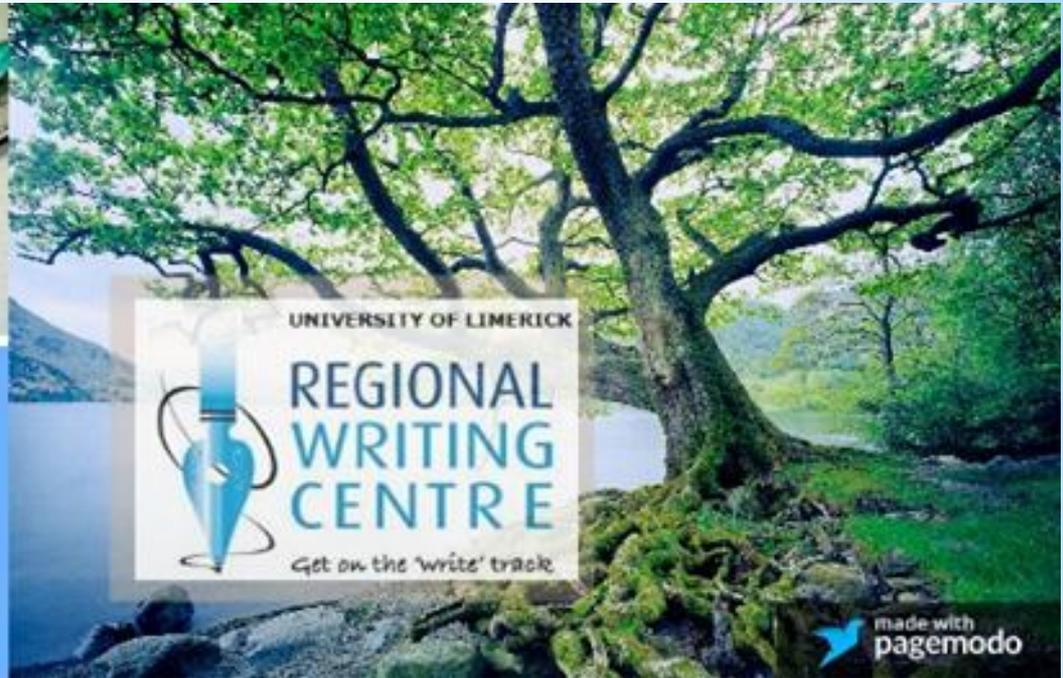


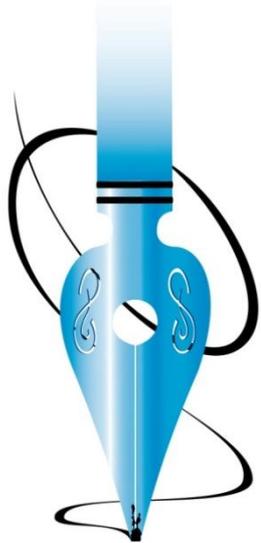
Because every
writer needs
motivation



Because even
the best writers
need help



UNIVERSITY OF LIMERICK



REGIONAL
WRITING
CENTRE

Get on the 'write' track

MAIN BUILDING
C1-065

writingcentre@ul.ie
www.ul.ie/rwc

Writing Centre Resources



- **One-to-One Peer Tutoring**
- **Writers' Groups**
- **Workshops and Seminars**
- **Online Resources**



UNIVERSITY OF LIMERICK

**REGIONAL
WRITING
CENTRE**

Get on the 'write' track



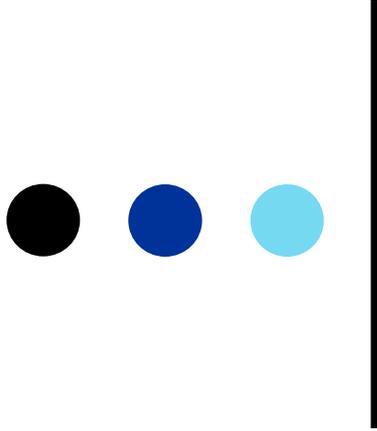
@RWCUL



C1-065 Main Building

www.ul.ie/rwc/

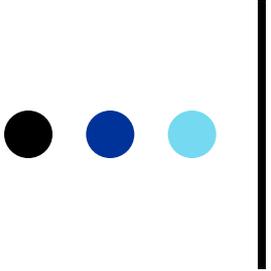
writingcentre@ul.ie



Essay Writing Workshop 4

Íde O'Sullivan, Lawrence Cleary
Regional Writing Centre

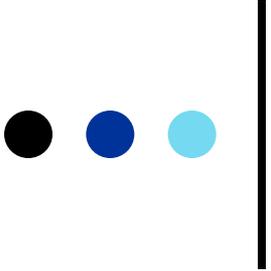
www.ul.ie/rwc



Plan of workshops

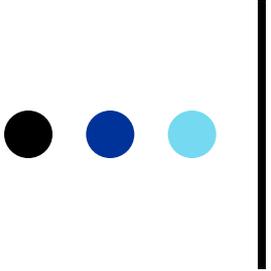
Wednesday 12.00 to 13.00 or 15.00 to 16.00, C1-067

