



Women's Perspectives: A Journal of Writings & Art by Adult Learners

Finishing Your Work for Publication

Each year, WE LEARN receives many writings to consider for publication in *Women's Perspectives*. It is not possible for us to print them all, so the selection committee reads each writing very carefully. We make our selections based on the finished quality of the work (grammar, spelling, etc). More importantly, though, we consider the “voice” of the student writers. Has the student writer told us something from her/his unique perspective or experience? Has the writer clearly expressed an opinion or told an interesting story, or helped the reader to come to some new ideas or understanding? Has the writer thoughtfully addressed the theme?

We provide this checklist to assist writers in creating quality writing worthy of publishing. In addition to the categories on grammar, there is a section for interest. While writing may be technically correct, it is important to note that the *Women's Perspectives* Committee must evaluate the “publish-ability” of a work. Consider these questions: Is it interesting or original? or Would someone want to read this?

It is the hope of the committee that students will use these checklists (one for essays, stories, and memoir, the other for poetry) to edit and prepare their writing for publication. Students may also want to ask a teacher or tutor about other kinds of writing rubrics* they could use (like the one used for the GED Writing test).

In addition to using the checklist, we also suggest that students share their writing with student colleagues. Perhaps students can create a peer-writing and editing group. Here are some steps to take in such a group.

1. Read your writing to your peer group.
2. “Interview“ the listeners (students in the peer group). The writer should ask the listeners the questions, but not respond. The listeners should answer as full as they can in the moment. Here are some sample questions:
 - a. What words or phrases stood out to you? (just the words, not the meanings)
 - b. What message did you hear?
 - c. What were you thinking or feeling when you heard this writing?
3. The writer can then listen to these ideas and make changes or re-write the piece according to the comments in order to make it closer to what the writer wants to say.

You can find other suggestions for peer editing work in Peter Elbow's book *Writing with Power* or Louise Dunlap's book *Undoing the Silence*.

* Rubric: In education, a rubric is a grid or set of guidelines used to rate goals or accomplishments.

2010 Women's Perspectives ESSAY/MEMOIR Writer's Checklist

Please use this checklist for Essays or other Memoir writings only.

Interest:

Does the writing address one of the themes for <i>Women's Perspectives #5</i> ?	YES	NO
Is the topic interesting?	YES	NO
Is the topic original?	YES	NO
Has the writer expressed something unique about the topic?	YES	NO
Are there enough details to paint a picture for the reader?	YES	NO
Are descriptive or rich words and vocabulary used to express thoughts?	YES	NO
Is the reader encouraged towards reflection?	YES	NO
<i>If applicable to the writing</i> , can the reader identify or feel the writer's emotions?	YES	NO
<i>If this is expository writing</i> , can the reader understand or be challenged by the writer's opinion or point of view?	YES	NO

Structure/Grammar:

Are sentences complete?	YES	NO
Are words spelled correctly?	YES	NO
<i>If applicable</i> , are paragraphs clearly defined?	YES	NO
Are the thoughts organized clearly and in a logical manner?	YES	NO
Is there sentence variety?	YES	NO
Is the correct punctuation used?	YES	NO

2010 Women's Perspectives POETRY Writer's Checklist

Please use this checklist for POETRY ONLY.

Interest:

Does the writing address one of the themes for <i>Women's Perspectives #5</i> ?	YES	NO
Is the topic interesting?	YES	NO
Is the topic original?	YES	NO
Has the writer expressed something unique about the topic?	YES	NO
Are there enough details to paint a picture for the reader?	YES	NO
Are descriptive or rich words and vocabulary used to express thoughts?	YES	NO
Can the reader identify or feel the writer's emotions?	YES	NO
Is the reader encouraged towards reflection?	YES	NO

Form/Format:

Can the writing be identified as a poem?	YES	NO
<i>If applicable</i> , does the poem properly use the stated form (e.g., Haiku)?	YES	NO
Are words spelled correctly?	YES	NO
Are the thoughts organized clearly and in a meaningful manner?	YES	NO
Does the poem flow?	YES	NO