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

- 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

Involves the writer's

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

Source: Sheridan Blau, UCSB

Cognitive dimension

Involves the writer's ability to

- **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)**

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

Prewriting

Drafting

Revising

Editing

Proofreading
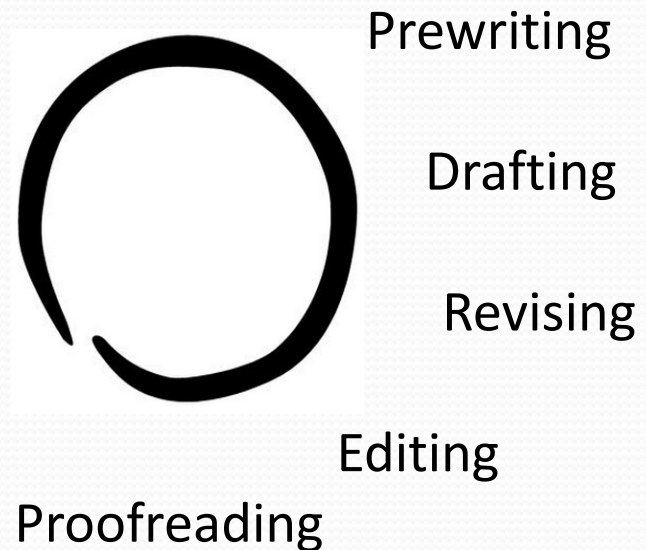
Definition and Description
of
Process Components

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

GENRE One particular style of storytelling, however, has bee genera that of the story with the twist ending. So what ma USUALLY "normal" ending. A twist ending is usual ighly unexpected know exactly how a story is going to end, she has a fairly go ending to the story fits neatly into what she's read and doesn that point. A twist ending is shocking and surprising, and—

Prewriting

Editing & Proofreading

Show me your thesis...
...and I'll show you mine.
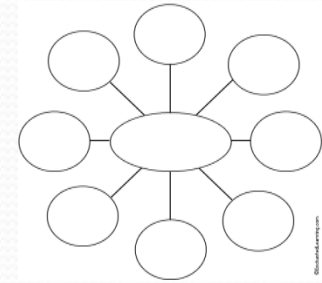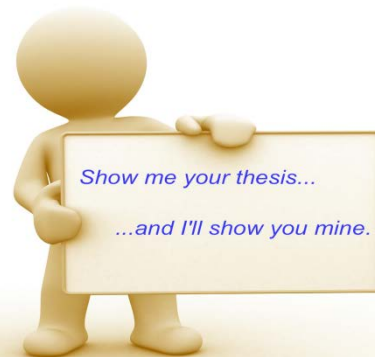
Revising

Drafting

Revising and Editing Opportunities

Higher order concerns vs. Lower order concerns

Rubrics

Writing Assessment Scoring Rubric

Criteria	Score 1 Deficient	Score 2 Flawed	Score 3 Limited	Score 4 Competent	Score 5 Strong	Score 6 Outstanding
Organization	Incoherent	Weak organization	Inadequate organization	Adequately organized	Generally well organized	Well organized
Development	Undeveloped No details	Not developed Little or no relevant details	Not developed Does not explain develop key ideas	Developed Explains and illustrates some key ideas	Generally well developed Explains and illustrates most key ideas	Well developed Clearly explains and illustrates key ideas
Language Syntax	Limited or inappropriate word choice	Limited or inappropriate word choice	Limited or inappropriate word choice	Adequate facility in the use of language	Demonstrates some syntactic variety Facility in use of language	Strong Syntactic variety
Mechanics	Serious and persistent writing errors	Serious errors in mechanics, usage, sentence structure, or word choice	Accumulation of errors in mechanics, usage, sentence structure	Some errors in mechanics/ usage	Generally few errors in mechanics/ usage	Few errors in mechanics/ usage

<u>Resources</u>
A writing handbook
Writing Center Services and <u>Online Materials</u>
SMARTHINKING
<u>Write Check</u>
Turnitin.com (<u>OriginalityCheck</u>, <u>PeerMark</u>, <u>GradeMark</u>)

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) [LEO](#)

- Discuss organization (logical progression of ideas)

- Comment on development (types of evidence, specific examples)

- Use peer editing, in class or via Turnitin.com ([PeerMark](#))

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

- Bean, John C. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom.* SF: Jossey-Bass, 2001. Print.

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