- **Workshop 1**: Understanding the assignment. Planning and organising your writing assignments
- **Workshop 2**: Structuring your writing assignments
- **Workshop 3**: Citing and referencing: reporting the work of others in your writing assignments
- **Workshop 4**: Revising and editing your writing assignments



The writing process

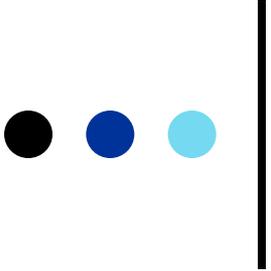




Importance of revision

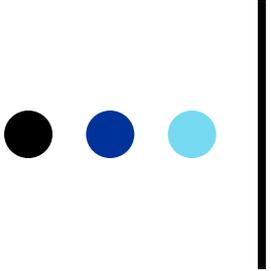
“There is no such thing as good writing – just good rewriting”.

(Moore *et al.*, 2010: 101)



Revising and editing

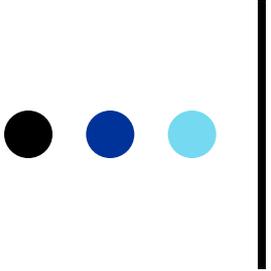
- Editing a document is revisiting it for publication.
- It is ‘sharpening a thought to a gemlike point and eliminating useless verbiage’ (Leedy and Ormrod 2001, 54).



Revision (global issues)

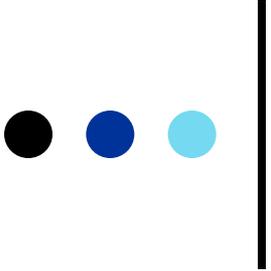
Organisation and structure

- Does the text achieve your writing goals as established in your evaluation of the rhetorical situation (writing context) and by your research question?
- How does the introduction fit in with the body of the paper? Did you address what you said you would address? Did you fulfil your promises?
- Is information logically arranged, and is the organisation of your text clear?
- Is each section in the right place to fulfil your purpose? Does each section contribute to your reader's understanding of your topic?
- Have you drawn connections between the sections?



Revision (global)

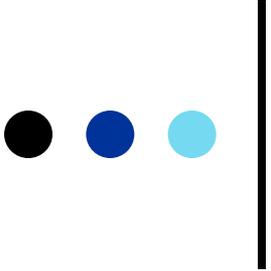
- Does each paragraph treat in a controlled manner an identifiable idea, and does that idea follow logically the ideas expressed in previous paragraphs and do they allow readers to predict the ideas expressed in the paragraphs that follow?
- Does each paragraph have a topic sentence and is the paragraph cogent, coherent and unified? Take a close look at [paragraphs](#).
- Is there deviation, wander and digression?
- Does your conclusion take into account the discoveries made during your research and writing processes?
- Strategy: Reverse outline



Example

According to Marks et al. (2005) physical activity reduces your risk of chronic diseases like cancer and heart disease. Research shows that many Irish people do not get enough exercise. The SLAN report explains that 55% of Irish people are physically active. The SLAN survey states that older people have less physical activity than younger people (2007). Ellis et al. (2007) in their study say that people with disabilities have less physical activity. Physical activity is also known to help mental wellbeing. The aforementioned survey also discusses that women are more likely to be inactive.

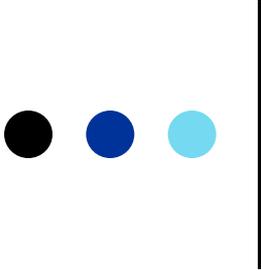
(Extract taken from Maguire, Delahunt, and Everitt-Reynolds 2011)



Revised example

Physical activity is known to reduce the risk of chronic diseases such as cancer and cardiovascular disease (Marks et al., 2005). Regular physical activity is also associated with improved psychological wellbeing (Biddle & Ekkekakis, 2005). Evidence suggests that many people do not meet the recommendations for physical activity (Marks et al., 2005). The 2007 SLAN survey found that just over half of Irish adults were physically active (Morgan et al. 2009). Levels of physical activity are associated with demographic factors. For example levels of physical activity are lower among women, older people (Morgan et al., 2009) and those with disabilities (Ellis et al., 2007).

