



REVISING & EDITING YOUR PAPER FOR THE FINAL DRAFT

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Academic
Success Center

WORKSHOP OVERVIEW

- Revision strategies
- Revising by Essay & Paragraph level
- What to revise for
- Revision Tips
- Editing Strategies
- Areas to look at when editing
- Editing Tips
- Self and Peer review



- Revising is finding & correcting problems with the *content* of your essay; and changing the ideas in your writing to make them clearer, stronger, and more convincing.
- Revising looks at the “Big Picture”—the Idea level.
- You might add, cut, move, or change information in order to make your ideas clearer, more accurate, more interesting, or more convincing.

REVISING



REVISION STRATEGIES

UNITY

- Does **everything** refer back to **main point**?
- Does each **topic sentence** refer to the thesis?
- Does each sentence in **each body paragraph** refer back to the topic sentence?

DETAIL & SUPPORT

- Does each **body paragraph** contain *at least 2* examples?
- Is each example followed by at least **1 supporting detail**?

COHERENCE

- Are **all points connected** to form a whole?
- Are transitions used to **move from one idea to the next**?
 - In paragraphs & between paragraphs

REVISING BY ESSAY LEVEL

1. Does your introduction proceed clearly from the **opening sentence** to the **thesis**?
2. Each body paragraph have a **clear main idea** that **relates to the thesis**?
3. Do the main ideas in the body paragraphs flow in a **logical order**? Is each paragraph connected to the one before it?
4. Add or revise topic sentences or transitions to make the **overall flow** of ideas **clearer**?
5. Does your conclusion **summarize your main ideas** and **revisit your thesis**?

REVISING BY PARAGRAPH LEVEL

1. Do the topic sentences clearly state the main idea of their respective body paragraphs?
2. Do the details in the paragraph relate to the main idea?
3. Do you need to change out any sentences or add transitions to improve the flow of sentences?

REVISING FOR

COHESION

1. Does the opening of the paper **clearly connect** to the **broader topic and thesis**?
2. **Included support** from research **for each main point** in the body of your paper?
3. Included **introductory material** before any **quotations**?
4. Does paraphrased and quoted material clearly **serve to develop your own points**?
5. Do you need to **add to or revise** parts of your paper to help the reader understand how certain information from a source is relevant?
6. Any places with **overused material from sources**?
7. Conclusion make sense based on the rest of the paper?

REVISING FOR

STYLE

1. Paper **avoids excessive wordiness**.
2. Sentences are **varied in length and structure**.
3. Successfully **avoided** using **first and second person** pronouns.
4. Used **active voice** whenever possible.
5. Defined **specialized terms** that might be unfamiliar to readers.
6. **Used clear, straightforward language** whenever possible and avoided unnecessary jargon.
7. Paper states your point of view using a balanced tone—not too indecisive nor too forceful.

REVISION TIPS

- Take a break from your draft before attempting to revise.
- Read your draft out loud and listen to your words.
- Imagine yourself as your reader.
- Look for consistent problem areas.
- Get feedback from peers.
- Get help from group member!

- Editing is finding and correcting problems with grammar, style, word choice & usage, punctuation, and sentence structure.
- Editing focuses on the “Little Picture”—Word level.
- You improve your writing style. You make your essay into a polished, mature piece of writing, the end product of your best efforts.

EDITING



EDITING STRATEGIES

- Keep an Error Log to help you identify your problem areas and *improve your writing*. This would be something to help you grow personally as a writer.
- When editing, review your paper for one type of error at a time; don't try to read through looking for everything at once.



EDITING

WORD CHOICE

“men and women” > “girls and guys”

1. Avoid slang
2. Avoid language that is overly casual.
3. Avoid contractions
4. Avoid clichés

Do not > don't, I am > I'm, have not > haven't

Green with envy, face the music, better late than never

5. Be careful when you use words that sound alike but have different meanings.
 1. Allusion/illusion; council/counsel; concurrent/consecutive; founder/flounder; historic/historical.
6. Choose words with the connotations you want.
 1. Ex: The positive connotations of the word *proud* vs the negative connotations of *arrogant*.
7. Use specific words rather than overly general words.
 1. Synonyms for *thing*, *people*, *nice*, *good*, *bad*, *interesting*, and other vague words.

EDITING FOR

GRAMMAR

- Sentence fragments?
- Run-on sentences?
- Are conjunctions needed between independent clauses?
- Does every verb agree with its subject?
- Verb tense?
 - Are tense forms, especially for irregular verbs, written correctly?
- Used subject, object, and possessive personal pronouns correctly?
- Used *who* and *whom* correctly?
- Is the antecedent of every pronoun clear?
- Do all personal pronouns agree with their antecedents?
- Used the correct comparative and superlative forms of adjectives and adverbs?
- Is it clear which word a participial phrase modifies, or is it a dangling modifier?

EDITING FOR

SENTENCE STRUCTURE

- Are all your sentences ‘simple sentences,’ or do you vary your sentence structure?
- Have you chosen the best coordinating or subordinating conjunctions to join clauses?
- Have you created long, overpacked sentences that should be shortened for clarity?
- Do you see any mistakes in parallel structure?

EDITING FOR

PUNCTUATION

- Does every sentence end with the correct end punctuation?
- Can you justify the use of every exclamation point?
- Used apostrophes correctly to write all singular and plural possessive forms?
- Used quotation marks correctly?

