Proof-reading, Drafting and Editing

This workshop will lead you through the essential stages of reviewing and refining your work, help you make the most of your knowledge when writing and provide top proof-reading tips.

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Academic Skills Adviser
1. What’s the difference – drafting, re-drafting, editing & proofing?
2. The editing and redrafting process
3. Strategic thinking: editing/redrafting checklists
4. Proof-reading: tricks of the trade
1. What’s the difference – drafting, re-drafting, editing & proofing?

- **Closely related activities** – aim is to identify problems and allow you to improve overall quality

- **Drafting** = writing a first version to be edited later

- **Editing** = revising and adapting an earlier version against quality markers & the brief/the question

- **Redrafting** = it’s unlikely that your best work will ‘flow out’ onto the page the first time - once the original has been edited it is written up again.

- **Proofing** = once content and composition are as good as they can be, it is about making sure that the work is ‘technically’ accurate.
1. What’s the difference – drafting, re-drafting, editing & proofing?

Activity 1: an Editing & Redrafting or Proofing Job?

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Appropriateness of argument</td>
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<td>2.</td>
<td>Grammar</td>
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<td>3.</td>
<td>Position of ideas</td>
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<td>4.</td>
<td>Punctuation</td>
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<td>5.</td>
<td>Level of Formality</td>
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<tr>
<td>6.</td>
<td>Order of sections</td>
</tr>
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<td>7.</td>
<td>Spelling and typographical errors</td>
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<td>8.</td>
<td>Word choice</td>
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</tbody>
</table>
1. What’s the difference – drafting, re-drafting, editing & proofing?

| 1. Appropriateness of argument | ER |
| 2. Grammar & Punctuation | P |
| 3. Position of ideas | ER |
| 4. Line & Character Spacing | P |
| 5. Level of Formality | ER |
| 6. Order of sections | ER |
| 7. Vocabulary | ER |
| 8. Spelling and typographical errors | P |
2. The editing and redrafting process

- **Text**: e.g. from ‘has it answered the question’ to ‘has all relevant material been included’?
- **Sentence**: e.g. from ‘can items be cut or merged’ to ‘are critical points linked with phrases and connectives’?
- **Word**: e.g. from ‘is the language formal’ to ‘are there typographical errors’?
2. The editing and redrafting process

- 3 Rs = Reworking, Replacing and Refining **content** and **structure**
  - Involves adding, removing and reorganising elements as a whole
  - Focus on **whole document** and connections between points made and/or paragraphs
  - Improving the text by ‘re-writing’ it to ensure it meets the assessment criteria
Activity 2: An Edit for Word Count

• Working in a pair

• Go through the extract to identify where things can be reworked or replaced to reduce the word count whilst maintaining the meaning.
2. The editing and redrafting process

This essay attempts to evaluate the business model and e-strategy of web based business Amazon.co.uk. The success of Amazon.co.uk will be analysed through different services that it offers to customers specially focusing on their online book service and Z shops. It is based on the mixed research of articles and literature obtained from different writers.

Before embarking on an approach to analyse the business model, there is a need to explore the meaning of the business model. Paul Timmers (2000) has defined the business model as: “an architecture for product, service and information flows, including a description of the various business actors and their roles” (p.46).

Although there are different kinds of business models but they have all got one thing in common, they are designed to make money for their owners in the long run.

(136 words)
This essay will evaluate the business model and e-strategy of web based business Amazon.co.uk and will focus on their online book service and Z shops. Before analysing the business model, there is a need to explore its meaning, Timmers (2000) has defined the business model as: “an architecture for product, service and information flows…” (p.46). Although there are different kinds of business models, they have one thing in common: they are designed to make money for their owners.
3. Strategic thinking: editing/redrafting checklists

• Redrafting, editing and proofing can be made easier by, over time, collecting your key areas for writing development into a single place.

• These can then be systematically addressed for repeated drafts until you feel as if you have caught as many of your typical pitfalls.

