other members of the group. Then use Part I of the Evaluation Form as a revising checklist for each essay.

**Paired Work:** Work in pairs to decide how you want to revise the problems that group members identified.

**Individual Work:** Revise the draft based on the feedback you have received and the decisions you have made with your partners. Consider these additional questions for individual work.

### **Revision Guidelines for Individual Work:**

- Have I responded to the assignment?
- What is my purpose for this essay?
- What should I keep? What is most effective?
- What should I add? Where do I need more details, examples, and other evidence to support my point?
- What could I get rid of? Did I use irrelevant details? Was I repetitive?
- What should I change? Are parts of my essay confusing or contradictory? Do I need to explain my ideas more fully?

- What should I rethink? Was my position clear? Did I provide enough analysis to convince my readers?
- How is my tone? Was I too overbearing, too firm? Do I need qualifiers?
- Have I addressed differing points of view?
- Does my conclusion show the significance of my essay?
- Have I used key vocabulary words correctly to represent the ideas from the article? Have I used words that refer to specific facts from the text?

### *Editing the Draft*

You now need to work with the punctuation and mechanics of your draft to make sure that your essay conforms to the guidelines of standard written English.

**Individual Work:** Edit your draft based on the information you have received from your instructor or a tutor. Use Part II of the Evaluation Form as an editing checklist. The suggestions below will also help you edit your own work.

#### **Editing Guidelines for Individual Work:**

- If possible, set your essay aside for 24 hours before rereading to find errors.
- If possible, read your essay out loud to a friend so you can hear your errors.
- Focus on individual words and sentences rather than overall meaning. Take a sheet of paper and cover everything except the line you are reading. Then touch your pencil to each word as you read.
- With the help of your teacher, figure out your own pattern of errors—the most serious and frequent errors you make.
- Only look for one type of error at a time. Then go back and look for a second type, and if necessary, a third.
- Use the dictionary to check spelling and confirm that you've chosen the right word for the context.

### *Reflecting on the Writing*

When you have completed your own essay, answer these six questions.

1. What was most difficult about this assignment?
2. What was easiest?
3. What did you learn about arguing by completing this assignment?
4. What do you think are the strengths of your argument? Place a wavy line by the parts of your essay that you feel are very good.
5. What are the weaknesses, if any, of your paper? Place an X by the parts of your essay you would like help with. Write any questions you have in the margin.
6. What did you learn from this assignment about your own writing process—about preparing to write, about writing the first draft, about revising, and about editing?

## PREWRITING STRATEGIES

**Brainstorming:** Based on free association, the act of making a list of related words and phrases.

**Clustering/Webbing:** The process of “mapping” any ideas that come to mind on a specific topic. It involves writing a key word or phrase in the center of a page and drawing a circle around it, then writing down and circling any related ideas that come to mind and drawing lines to the words that prompted the new words.

**Discussing:** Talking to another person about your subject matter and grappling aggressively with ideas in the process.

**Freewriting:** Based on free association, the strategy of writing for a brief period of time about anything that comes to your mind.

**Outlining:** Listing the main ideas and details related to your subject in the order that you will probably address them.

**Questioning:** The process of asking questions that will generate new ideas and topics. This process is often based on the five Ws and one H: Who? What? Why? Where? When? and How?

**Scanning:** Scanning and spot reading to specifically generate ideas and form opinions.

**EVALUATION FORM**  
Based on the CSU English Placement Test (EPT)

Part I: Revising Checklist—Circle the appropriate categories.