EDITING FOR

MECHANICS & USAGE



- Any spelling errors?
- Used capital letters where they are needed?
- Written abbreviations, where allowed, correctly?
- Any errors in the use of commonly confused words, such as *to/too/two*?

EDITING FOR

CITATIONS & FORMATTING

- Each **fact/idea taken from a source** is **credited** to the correct source **in the body** of the paper.
- Each **in-text citation** includes the source author's name, year of publication, and/or other necessary info.
- **Sources** cited **in paper** have a corresponding **entry in the citation section**.
- Works Cited/References section includes the **correct heading** and **alphabetized** entries.
- **Each entry** in Works Cited/References has a **hanging indent**.
- Each entry includes **all the necessary information** for that source type, in the correct order and format.
- Paper includes a **title page** if the formatting requires it (APA, CMS)
- Paper **margins** are **one inch all around**. **Text is double spaced** and set in a standard **12-point font**.

EDITING TIPS

- Work with a clean printed copy
- Read your essay backwards. 
- Be cautious of spell-check and grammar-check. **USE A DICTIONARY/WRITE SOURCE.**
- Read your essay out loud. 
- Get feedback from peers.
- Work with a group member!

SELF REVIEW

You should never move to peer review without first completing a self-review (revising & editing); you want your peer to look for mistakes that **you** were unable to catch yourself.

After you have reviewed your own work, make the necessary corrections and print a clean, revised copy before moving on to peer review.



PEER REVIEW

It is important to make the peer review process useful.



Basics of useful feedback:

- It is given in a positive way
- It is specific
- It offers suggestions
- **It is given both verbally and in writing**

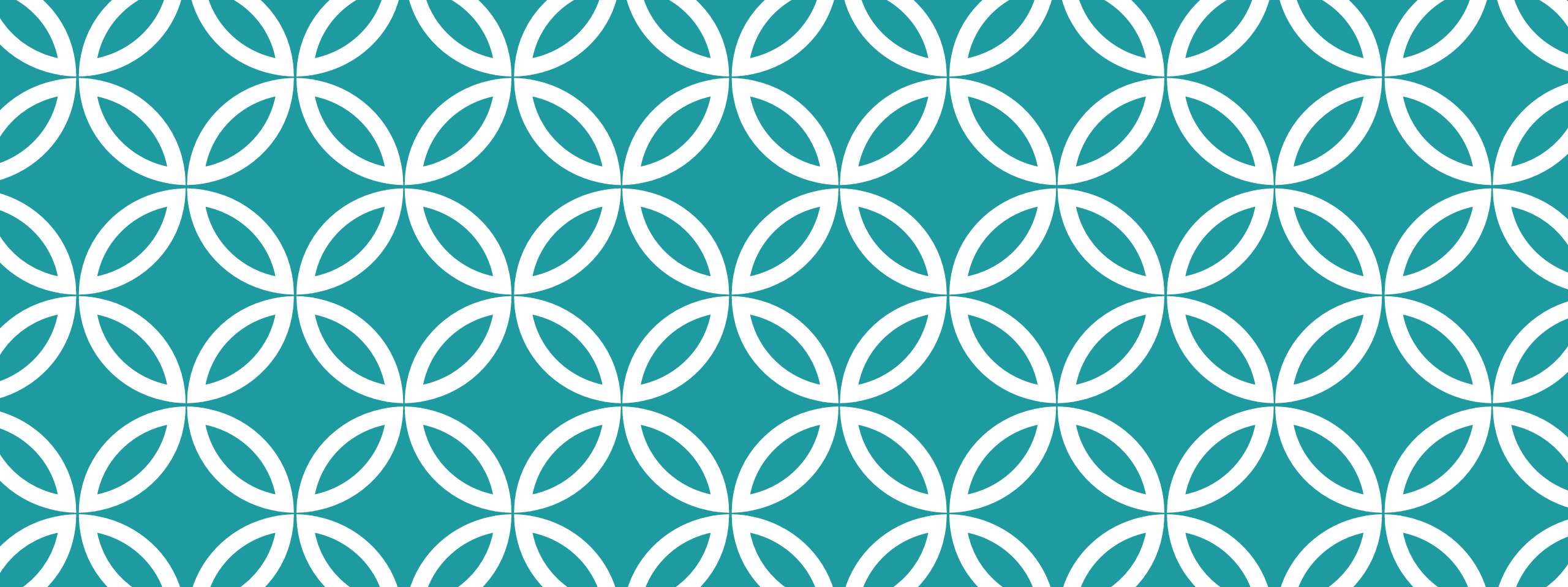
- Revising is finding & correcting problems with the *content* of your essay. Looking at the “big picture”
 - Look at unity, detail & support, coherence
 - Revise by essay & paragraph level
 - Revise for cohesion & style
- Editing is finding & correcting problems with the different parts of your essay. Looking at the “little picture”
 - Edit for word choice, grammar, sentence structure, punctuation, mechanics & usage, citations & formatting
- Self review & peer review

TAKEAWAYS

RESOURCES

Herring, D. “The Writing Process.” *Slideshare*, uploaded by Tara Van Geons, www.slideshare.net/TaraVanG/the-writing-process-8179776. Accessed 4 Jan. 2012.

Horkoff, Tara. “Chapter 12. Peer Review and Final Revisions.” *Writing for Success 1st Canadian Edition*, ecampusontario.pressbooks.pub/writingsuccesscdn/chapter/chapter-12-peer-review-and-final-revisions.



THANK YOU! QUESTIONS?

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