



This is “Revising”, chapter 8 from the book [Writers' Handbook \(index.html\)](#) (v. 1.0).

This book is licensed under a [Creative Commons by-nc-sa 3.0](http://creativecommons.org/licenses/by-nc-sa/3.0/) license. See the license for more details, but that basically means you can share this book as long as you credit the author (but see below), don't make money from it, and do make it available to everyone else under the same terms.

This content was accessible as of December 29, 2012, and it was downloaded then by [Andy Schmitz](#) (<http://lardbucket.org>) in an effort to preserve the availability of this book.

Normally, the author and publisher would be credited here. However, the publisher has asked for the customary Creative Commons attribution to the original publisher, authors, title, and book URI to be removed. Additionally, per the publisher's request, their name has been removed in some passages. More information is available on this project's [attribution page](http://2012books.lardbucket.org/attribution.html?utm_source=header).

For more information on the source of this book, or why it is available for free, please see [the project's home page](#) (<http://2012books.lardbucket.org/>). You can browse or download additional books there.

## Chapter 8

---

### Revising

#### **Reviewing, Editing, Proofreading, and Making an Overview**

Every time you revise your work substantially, you will be conducting three distinct functions in the following order: reviewing for purpose, editing and proofreading, making a final overview.

## 8.1 Reviewing for Purpose

### LEARNING OBJECTIVES

1. Understand why and when to review for purpose.
2. Be prepared to use self-questioning in the purpose review process.

Although you will naturally be **reviewing for purpose**<sup>1</sup> throughout the entire writing process, you should read through your first complete draft once you have finished it and carefully reconsider all aspects of your essay. As you review for purpose, keep in mind that your paper has to be clear to others, not just to you. Try to read through your paper from the point of view of a member of your targeted audience who is reading your paper for the first time. Make sure you have neither failed to clarify the points your audience will need to have clarified nor overclarified the points your audience will already completely understand.

Figure 8.1



1. Conducting a complete examination of all aspects of your statement of purpose (voice, audience, message, tone, attitude, and reception) once you have written a complete first draft.

## Revisiting Your Statement of Purpose

**Self-questioning**<sup>2</sup> is a useful tool when you are in the reviewing process. In anticipation of attaching a writer's memo to your draft as you send it out for peer or instructor review, reexamine the six elements of the triangle that made up your original statement of purpose (voice, audience, message, tone, attitude, and reception):

- **Voice:** Does it sound like a real human being wrote this draft? Does my introduction project a clear sense of who I am? Honestly, would someone other than my paid instructor or assigned peer(s) read beyond the first paragraph of this essay?
- **Audience:** Does my writing draw in a specific set of readers with a catchy hook? Do I address the same audience throughout the essay? If I don't, am I being intentional about shifting from one audience to another?
- **Message:** Are my main points strong and clear? Do I have ample support for each of them? Do my supporting details clearly support my main points?
- **Tone:** Am I using the proper tone given my audience? Is my language too casual or not professional enough? Or is it needlessly formal and stiff sounding? Does my tone stay consistent throughout the draft?
- **Attitude:** Will my organization make sense to another reader? Does my stance toward the topic stay consistent throughout the draft? If it doesn't, do I explain the cause of the transformation in my attitude?
- **Reception:** Is my goal or intent for writing clear? How is this essay likely to be received? What kind of motivation, ideas, or emotions will this draft draw out of my readers? What will my readers do, think, or feel immediately after finishing this essay?

## Handling Peer and Instructor Reviews

In many situations, you will be required to have at least one of your peers review your essay (and you will, in turn, review at least one peer's essay). Even if you're not required to exchange drafts with a peer, it's simply essential at this point to have another pair of eyes, so find a classmate or friend and ask them to look over your draft. In other cases, your instructor may be intervening at this point with ungraded but evaluative commentary on your draft. Whatever the system, before you post or trade your draft for review, use your answers to the questions in [Section 8.1 "Reviewing for Purpose"](#).<sup>1</sup> to tweak your original statement of purpose, giving a clear statement of your desired voice, audience, message, tone, attitude, and reception. Also, consider preparing a **descriptive outline**<sup>3</sup> showing how the essay actually turned out and comparing that with your original plan, or consider

2. Posing questions during the review process that you intend to answer yourself.

3. A plan for an essay written after the fact, describing its organization.

writing a brief narrative describing how the essay developed from idea to execution. Finally, include any other questions or concerns you have about your draft, so that your peer reader(s) or instructor can give you useful, tailored feedback. These reflective statements and documents could be attached with your draft as part of a writer's memo. Remember, the more guidance you give your readers, regardless of whether they are your peers or your instructor, the more they will be able to help you.

When you receive suggestions for content changes from your instructors, try to put aside any tendencies to react defensively, so that you can consider their ideas for revisions with an open mind. If you are accustomed only to getting feedback from instructors that is accompanied by a grade, you may need to get used to the difference between **evaluation**<sup>4</sup> and **judgment**<sup>5</sup>. In college settings, instructors often prefer to intervene most extensively after you have completed a first draft, with evaluative commentary that tends to be suggestive, forward-looking, and free of a final quantitative judgment (like a grade). If you read your instructors' feedback in those circumstances as final, you can miss the point of the exercise. You're supposed to do something with this sort of commentary, not just read it as the justification for a (nonexistent) grade.