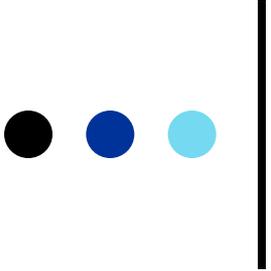
(Extract taken from Maguire, Delahunt, and Everitt-Reynolds 2011)



Revision (local)

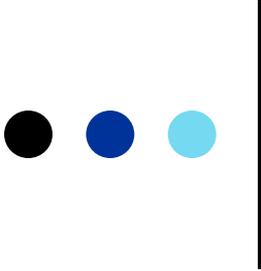
Editing and proofreading

- Look at logical and grammatical relations as expressed within paragraph boundaries.
- Do your sentences express complete ideas, and do you vary your structures? Are they grammatical?
- Is the relationship between pronouns and noun substitutes and the things they represent clear?
- Verbs express relationships of time and indicate person, number and mood. Are those relationships consistent and appropriate?



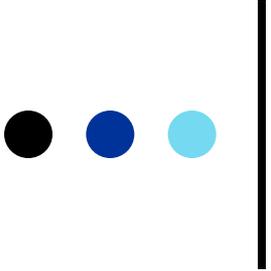
Copyediting / Proofreading

- This is the careful editing of each line and each graphic to ensure that the material is expressed in clear, correct English, checking errors in spelling, punctuation, grammar, format and sentence structure.
- Proofreading is not editing in the broader sense – it is an effort to achieve correctness in the elements mentioned above.
- Set the assignment aside for a while and come back with a fresh eye.
- Read passages aloud.
- Get others involved.
- Be consistent!



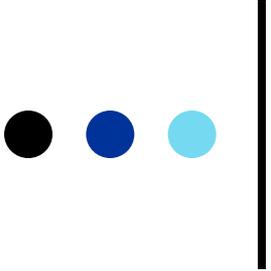
What mistakes do you typically make?

- Punctuation
- Using capital letters in the wrong places
- Sentences without verbs
- Inappropriate use of verbs – e.g. ‘elicit’ when they mean ‘produce’
- No paragraphs in long sections of text
- Poor spelling
- Poor understanding of conjunctions and connections
- Citations



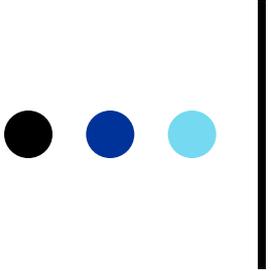
Spelling

- Make sure to set the language to BrE or AmE but stick to one (-ise/-ize)
- Standard forms
- Double letters
- Don't rely on spell check – it doesn't catch everything
 - for foe
 - form from
 - quiet quite
 - practice practise
 - affect effect



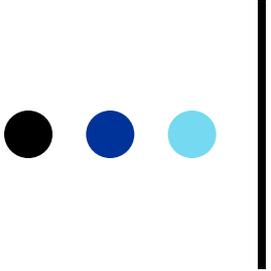
Grammar

- Sentence structure
- Complete sentences
- Agreement
- Tense
- MS grammar check is not always correct
 - passive sentences
 - defining and non-defining clauses



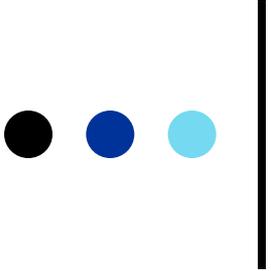
Punctuation

- Commas, semi-colons, full stops
- Apostrophe
 - its Vs it's
 - 1920s
- Possessives
 - The dog's bone
 - The dogs' bone
 - The horses' mouths
 - Seamus' car
- Capitalisation



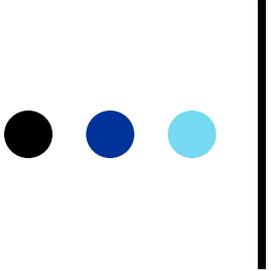
Tips for editing

- Purdue OWL: Proofreading
 - <https://owl.english.purdue.edu/owl/resource/561/1/>
- Personalising proofreading
 - What mistakes do you typically make?
 - How can you fix these errors?
- Peer review



Editing a reference list

- Do a separate edit of your reference list, checking everything matches, everything is included and it is consistent.
- Check that in-text dates and page numbers match reference list.
- Only enter names in reference list that you have mentioned in your text – it's not a bibliography.
- Make sure that if a name is mentioned in the document that is included in the reference list.



Resources

- Cite it Right:
http://libguides.ul.ie/ld.php?content_id=8693093
- Regional Writing Centre, UL: <http://www.ul.ie/rwc/>
- Using English for Academic Purposes:
www.uefap.com/writing
- Academic Phrasebank, University of Manchester:
<http://www.phrasebank.manchester.ac.uk/>
- Purdue Online Writing Lab:
<http://owl.english.purdue.edu/owl/>
- The Writing Center at the University of North Carolina at Chapel Hill:
<http://writingcenter.unc.edu/>