**NEXT STEP:** Rough Draft #1. Turn your body paragraphs outline into essay prose. No need for intro/conclusion yet. SAVE. PRINT. BRING TO CLASS.

**DEAD Words, BAD Habits, ALWAYS, and other tips**

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| --- | --- | --- | --- |
| **“Dead Words and phrases”-DO NOT USE!** | | Bad Habits | |
| Thing Really  Stuff  Like when  Well (NEVER START A SENTENCE WITH WELL)  Kind of, Should of (NO SUCH PHRASES EXIST)  You will see  You know  Good  I feel  Etc.  All  “cause” | I think, I believe  I don’t know  Maybe  Lots/lots of/a lot  I am going to show  I have shown  O.K.  MCj03646820000[1]\*“You”, “I”, “We”, “Us” (unless invited to do so for narrative or persuasive)  Totally  Very  Seems  Big  \*Everybody/everyone | * “This is the end/beginning of my essay” * “In conclusion” * “I hope you have enjoyed reading my essay” * This essay will show you…” * Be careful about using the same word twice in a sentence * Don’t abbreviate in a formal paper or use etc. * No slang or inappropriate language   MCj04325380000[1] | |
| **Mortal Sins – Essays will be returned if contain misused HOMOPHONE!** | | Use Strong verbs to replace IS | |
| There  Their  They’re  Your  You’re | Its  It’s  Our  Are  Whose  Who’s | Exists  MCj00787460000[1]Represents  Deals  Acts  Uses  Presents  Symbolizes | Suggests  Differs  Feels  Portrays  Draws  introduces |
| Always | | | |
| * ***Stay on topic*** * Avoid passive verbs such as “it seems, it appears” * Avoid using “they” and “them” unless you are specific about what you are referring to * Write in the same tense – PRESENT TENSE for LA (unless quoting); PAST TENSE for SS. * Double/triple check your spelling and punctuation * SHOW, Don’t Tell! | | | |
| **Avoid** | | | |
| * Empty introductions that wander vaguely around the subject without saying anything. * One sentence introductions/conclusions – they rarely work well. * Boring conventional introductions * Apologizing – YOU are the EXPERT on your thesis, so make no apologies. * Summarizing your paper or restating your thesis in the conclusion * Doing the opposite of what your teacher tells you to do. | | | |