• Use: formal feedback (marking); informal commentary on your writing (tutorials etc.); info about best practice in writing.
### 3. Strategic thinking: editing/redrafting checklists

<table>
<thead>
<tr>
<th>Aim/purpose</th>
<th>Content</th>
<th>Structure/organisation</th>
<th>Language-style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I still clear what my purposes were in this assignment? How can I tell?</td>
<td>Is it clear what main points I am expressing in each paragraph?</td>
<td>Will the structure of my essay be clear to the reader?</td>
<td>Have I checked for obvious mistakes in spelling, punctuation and grammar?</td>
</tr>
<tr>
<td>Is my topic clearly stated?</td>
<td>Have all sources of material been cited and referenced?</td>
<td>Have I defined any key terms in the introduction?</td>
<td>Is the document written in an appropriate style, e.g. in the third-person; objective language?</td>
</tr>
<tr>
<td>Is there a clear central argument or point of view in the assignment?</td>
<td>Are my facts correct and up to date?</td>
<td>Have I made explicit connections between your introduction and conclusion?</td>
<td>Have you expressed your argument in language which is as clear and concise as possible?</td>
</tr>
<tr>
<td>Could I sum up my central position or point of view in the assignment in a</td>
<td>Is there evidence of wide reading in this assignment?</td>
<td>Do I make links between one paragraph or section and the next?</td>
<td>Does the essay read smoothly and easily? (If in doubt, try reading it aloud.)</td>
</tr>
<tr>
<td>sentence or two?</td>
<td>Do my conclusions follow logically from my evidence?</td>
<td>Does each paragraph contain just one idea?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have I followed expected conventions in terms of referencing, bibliography, etc.?</td>
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</table>
3. Strategic thinking: redrafting checklists

**Text**
- Do I sum up my central position in a sentence or two?
- Do my conclusions follow logically from my evidence?
- Do I link one discussion point to the next?

**Sentence**
- Do my subjects and verbs agree?
- Do I use colons & semi-colons accurately?
- Have I made sure that there are no overly long sentences?

**Word**
- Have I run the spell check?
- Have I used formal English or resorted to ‘chatty’ expressions?
- Have I any typographical errors?
4. Proof-reading: tricks of the trade

Be clear about what it is and where it fits

- Part of process of writing

- Proof-reading is not an innate ability – you can acquire the skill

- The more you do of it the better you will become

- It means: attending to mistakes at the surface level of your writing

- It is the final stage of the writing process

- This means you should have redrafted your work before this stage to make revisions to organisation and content
4. Proof-reading: tricks of the trade

Question: who can you go to in the university for proof-reading, assignment checking or assisted editing?
Question: who can you go to for proof-reading, assignment checking or assisted editing?

Answer: No-one.
4. Proof-reading: tricks of the trade

• Take a break between writing and proof-reading.

• Choose your time of day.

• Proof backwards.

• Use reference resources: grammars, dictionaries etc. Look it up.

• Use personal resources. Ask someone else to read over your text.

• Log your own typical, repeated mistakes. Work your way through the list.

• Do multiple proofs, each for one type of error at a time.

• Place a ruler under each line as you read it.
A special note about spell-checkers

• Use the spell-checker on your computer, but use it carefully.

  – It is a single proofing tool – **not** the single proof of the text!

• Computer spell-checkers often make errors - they don't always know the difference between there, their, and they're, for example.
Text Help Read-Write: editing and proofing support.

Socio-cultural constructs of eating disorders have
Activity 3: Know Your Common Errors

1. I wasn't sure whether to laugh or cry.
2. My sister liked to make sure all her video’s where in alphabetical order.
3. It's so hot outside – it’s a good job I brought that suncream in the chemist yesterday.
4. Your requested to remove muddy footwear before entering the lounge.
5. “IT Advise will be available from 10-12pm”.
6. He's so competitive that I always pretend to loose so we don't have a row.
7. I'm sometimes too independant for my own good.
8. I would of thought that it was an easy mistake to make.