

Introduction

You have researched the topic, prepared an outline, and have written your assignment. But wait! Before handing it in, give yourself time to review your writing.

Editing your own work is difficult, but necessary. It is best to leave time between finishing your writing and starting your editing. Make your own editing checklist using the items under 'key points' as a start. Then refer to the marking guide (or assessment criteria) for the particular assignment to add other items to your checklist.

Key points

First, look at the overall structure and organisation of your assignment. Make sure you have:

- an **introduction** that tells your reader what the assignment is about
- separate **paragraphs** for each main idea
- paragraphs that follow a **logical** order
- a **conclusion** that reminds your reader of the main points
- a **list of references** for the sources you have used in your work

Second, inspect your writing in detail.

- Use computer-based spelling and grammar checks to identify errors.
- Use a dictionary to double-check the meaning of any words you are not sure of
- Be sure you have used technical words from the subject correctly
- Trust your ears. Reading out loud shows up repetition, punctuation and other problems

Try this:

- Step 1** Print out a copy of the attached [checklist](#)
 - Step 2** Add to the checklist to make a guide for a particular assessment task. Read the 'Assessment criteria' (marking guide) listed in the unit outline and add them to your checklist.
 - Step 3** Print out a hard copy of your assignment. Let it lie for a day or so – if you have time.
 - Step 4** Read through your work several times, checking it against each point in your checklist. Make any necessary changes to your work.
 - Step 5** Hand in your assignment confident that it is a professionally-presented piece of work!
- An additional technique is to work with a classmate to review each other's work.**
- Step 6** Consult on the checklist and exchange work with each other. Think about how you can provide constructive feedback to each other.

Good luck

Useful Links:

<http://www.youtube.com/watch?NR=1&v=ezi42Bqj4d4>

This short presentation shows you how to revise your work in three stages.***

<http://owl.english.purdue.edu/owl/owlprint/690/>

A clear guide to the two levels of revision; the 'big picture' and the 'particular details'.

This is a resource for students writing longer essays.**

Editing checklist: An example

| Structure | |
|---|---|
| Introduction | My introduction tells the reader what the essay/report is about |
| Paragraphs | Each paragraph has a topic sentence which introduces the rest of the paragraph |
| | There is a new paragraph for each main idea |
| | The paragraphs follow on from each other in a logical order |
| Conclusion | My conclusion summarises the main points |
| References | Citations used throughout the assignment are set out correctly e.g (Smith, 2015) |
| | The List of References at the end of the assignment is complete, with correct use of the relevant referencing system (e.g. APA; Harvard) Check the Swinburne Library guide: http://www.swinburne.edu.au/library/referencing/ |
| Language | |
| Punctuation | I have read my written piece aloud to see where to stop or pause for full stops, question marks, exclamation marks, and commas. |
| | I have included quotation marks where needed. |
| Capital Letters | I have used capital letters for proper noun |
| Grammar | My sentences are complete thoughts and contain a noun and a verb. |
| Spelling | I have checked my spelling and fixed the words that don't look right |
| Assignment assessment criteria (add these from the guidelines set out for the particular assignment) | |
| Criterion 1: Literature review section | Relevant literature has been selected for discussion |
| | The literature is summarised clearly, with identification of key debates |
| Criterion 2: Findings section | Brief outlining of method used in the study |
| | Clear organisation of findings, with identification of main themes |
| Criterion 3: Discussion section | Effective linking of findings to the literature |
| | Discussion of main implications of the study |

Editing checklist

| Structure | | Yes | No | Comments |
|--|--|-----|----|----------|
| Introduction | My introduction tells the reader what the essay/report is about | | | |
| Paragraphs | Each paragraph has a topic sentence which introduces the rest of the paragraph | | | |
| | There is a new paragraph for each main idea | | | |
| | The paragraphs follow on from each other in a logical order | | | |
| Conclusion | My conclusion summarises the main points | | | |
| References | Citations used throughout the assignment are set out correctly e.g (Smith, 2015) | | | |
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| Language | | | | |
| Punctuation | I have read my written piece aloud to see where to stop or pause for full stops, question marks, exclamation marks, and commas. | | | |
| | I have included quotation marks where needed. | | | |
| Capital Letters | I have used capital letters for proper noun | | | |
| Grammar | My sentences are complete thoughts and contain a noun and a verb. | | | |
| Spelling | I have checked my spelling and fixed the words that don't look right | | | |
| Assignment assessment criteria (add these from the guidelines set out for the particular assignment) | | | | |
| Criterion 1: | | | | |
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| Criterion 2: | | | | |
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| Criterion 3: | | | | |
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Additional work to do:

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