Teaching Students to Revise and Edit Papers

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Outline

- Why this presentation?
- Competence in Revision
- Considerations for requiring writing assignments
- Writing process overview
- Definition and description of process components
- Revising and editing opportunities
- Suggested strategies to help students meet the expectations of your writing assignment(s) for
  1. Revising
  2. Editing
- Activities
- Sources
Why this Presentation?

- Writing assignments and student skill levels
- Promotion of critical thinking
  [http://cfe.unc.edu/pdfs/FYC7.pdf](http://cfe.unc.edu/pdfs/FYC7.pdf)
- Students invested in their work
- Effects across the curriculum
- Other advantages of spending a little time to teach students to revise and edit
Competence in Revision

**Affective dimension**

- Commitment to the task
- Value of the assignment
- Faith or confidence in his/her ability to complete it (involves reliance on his/her competency)

**Cognitive dimension**

- Detach him/herself from the text
- See things from someone else’s point of view (empathy)
- Distance him/herself for evaluation and discovery (judging own work, finding intended meaning)

Source: Sheridan Blau, UCSB
Considerations for Requiring Writing Assignments

- Is the essay an appropriate format for the type of learning you want to assess?
- Are you assessing students’ content knowledge rather than writing skills per se? Both?
- Should students choose their own topics?
- Is your writing prompt stated clearly and precisely?
- Will you allow a second draft?
- Will you offer revising and editing strategies to students as part of the writing experience?
- Do you have any model papers you can share with your students, ones that show them the expectations of the assignment?

Source: Center for Faculty Excellence, University of North Carolina
Overview of the Writing Process

- 1970s, shift from product to process
- 1972, California Writing Project network begins
- 1986, 1st publication of *Practical Ideas for Teaching Writing as a Process*
- Represented as a circular, not linear process
Definition and Description of Process Components

Prewriting

Short stories, like novels, quickly carved out genres; for exam, horror and detective stories.

One particular style of storytelling, however, has been general—of the story with the twist ending. So what makes “normal” ending. A twist ending is usually highly unexpected. If you knew exactly how a story is going to end, she has a fairly good ending to the story fits neatly into what she’s read and does. That point. A twist ending is shocking and surprising, and—

Editing & Proofreading

Show me your thesis...
...and I’ll show you mine.

Revising

Drafting
Revising and Editing Opportunities

Higher order concerns vs. Lower order concerns

Resources

A writing handbook
Writing Center Services and Online Materials
SMARTHINKING
Write Check
Turnitin.com (OriginalityCheck, PeerMark, GradeMark)
Suggested Strategies for Revision

- Emphasize making time for revision
- Review purpose words (rhetorical patterns)
- Stress audience (general or uninformed)
- Review the thesis statement (what it is and isn’t)
- Discuss organization (logical progression of ideas)
- Comment on development (types of evidence, specific examples)
- Use peer editing, in class or via Turnitin.com
Suggested Strategies for Editing

• Emphasize making time for editing and proofreading

• For sentence variety, suggest combining

• Suggest the student read the paper aloud or backward

• Mention the creation of an errors list

• Encourage use of resources
Activities

- Mock tutoring session
- Evaluate sample papers
- PeerMark overview and demonstration
- GradeMark overview and demonstration
- Video, *Revising and Editing*, if time
Sources