● Thesis Statement - **Specific & reasoned** response to a question at issue
  ○ QI: answer is unknown, unproven, up for debate. Has to matter.

● Organization/structure/flow - **Outline** to help identify areas where transitions and/or topic sentences are needed

● Rubrics - Demand feedback

● Things instructors hate:
  ○ Overwriting - too wordy: contains excessive detail and repetition, flowery language, convoluted sentence structures

  > A sentence, overly and perhaps overly complexified, turgid with rarified language, gains the semblance of scholarship though it may indeed lack the capacity to communicate its import to any but a reader utterly dedicated in his attentions.

  > A complex sentence may seem scholarly but confuse casual readers.

  ○ Citation/style guide errors - [Purdue OWL](https://owl.english.purdue.edu)
  ○ Grammar/mechanics/proofreading errors - Proofread!
  ○ Unsupported claims - Cite evidence, explain logic
  ○ Passive voice - You say, “I ate pizza.” NOT, “Pizza was eaten by me.”
  ○ Bad hooks - Avoid generic openings (“Since the beginning of time…”), rhetorical questions (“Have you ever…?”), and (usually) quotations