

**COMPARE AND CONTRAST POETRY ANALYSIS
SELF-EDITING CHECKLIST**

Name: _____ Date: _____ Block: _____

	In my first draft, I...	In the good copy, I...
Comprehension	<ul style="list-style-type: none"> <input type="checkbox"/> provide a brief summary of the two poems in the introduction that shows clear understanding of the poem <input type="checkbox"/> show that I understand when the first letter of an abstract noun (e.g. Loneliness, love, death, life) is intentionally capitalized, the concept is personified (e.g. Loneliness, Love, Death, Life) <input type="checkbox"/> show that I understand the referents of the pronouns in the poem, e.g. <i>The pronoun "her" (3) in Mansfield's poem refers to Loneliness. The pronoun "they" (9) refers to the daffodils in Wordsworth's poem.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> provide a brief summary of the two poems in the introduction that shows clear understanding of the poem <input type="checkbox"/> show that I understand when the first letter of an abstract noun (e.g. Loneliness, love, death, life) is intentionally capitalized, the concept is personified (e.g. Loneliness, Love, Death, Life) <input type="checkbox"/> show that I understand the referents of the pronouns in the poem, e.g. <i>The pronoun "her" (3) in Mansfield's poem refers to Loneliness. The pronoun "they" (9) refers to the daffodils in Wordsworth's poem.</i>
Analysis	<ul style="list-style-type: none"> <input type="checkbox"/> in three paragraphs, discuss the following poetic devices: mood, tone, and imagery <input type="checkbox"/> identify personification, simile, and other prominent poetic devices in the poems to support my discussion about the mood, tone, and imagery <input type="checkbox"/> discuss imagery as "visual imagery" (see), "auditory imagery" (hear), "tactile imagery" (touch), "olfactory imagery" (smell) and "gustatory imagery" (taste). <input type="checkbox"/> refer to each paragraph as stanza <input type="checkbox"/> refer to each sentence as line <input type="checkbox"/> refer to the poem as "____(author's last name)_____'s poem". I do not use the poet's first name, e.g. <i>Wordsworth's poem... Mansfield's poem...</i> <input type="checkbox"/> avoid repeating the entire title of poem throughout my analysis by referring to the poem as "____(author's last name)_____'s poem". <input type="checkbox"/> refer to the poet only when I discuss the poet's use of a certain poetic technique and choice of diction <input type="checkbox"/> show logical progression in my analysis by relating the poetic devices to the theme of the poem <input type="checkbox"/> use of the gender of the poet in my gender pronouns (he, she) unless the gender of the speaker is implied 	<ul style="list-style-type: none"> <input type="checkbox"/> in three paragraphs, discuss the following poetic devices: mood, tone, and imagery <input type="checkbox"/> identify personification, simile, and other prominent poetic devices in the poems to support my discussion about the mood, tone, and imagery <input type="checkbox"/> discuss imagery as "visual imagery" (see), "auditory imagery" (hear), "tactile imagery" (touch), "olfactory imagery" (smell) and "gustatory imagery" (taste). <input type="checkbox"/> refer to each paragraph as stanza <input type="checkbox"/> refer to each sentence as line <input type="checkbox"/> refer to the poem as "____(author's last name)_____'s poem". I do not use the poet's first name, e.g. <i>Wordsworth's poem... Mansfield's poem...</i> <input type="checkbox"/> avoid repeating the entire title of poem throughout my analysis by referring to the poem as "____(author's last name)_____'s poem". <input type="checkbox"/> refer to the poet only when I discuss the poet's use of a certain poetic technique and choice of diction <input type="checkbox"/> show logical progression in my analysis by relating the poetic devices to the theme of the poem <input type="checkbox"/> use of the gender of the poet in my gender pronouns (he, she) unless the gender of the speaker is implied
Interpretation	<ul style="list-style-type: none"> <input type="checkbox"/> correctly use verbs such as <i>represents, symbolizes, personifies, evokes, inspires</i>, to show my creative hypothesis about the symbolic or metaphorical meaning of the poem <input type="checkbox"/> demonstrate insightful understanding of the poem at an interpretive level <input type="checkbox"/> effectively integrate relevant quotations for interpretation without compromising the grammatical correctness of the sentence <input type="checkbox"/> make inferences <input type="checkbox"/> avoid commenting on the authorial intent for the poem in this formalist approach to poetry analysis. I understand that the poem is a piece of artwork that does not necessarily reflect the poet's own life experience, e.g. <i>I avoid stating that Wordsworth and Mansfield try to express their own loneliness in the poems.