

## Proofreading Affidavit

I, \_\_\_\_\_, do affirm that I performed all of the following tasks before I gave this assignment to Professor Rapoport. I understand that any misrepresentation constitutes a violation of the UNLV Student Academic Misconduct Policy.

1. I have made sure that I have spelled Professor Rapoport's name correctly throughout my paper (including footnotes).
2. I have made sure that all of my citations are complete and are in the correct Bluebook form.
3. I have done a search for "this" and "that," and I have made sure that I have paired an actual noun with each of those words so that Professor Rapoport doesn't have to guess what the "this" or "that" means in the context of the sentence.
4. I have also checked each use of the word "it" to make sure that all of my "it" references are clear as well.
5. I have checked my paper to make sure that my sentences are clear and not overly wordy. When I have had a choice between a fancy word (such as "utilize") and a simple word (such as "use"), I have chosen the simple word.
6. I understand the concept of **subject-verb agreement** and have proofread my paper to make sure that my subjects and verbs agree.
7. I understand that I may start a sentence with a **conjunction**, but I have made sure that I have done so sparingly.<sup>1</sup>
8. I have searched for "different than" and have replaced it with "different from."
9. Unless I really meant to avoid pinning down the responsibility for an act, I have checked my paper to make sure that I have used **active voice instead of passive voice**.
10. I have run "spell check" and "grammar check" on this paper. I have also proofread my paper by hand, because I understand that "spell check" and "grammar check" don't capture every mistake.
11. I understand the difference between "its" and "it's," and I have run a search on my paper to make sure that I have used "its" and "it's" correctly.
12. I understand that "its'" is not a word (because there is no such thing as the plural possessive of "its"), and I have run a search on my paper to make sure that I have not used that word.

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<sup>1</sup> Professor Jack Ayer reminded me about the use of conjunctions at the beginning of sentences.

13. I acknowledge that very few people know how to use the word “hopefully” correctly, and I have searched my paper to remove all uses of that word.
14. I know the **difference among “their,” “they’re,” and “there,”** and I have checked my paper to make sure that I’ve used these words appropriately.
15. For that matter, **I know when to use “between” and when to use “among,”** and I have checked my paper for the proper use of those two words, too.
16. I have avoided using **sentence fragments** in my paper.
17. I also understand that I cannot make a singular noun plural by adding an apostrophe and an “s.” I have checked every occurrence of “’s” and “s” in my paper to make sure that I have used them correctly.
18. I have checked my paper to make sure that I have used the **Oxford comma**.
19. I have changed every sentence that begins with “There is” or “There are” so that the actual subject of the sentence is at the beginning, rather than buried in the middle or hidden at the end (e.g., I changed “There are four students who are taking this test” to “Four students are taking this test.”)<sup>2</sup>
20. I understand **how to use commas**, and I have checked my paper to make sure that I have used commas correctly. I have also checked my paper to make sure that I have used colons, dashes, and semi-colons correctly.
21. I understand that Professor Rapoport has some quirky rules about writing, and I have checked my paper to make sure that I have avoided all of her pet peeves, which include the following pet peeves:
  - If I have used “while,” I have used it to imply that two or more things are being done (or have been done) simultaneously. If, on the other hand, I didn’t mean to say that things are being done (or have been done) simultaneously, then I have made sure that I used “though” or “although” instead.
  - I have learned the **difference between “that” and “which,”** and I have checked my draft to make sure that I have used each word appropriately.
  - I have only used the word “impact” when I meant to say that something has crashed into, or fallen upon, something else. When I have not meant to use “impact” in that way, I have used **“affect” or “effect” (depending on context)** instead.
  - I have checked every use of the word **“since” to make sure that I mean “after,”** and I have replaced all other uses of the word “since” in my paper with “because.”
  - I understand that Professor Rapoport expects me to **make singular possessives by adding both an apostrophe and an “s”**—except that she will permit me to omit the

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<sup>2</sup> Professor Linda Edwards contributed this idea, along with the corresponding example.

“s” after the apostrophe if I am referring to Moses or Jesus. I must still use an “s” after the apostrophe when creating the possessive form of “Congress.”

22. I will double-check to make sure that, if I’ve begun a sentence with “However,” **I am using “however” correctly**; otherwise, I will rewrite the sentence so that it does not begin that way.<sup>3</sup>

23. I understand that I am not allowed to plagiarize, and I have read the following websites to make sure that I have not plagiarized any of my paper:

- **Avoiding Plagiarism.**
- **Guidelines for Avoiding Plagiarism.**
- **Quoting and Paraphrasing.**
- **UNLV Student Academic Misconduct Policy.**

Affirmed on the following date: \_\_\_\_\_.

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(please sign your name here)

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(please print your name here)

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<sup>3</sup> U.S. Bankruptcy Judge Timothy Barnes suggested this point.