Sometimes peers think they're supposed to "sound like an English teacher" so they fall into the trap of "correcting" your draft, but in most cases, the prompts used in college-level peer reviewing discourage that sort of thing. (For more on the **peer review**<sup>6</sup> process and for a list of **Twenty Questions for Peer Review**, see [Chapter 11 "Academic Writing"](#), [Section 11.3 "Collaborating on Academic Writing Projects"](#).) In many situations, your peers will give you ideas that will add value to your paper, and you will want to include them. In other situations, your peers' ideas will not really work into the plan you have for your paper. It is not unusual for peers to offer ideas that you may not want to implement. Remember, your peers' ideas are only suggestions, and it is your essay, and you are the person who will make the final decisions. If your peers happen to be a part of the audience to which you are writing, they can sometimes give you invaluable ideas. And if they're not, take the initiative to find outside readers who might actually be a part of your audience.

4. Commentary from a peer or instructor usually unaccompanied by a grade.
5. Commentary from an instructor usually leading to a quantitative assessment (grade) of your work.
6. Reading through text written by a classmate or colleague looking for any changes that could be made to improve the writing.

When you are reviewing a peer's essay, keep in mind that the author likely knows more about the topic than you do, so don't question content unless you are certain of your facts. Also, do not suggest changes just because you would do it differently or because you want to give the impression that you are offering ideas. Only suggest changes that you seriously think would make the essay stronger.

### KEY TAKEAWAYS

- You should review for purpose while you are writing, after you finish your first draft, and after you feel your essay is nearly complete.
- Use self-questioning to evaluate your essay as you are revising the purpose. Keep your voice, audience, message, tone, attitude, and reception in mind as you write and revise.
- When you are reviewing a peers' essay, make only suggestions that you think will make the essay stronger. When you receive reviews from instructors or peers, try to be open minded and consider the value of the ideas to your essay.

### EXERCISES

1. Find multiple drafts of an essay you have recently completed. Write a descriptive outline of at least two distinct drafts you wrote during the process.
2. For a recently completed essay, discuss how at least one element of your statement of purpose (voice, audience, message, tone, attitude, or reception) changed over the course of the writing process.
3. With your writing group, develop five questions you think everyone in your class should have to answer about their essay drafts before submitting them for evaluation from a peer or your instructor.

## 8.2 Editing and Proofreading

### LEARNING OBJECTIVES

1. Understand why editing and proofreading is important even for careful writers.
2. Recognize the benefits of peer editing and proofreading and the similarities between editing and proofreading your work and the work of others.
3. Know how to edit and proofread for issues of both mechanics and style.

When you have made some revisions to your draft based on feedback and your recalibration of your purpose for writing, you may now feel your essay is nearly complete. However, you should plan to read through the entire final draft at least one additional time. During this stage of **editing and proofreading**<sup>7</sup> your entire essay, you should be looking for general consistency and clarity. Also, pay particular attention to parts of the paper you have moved around or changed in other ways to make sure that your new versions still work smoothly.

Although you might think editing and proofreading isn't necessary since you were fairly careful when you were writing, the truth is that even the very brightest people and best writers make mistakes when they write. One of the main reasons that you are likely to make mistakes is that your mind and fingers are not always moving along at the same speed nor are they necessarily in sync. So what ends up on the page isn't always exactly what you intended. A second reason is that, as you make changes and adjustments, you might not totally match up the original parts and revised parts. Finally, a third key reason for proofreading is because you likely have errors you typically make and proofreading gives you a chance to correct those errors.

7. Reading through text looking for mechanical errors (not content issues).

Figure 8.2



Editing and proofreading can work well with a partner. You can offer to be another pair of eyes for peers in exchange for their doing the same for you. Whether you are editing and proofreading your work or the work of a peer, the process is basically the same. Although the rest of this section assumes you are editing and proofreading your work, you can simply shift the personal issues, such as “Am I...” to a viewpoint that will work with a peer, such as “Is she...”

As you edit and proofread, you should look for common problem areas that stick out, including the quality writing components covered in [Chapter 15 "Sentence Building"](#), [Chapter 16 "Sentence Style"](#), [Chapter 17 "Word Choice"](#), [Chapter 18 "Punctuation"](#), [Chapter 19 "Mechanics"](#), and [Chapter 20 "Grammar"](#): sentence building, sentence style, word choice, punctuation, mechanics, and grammar ([Chapter 15 "Sentence Building"](#) through [Chapter 20 "Grammar"](#)). There are certain writing rules that you must follow, but other more stylistic writing elements are more subjective and will require judgment calls on your part.