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> correctly use verbs such as <i>represents, symbolizes, personifies, evokes, inspires</i>, to show my creative hypothesis about the symbolic or metaphorical meaning of the poem <input type="checkbox"/> demonstrate insightful understanding of the poem at an interpretive level <input type="checkbox"/> effectively integrate relevant quotations for interpretation without compromising the grammatical correctness of the sentence <input type="checkbox"/> make inferences <input type="checkbox"/> avoid commenting on the authorial intent for the poem in this formalist approach to poetry analysis. I understand that the poem is a piece of artwork that does not necessarily reflect the poet's own life experience, e.g. <i>I avoid stating that Wordsworth and Mansfield try to express their own loneliness in the poems.</i>
Conventions	<ul style="list-style-type: none"> <input type="checkbox"/> have no errors in spelling (sp) <input type="checkbox"/> use correct subject-verb agreement (agr) <input type="checkbox"/> avoid connecting two independent clauses using a comma to create a comma splice (cs) <input type="checkbox"/> use complete and not fragmented sentences (frag) <input type="checkbox"/> avoid repeating same adjectives and use a variety of vocabulary words. <input type="checkbox"/> use the present tense <input type="checkbox"/> use good word choice (WC), e.g. <i>I know the difference between "contrast" and "contradict".</i> <input type="checkbox"/> avoid using "thing" or "stuff" to make references <input type="checkbox"/> [sentence structure] use long and short sentences to have sentence variety <input type="checkbox"/> [sentence structure] use a mix of active and passive voice in my sentences, e.g. <i>Active voice: This line suggests x.</i> <i>Passive voice: X is suggested in this line.</i> <input type="checkbox"/> [quotation] put a space before and after the slash (" / ") in quotations <input type="checkbox"/> [quotation] avoid floating quotations (FQ) by embedding my interpretation in the sentence, e.g. DON'T: <i>For example, "the Bloods and the Crips and the KKK."</i> <input type="checkbox"/> [quotation] put the line number in brackets after quotations, e.g. <i>(14)</i> <input type="checkbox"/> [quotation] make sure my periods and commas fall outside of the closing quotation mark that marks the title, e.g. <i>In Wordsworth's poem "I Wandered Lonely as a Cloud",</i> <input type="checkbox"/> [quotation] use a comma that falls outside of the closing quotation mark after using a relative pronoun (which, who, where), E.g. <i>... "softly blowing out the light", which suggests ...</i> <input type="checkbox"/> [quotation] use square brackets in quotations to achieve grammatical correctness in my sentence <input type="checkbox"/> use the period after the line number, e.g. <i>... "I wandered lonely as a cloud" (15).</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> have no errors in spelling (sp) <input type="checkbox"/> use correct subject-verb agreement (agr) <input type="checkbox"/> avoid connecting two independent clauses using a comma to create a comma splice (cs) <input type="checkbox"/> use complete and not fragmented sentences (frag) <input type="checkbox"/> avoid repeating same adjectives and use a variety of vocabulary words. <input type="checkbox"/> use the present tense <input type="checkbox"/> use good word choice (WC), e.g. <i>I know the difference between "contrast" and "contradict".</i> <input type="checkbox"/> avoid using "thing" or "stuff" to make references <input type="checkbox"/> [sentence structure] use long and short sentences to have sentence variety <input type="checkbox"/> [sentence structure] use a mix of active and passive voice in my sentences, e.g. <i>Active voice: This line suggests x.</i> <i>Passive voice: X is suggested in this line.</i> <input type="checkbox"/> [quotation] put a space before and after the slash (" / ") in quotations <input type="checkbox"/> [quotation] avoid floating quotations (FQ) by embedding my interpretation in the sentence, e.g. DON'T: <i>For example, "the Bloods and the Crips and the KKK."</i> <input type="checkbox"/> [quotation] put the line number in brackets after quotations, e.g. <i>(14)</i> <input type="checkbox"/> [quotation] make sure my periods and commas fall outside of the closing quotation mark that marks the title, e.g. <i>In Wordsworth's poem "I Wandered Lonely as a Cloud",</i> <input type="checkbox"/> [quotation] use a comma that falls outside of the closing quotation mark after using a relative pronoun (which, who, where), E.g. <i>... "softly blowing out the light", which suggests ...</i> <input type="checkbox"/> [quotation] use square brackets in quotations to achieve grammatical correctness in my sentence <input type="checkbox"/> use the period after the line number, e.g. <i>... "I wandered lonely as a cloud" (15).</i>