

Academic Language and Learning  
Success Program:  
**Editing Workshop**

# Aims

- acquire skills to edit
- develop the skills to edit your own work
- demonstrate the ability to edit your own and others' work

# What is editing?

Checking for problems addressing:

- assessment criteria
- structure
- argument/content

# Editing – assessment criteria

- re-check and establish the requirement
- check every requirement met
- check what was required:
  - scope
  - word count
- make changes if required
- have you done what you said you would?
- are the claims accurate?

# Editing - argument



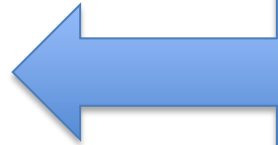
- does your introduction have a clear and succinct thesis statement?
- does the thesis statement answer the question?
- do your points develop logically and contribute to your overall position?
- does your conclusion restate your argument and suggest what it means in the broader context of your discipline?

# Editing - structure

- organisation of material
- presentation (referencing/ typography/spacing etc.)
- paragraphs
  - topic sentence
  - supporting sentence
  - unity

# Essay structure and format

- Introduction



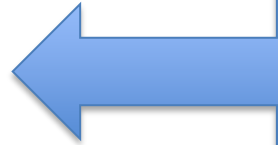
Background  
Scope  
Thesis  
outline

- Body

- conclusion

# Essay structure and format

- Introduction



Background  
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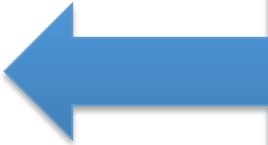


Topic Sentence  
Supporting sentences  
Concluding sentence

- conclusion


# Essay structure and format

- Introduction




Background  
Scope  
Thesis  
outline

- Body



Topic Sentence  
Supporting sentences  
Concluding sentence

- conclusion



Summarise  
Relate back to thesis  
(no new information)

## When editing the introduction, ask

- Is there a thesis statement?
- Is the thesis statement strong?
- Has the essay been outlined?
- Has the scope been adhered to?
- Does it capture my interest?

# Task 1. Essay on media and methods

Using the editing techniques, edit the introduction to the following essay.

- Does this introduction capture your interest?
- Is there a strong thesis statement?
- Does it relate to the task?
- Is there an outline?
- Has the scope been adhered to?

## When editing the body paragraphs, ask:

- Are there topic sentences?
- Do the topic sentences connect to the thesis?
- Are all the sentences in the paragraph supporting the topic sentence?
- Do they show argument?
- Are they referenced using consistent style?
- Have you listed all your references in the reference list?

## To sum up

- Editing looks at:
  - argument
  - -structure
  - -task
  - coherence
  - unity

# What is Proofreading for errors?

- spelling
- punctuation
- grammar
- vocabulary
- typing mistakes



Typographical errors, particularly when frequent can be veery distracting for the radar

- Transitions or linking words



<http://www.idealaunch.com/blog/content/internal-linking-strategy-tips/>

- Transitions
  - connecting words or phrases – bridges in writing
  - signposts
  - flow
  - cohesion
  - readability
  - logical

- Transition activity
- Step 1: Circle all the transitions in the following paragraph.
- Step 2: Punctuate if necessary.
- Step 3: Decide what their function is as per list in right hand column.

- **Transition activity**

### **Genetic Engineering**

Over the last few decades, [ 1] genetic research has produced both exciting and frightening possibilities. Consequently scientists are now able to create new forms of life in the laboratory because of the development of gene splicing. On the other hand, the ability to create life in the laboratory could greatly benefit mankind. One beneficial application of gene splicing is in agriculture. For example researchers have engineered a more nutritious type of rice that could help alleviate the serious problem of vitamin A deficiency. It is estimated that 124 million children worldwide lack vitamin A, putting them at risk of permanent blindness and other health issues. In addition genetic engineers have created larger fish, frost-resistant strawberries, and cows that produce more milk. Indeed [     ] agriculture has already benefited from the promise of genetic engineering; ultimately mankind will benefit from genetic engineering.