	<b>Superior</b>	<b>Strong</b>	<b>Adequate</b>	<b>Marginal</b>	<b>Weak</b>	<b>Very Weak</b>	<b>Comments</b>
<b>Response to the topic</b>	Addresses the topic clearly and responds effectively to all aspects of the task.	Addresses the topic clearly, but may respond to some aspects of the task more effectively than others.	Addresses the topic, but may slight some aspects of the task.	Distorts or neglects aspects of the task.	Indicates confusion about the topic or neglects important aspects of the task.	Suggests an inability to comprehend the question or to respond meaningfully to the topic.	
<b>Understanding and use of the assigned reading</b>	Demonstrates a thorough critical understanding of the assigned reading in developing an insightful response.	Demonstrates a sound critical understanding of the assigned reading in developing a well-reasoned response.	Demonstrates a generally accurate understanding of the assigned reading in developing a sensible response.	Demonstrates some understanding of the assigned reading, but may misconstrue parts of it or make limited use of it in developing a weak response.	Demonstrates very poor understanding of the main points of the assigned reading, does not use the reading appropriately in developing a response, or may not use the reading at all.	Demonstrates little or no ability to understand the assigned reading or to use it in developing a response.	
<b>Quality and clarity of thought</b>	Explores the issues thoughtfully and in depth.	Shows some depth and complexity of thought.	May treat the topic simplistically or repetitively.	Lacks focus or demonstrates confused or simplistic thinking.	Lacks focus and coherence, and often fails to communicate its ideas.	Is unfocused, illogical, or incoherent.	
<b>Organization, development, and support</b>	Is coherently organized and developed, with ideas supported by apt reasons and well-chosen examples.	Is well organized and developed, with ideas supported by appropriate reasons and examples.	Is adequately organized and developed, generally supporting ideas with reasons and examples.	Is poorly organized and developing, presenting generalizations without adequate support, or details without generalizations.	Has very weak organization and development, providing simplistic generalizations without support.	Is disorganized and undeveloped, providing little or no relevant support.	
<b>Syntax and command of language</b>	Has an effective, fluent style marked by syntactic variety and a clear command of language.	Displays some syntactic variety and facility in the use of language.	Demonstrates adequate use of syntax and language.	Has limited control of syntax and vocabulary.	Has inadequate control of syntax and vocabulary.	Lacks basic control of syntax and vocabulary.	
<b>Grammar, usage, and mechanics (See list on back for details)</b>	Is generally free from errors in grammar, usage, and mechanics.	May have a few errors in grammar, usage, and mechanics.	May have some errors, but generally demonstrates control of grammar, usage, and mechanics.	Has an accumulation of errors in grammar, usage, and mechanics that sometimes interfere with meaning.	Is marred by numerous errors in grammar, usage, and mechanics that frequently interfere with meaning.	Has serious and persistent errors in grammar, usage, and mechanics that severely interfere with meaning.	

**Part II: Editing Checklist**

<b>Problem</b>	<b>Questions</b>	<b>Comments</b>
<b>Sentence Boundaries</b>	Are there fragments, comma splices, or fused sentences?	
<b>Word Choice</b>	Are word choices appropriate in meaning, connotation, and tone?	
<b>Verb/Subject Agreement</b>	Do main verbs agree with the subject in person and number?	
<b>Verb Tense</b>	Is the tense appropriate to the topic and style? Does the writing shift back and forth from present to past inappropriately?	
<b>Word Forms</b>	Are any parts of verb phrases missing or incorrect? Are verb endings correct? Do other words have correct endings and forms?	
<b>Noun Plurals</b>	Do regular plurals end in “s”? Are irregular plurals correct? Are there problems with count and non-count nouns?	
<b>Articles</b>	Are articles (a, an, and the) used correctly? (Note: Proper nouns generally don’t have an article, with exceptions like “the United States” and “the Soviet Union,” which are more like descriptions than names.)	
<b>Prepositions</b>	Are prepositions used the way a native-speaker of English would naturally use them? (Note: It is difficult to learn prepositions through definitions or rules. They have to be acquired through seeing or hearing them in use.)	
<b>Spelling</b>	Are words spelled correctly?	
<b>Punctuation</b>	Are periods, commas, and question marks used correctly? Are quotations punctuated correctly? Are capital letters used appropriately?	
<b>Pronoun Reference</b>	Does every pronoun have a clear referent? (Note: Pronouns without referents, or with multiple possible referents, create a vague, confusing style.)	
<b>Other Problems</b>	Are there other important problems not on the list?	