Be proactive in evaluating these subjective, stylistic issues since failure to do so can weaken the potential impact of your essay. Keeping the following questions in mind

as you edit and proofread will help you notice and consider some of those subjective issues:

- **At the word level:** Am I using descriptive words? Am I varying my word choices rather than using the same words over and over? Am I using active verbs? Am I writing concisely? Does every word in each sentence perform a function?
- **At the sentence level:** Am I using a variety of sentence beginnings? Am I using a variety of sentence formats? Am I using ample and varied transitions? Does every sentence advance the value of the essay?
- **At the paragraph and essay level:** How does this essay look? Am I using paragraphing and paragraph breaks to my advantage? Are there opportunities to make this essay work better visually? Are the visuals I'm already using necessary? Am I using the required formatting (or, if there's room for creativity, am I using the optimal formatting)? Is my essay the proper length?

#### KEY TAKEAWAYS

- Edit and proofread your work since it is easy to make mistakes between your mind and your typing fingers, as well as when you are moving around parts of your essay.
- Trading a nearly final version of a draft with peers is a valuable exercise since others can often more easily see your mistakes than you can. When you edit and proofread for a peer, you use the same process as when you edit and proofread for yourself.
- As you are editing and proofreading, you will encounter some issues that are either right or wrong and you simply have to correct them when they are wrong. Other more stylistic issues, such as using adequate transitions, ample descriptive words, and enough variety in sentence formats, are subjective. Besides dealing with matters of correctness, you will have to make choices about subjective and stylistic issues while you proofread.

## EXERCISES

1. Write a one-page piece about how you decided which college to attend. Give a copy of your file (or a hard copy) to three different peers to edit and proofread. Then edit and proofread your page yourself. Finally, compare your editing and proofreading results to those of your three peers. Categorize the suggested revisions and corrections as objective standards of correctness or subjective matters of style.
2. Create a “personal editing and proofreading guide” that includes an overview of both objective and subjective issues covered in this book that are common problems for you in your writing. In your guide, include tips from this book and self-questions that can help you with your problem writing areas.

## 8.3 Making a Final Overview

### LEARNING OBJECTIVES

1. Understand the types of problems that might recur throughout your work.
2. Know when you should conduct isolated checks during a final overview.
3. Understand how to conduct isolated checks.

While you are managing the content of your essay and moving things around in it, you are likely to notice isolated issues that could recur throughout your work. To verify that these issues are satisfactorily dealt with from the beginning to the end of your essay, make a checklist of the issues as you go along. Conduct isolated checks of the whole paper after you are finished editing and proofreading. You might conduct some checks by flipping through the hard-copy pages, some by clicking through the pages on your computer, and some by conducting “**computer finds**<sup>8</sup>” (good for cases when you want to make sure you’ve used the same proper noun correctly and consistently). Remember to take advantage of all the editing features of the word processing program you’re using, such as spell check (described in more detail in [Chapter 19 "Mechanics"](#), [Section 19.1 "Mastering Commonly Misspelled Words"](#)) and grammar check. In most versions of Word, for instance, you’ll see red squiggly lines underneath misspelled words and green squiggly lines underneath misuses of grammar. Right click on those underlined words to examine your options for revision.

8. A search for a certain word or phrase within text that is located on a computer.

Figure 8.3



The following checklist shows examples of the types of things that you might look for as you **make a final pass**<sup>9</sup> (or final passes) through your paper. It often works best to make a separate pass for each issue because you are less likely to miss an issue and you will probably be able to make multiple, single-issue passes more quickly than you can make one multiple-issue pass.

- All subheadings are placed correctly (such as in the center or at the beginning of a page).
- All the text is the same size and font throughout.
- The page numbers are all formatted and appearing as intended.
- All image and picture captions are appearing correctly.
- All spellings of proper nouns have been corrected.
- The words “there” and “their” and “they’re” are spelled correctly. (Or you can insert your top recurring error here.)
- References are all included in the citation list.
- Within the citation list, references are all in a single, required format (no moving back and forth between Modern Language Association [MLA] and American Psychological Association [APA], for instance).

9. A personalized self-review of a final draft, focusing on making isolated checks of common areas of difficulty you’ve had as a writer in the past.

- All the formatting conventions for the final manuscript follow the style sheet assigned by the instructor (e.g., MLA, APA, Chicago Manual of Style [CMS], or other).

This isn't intended to be an all-inclusive checklist. Rather, it simply gives you an idea of the types of things for which you might look as you conduct your final check. You should develop your unique list that might or might not include these same items.

### KEY TAKEAWAYS

- Often a good way to make sure you do not miss any details you want to change is to make a separate pass through your essay for each area of concern. You can conduct passes by flipping through hard copies, clicking through pages on a computer, or using the “find” feature on a computer.
- You should conduct a final overview with isolated checks after you are finished editing and proofreading the final draft.
- As you are writing, make a checklist of recurring isolated issues that you notice in your work. Use this list to conduct isolated checks on the final draft of your paper.

### EXERCISE

Complete each sentence to create a logical item for a list to use for a final isolated check. Do not use any of the examples given in the text.

1. All the subheadings are...
2. The spacing between paragraphs...
3. Each page includes...
4. I have correctly spelled...
5. The photos are all placed...
6. The words in the flow charts and diagrams...