# • Transition activity

## Genetic Engineering

Over the last few decades, [ 1] genetic research has produced both exciting and frightening possibilities. Consequently[ ] scientists are now able to create new forms of life in the laboratory because of the development of gene splicing. On the other hand [ ], the ability to create life in the laboratory could greatly benefit mankind. One [ ] beneficial application of gene splicing is in agriculture. For example [ ] researchers have engineered a more nutritious type of rice that could help alleviate the serious problem of vitamin A deficiency. It is estimated that 124 million children worldwide lack vitamin A, putting them at risk of permanent blindness and other health issues. In addition [ ] genetic engineers have created larger fish, frost-resistant strawberries, and cows that produce more milk. Indeed [ ] agriculture has already benefited from the promise of genetic engineering; ultimately [ ] mankind will benefit from genetic engineering.

**[1] Indicating a specific time**

**[2] Indicating a conclusion**

**[3] To indicate sequence  
and logically divide an idea**

**[4] Indicating extra  
information**

**[5] Indicating a result**

**[6] to introduce an example**

**[7] to make a stronger  
statement**

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Over the last few decades [1], genetic research has produced both exciting and frightening possibilities. Consequently [5] scientists are now able to create new forms of life in the laboratory because of the development of gene splicing. On the other hand, the ability to create life in the laboratory could greatly benefit mankind. One [3] beneficial application of gene splicing is in agriculture. For example [6] researchers have engineered a more nutritious type of rice that could help alleviate the serious problem of vitamin A deficiency. It is estimated that 124 million children worldwide lack vitamin A, putting them at risk of permanent blindness and other health issues. In addition [4] genetic engineers have created larger fish, frost-resistant strawberries, and cows that produce more milk. Indeed [7] agriculture has already benefited from the promise of genetic engineering; ultimately [2] mankind will benefit from genetic engineering.

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- Activity 2

Step 1: Read the paragraph below

Step 2: Add appropriate transition words

Step3 : Add any punctuation in need

Consequently, for instance, neither, however, in other words, but, such as, although.

- Biofuels

Newly published research examines some important questions about growing biofuels, \_\_\_\_\_ ethanol made from maize. The production of these has increased sharply recently, \_\_\_\_\_ the replacement of food crops with fuel crops has been heavily criticised.

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- Activity 2

\_\_\_\_\_ Herzberg suggested, on the basis of multiple interviews with engineers and accountants during the 1950s, a two-factor theory: that job satisfaction and dissatisfaction had differing roots. He claimed that so-called hygiene factors such as conditions and pay were likely to cause negative attitudes if inadequate, while positive attitudes came from the nature of the job itself. \_\_\_\_\_, workers were satisfied if they found their work intrinsically interesting but would not be motivated to work harder merely by good salaries or holiday allowances. \_\_\_\_\_ workers needed to be given more responsibility, more authority or more challenging tasks to perform (Vroom and Deci 1992, p. 252). Herzberg's work has probably been the most influential of all the theories in the field, and is still widely used today, \_\_\_\_\_ being the subject of some criticism, which will be considered later.

- Activity 2

In contrast Herzberg suggested, on the basis of multiple interviews with engineers and accountants during the 1950s, a two-factor theory: that job satisfaction and dissatisfaction had differing roots. He claimed that so-called hygiene factors such as conditions and pay were likely to cause negative attitudes if inadequate, while positive attitudes came from the nature of the job itself. In other words, workers were satisfied if they found their work intrinsically interesting but would not be motivated to work harder merely by good salaries or holiday allowances. Instead workers needed to be given more responsibility, more authority or more challenging tasks to perform (Vroom and Deci 1992, p. 252). Herzberg's work has probably been the most influential of all the theories in the field, and is still widely used today, despite being the subject of some criticism, which will be considered later.

- Parallel structures
- important when listing, comparing, contrasting
- each item should have same grammatical pattern
  - if first in series is a noun – all must be nouns
  - if first in a series is –ing - all must be –ing
- series

- not parallel
- The group used in the study was made up of Chinese, Spaniards and some from Greece.
- The aim of the study was to determine which country the students came from and goals.

- parallel
- The group used in the study was made up of Chinese, Spaniards and Greeks. (nouns)
- The aim of the study was to determine which country the students came from and what their goals were. (noun clauses)

- Parallel

Vroom's expectancy theory hypothesises a link between effort, performing and motivation. It is based on the idea that an employee believes that increased effort will result in improved performance. This requires a belief that the individual will be supported by the organisation in terms of training and resources (Mullins 2006). In contrast, Locke emphasised the importance of setting clear targets to improve worker performance in his goal theory. Setting challenging but realistic goals is necessary for increasing employee motivation: 'being goal specific, goal difficulty and what goal to commit to, each served to enhance task performance' (Steers 2004, p. 382). This theory has implications for the designing and conduct of staff appraisal systems and for management by objective methods focussing on achieving agreed performance targets.

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- Edit and proofread this paragraph

He argued that employees appreciate to be treated in a transparently equitable manner in comparison with other workers doing similar functions, and respond positively if this is made apparent (Mullins). Their approach takes a wider view of the workplace situation than some other theories, and stresses the balance each worker calculates between 'inputs', i.e. the effort made, and 'outputs', which are rewards obtained.

(6 errors)

- Model answer

Another approach was developed by Adams in his theory of equity, based on the concept that people value fairness. He argued that employees appreciate being treated in a transparently equitable manner in comparison with other workers doing similar functions, and respond positively if this is made apparent (Mullins 2006). This approach takes a wider view of the workplace situation than some other theories, and stresses the balance each worker calculates between 'inputs', i.e. the effort made, and 'outputs', which are the rewards obtained.

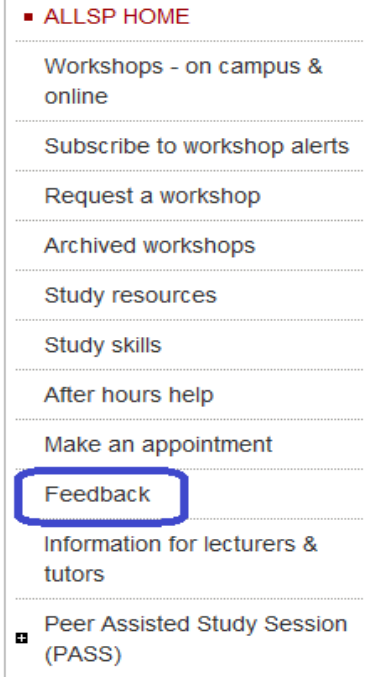
- Tips for editing and proofreading
- Do not edit/proofread just after you finished writing –leave for a bit
- Choose mode - reading on paper or screen
- Change the font and size of writing
- Find a quiet spot
- If time limited – prioritise

- To sum up
- Proofreading looks at:
  - Grammar
  - Punctuation
  - Spelling
  - Vocabulary
  - Typing mistakes

Editing	Notes
<p>Structure</p> <ul style="list-style-type: none"> <li>• Introduction – thesis statement clear / outline follows pattern in essay</li> <li>• Paragraphs – clear topic sentences / cohesive / unified/supported</li> <li>• Transitions between paragraphs (implicit/explicit)</li> <li>• Conclusion – refer to thesis statement / based on evidence</li> </ul>	
<p>Addressed the topic</p> <ul style="list-style-type: none"> <li>• Question answered</li> <li>• Sufficient depth</li> </ul>	
<p>Analysis and argument</p> <ul style="list-style-type: none"> <li>• Adequate analysis</li> <li>• Independent approach</li> <li>• Argument sound / evidence/ support</li> </ul>	
<p>Plagiarism</p> <ul style="list-style-type: none"> <li>• Minimal quotations</li> <li>• Paraphrasing correct</li> <li>• More summaries</li> <li>• All sources correctly referenced</li> </ul>	
<p>Coherence and unity</p> <ul style="list-style-type: none"> <li>• Each paragraph single topic</li> <li>• Relationships clear</li> <li>• Transitions throughout</li> </ul>	
<p>Logical development</p> <ul style="list-style-type: none"> <li>• Style consistent</li> <li>• Ideas flow logically</li> </ul>	

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2. Click **Feedback** on the menu



3. Click the button

## Feedback

Your feedback is important to us



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5. Choose **edit and proofreading**
6. Choose the semester **1**