

ENG 1101
Essay #1
Instructions for Revision

Typed Revision

DUE: Oct. 4, 2017 at the beginning of class

Writing a revision is a reflective process as well as a corrective process. Consider your ideas as a third party might find them. This revision is not required. However, I will consider raising your grade if you do revise. These questions are for reflection: do not answer on a separate sheet.

Turn the revision in with:

The original draft handwritten in class.

- The original planning sheet. Finish this if necessary.
- Your summary (and it's first draft) if you plan to revise the summary.
- My comment/grading sheet with your original grade.

Revisions must be typed and printed out.

- Use a double-spaced 12 pt. font. Commonly used fonts are: Times New Roman and Arial.
- Put page numbers on the upper right hand corner.
- You do not need a Works Cited page or Bibliography
- Note: I will not accept handwritten revisions.

1. Review and consider **the overall task** you were required to respond to when writing the essay:
 - Do you answer every part of the prompt? (Note required texts and the question you chose to answer.
 - Who is the audience?
 - What is the purpose of your essay?

2. Review and reconsider the overall **essay structure**:
 - What do you remember about introductory paragraphs?
 - Where is your thesis statement?
 - Is there an opening topic sentence? What is the wider context of the issue being addressed?

 - What is the purpose of the topic sentences in the body paragraphs? Do your topic sentences serve this purpose?
 - How are you integrating an outside source (you were to use three assigned texts) to support this topic sentence?
 - How do your body paragraphs end? Can you come back to your thesis?
 - Is there a clear concluding paragraph? What is the purpose of the concluding paragraph and does yours serve this purpose?

 - Are there sections you can improve or clarify by developing the content?
 - Are there sections of the essay that could use cutting or tightening the content? Do some paragraphs seem obviously longer than others? Is there a clear reason for this?

3. Consider **transitions** at the beginning, middle, and end of each paragraph as well as at the beginning, middle, and end of the essay.
 - Does your essay contain transitional words and phrases that show the reader your pattern of thinking?

- If the transitions you have chosen are not in your speaking vocabulary, read them out loud to see if they flow as they are intended.
4. Consider **the type of essay** you are writing. Is it a descriptive strategy? Is it a narrative? Is it a comparative essay? Is it a cause and effect essay? (There are others as well.)
- What are the conventions of this type of essay? Where can you find out? (Hint: Try Purdue University's on-line writing lab, OWL.)
 - How are you transitioning in and out of these conventions?
5. Look closely at how you are **integrating the outside sources**.
What are the three most common forms of referencing the outside texts? Are you using a variety of them throughout your essay?
- Are references integrated with your ideas throughout the essay?
 - Are there sections that contain too much of the author's ideas without showing how these support your ideas (the focus of your essay)?
 - Are there sections that need to be paraphrased to avoid plagiarism?
 - Have you adequately embedded your references? This means the references are most often in the middle of your paragraphs, not overloaded at the beginning or end of your paragraphs, where they often overwhelm your argument.
6. Proofread and consider the **grammar and technical aspects** of revision. Start this well ahead of the revision due date and consider the following:
- Read your essay aloud to yourself or to a peer working on the same assignment.
 - Look for the grammar errors typical to your written work.
 - Use your word processing program's spell and grammar checks to proofread for grammar errors.
 - Is the essay formatted correctly? Does any part look weird in terms of spacing and indentation?
 - Get help from a tutor in the Atrium Learning Center. There are tutors designated for ENG 1101 courses.

ENG 1101
TRANSITIONAL WORDS
AND PHRASES TO ESTABLISH “Beginning,
Middle, and Ends” OF IDEAS

Transitional words and phrases are placed at key points in your work to lead your reader from point to point, from paragraph to paragraph, and from the beginning to the end of your writing. Practice reading them aloud so they sound natural

To introduce your thesis statement:

- A few ways to introduce your thesis include: In my opinion....., I believe....., I agree that....., I argue....., I will prove here.....,
- Do not use: My thesis is.....

To begin a body paragraph:

- To begin with (first argument); equally important (true, valid); in addition; next; furthermore; beyond that; what is more; finally (last argument); lastly(last paragraph)

To emphasize a point within a paragraph:

- In fact; more importantly; most important of all; most of all; the main/problem/issue is; without question; much more; also; moreover; above all; indeed;

To compare:

- Also; as well; both; in the same way; likewise; similarly

To introduce specific details within a paragraph:

- For example; as an example; for instance; a case in point; specifically; more specifically; such as; in fact; in particular

To summarize the main idea within a paragraph (concluding sentences)

- hence; therefore; thus; consequently; and so; for this reason;

To transition to your refutation of the opposing view (contrast):

- While it is true that; although this may be true; although; even though; despite this; on the other hand; however; be that as it may; nevertheless; yet

To summarize the ideas with a complete essay (concluding paragraphs)

In closing; in conclusion; in brief; in short; to sum up; all in all; on the whole

**Framing and Developing Your Argument:
Transitional Words and Phrases to Introduce the Text**

Transitional words and phrases frame your argument and are placed at key points in your paragraphs and essays to lead your reader “follow your thinking” from point to point, from paragraph to paragraph, and, finally, through the beginning, middle, and end of your writing. You must PRACTICE these transitions before you retake the exam. This list is only a sampling of the many transitional words and phrases you can use to transform your writing. These focus on helping you flow through YOUR own ideas. They can go at the beginning of paragraphs and in concluding sentences.

Flow Words to Introduce a Quotation or Paraphrase

The [writer] says, . . .	The [[writer] rejects, . . .
The [writer] notes, . . .	The [writer] asserts, . . .
The [writer] believes, . . .	The [writer] admits, . . .
The [writer] observes, . . .	The [writer] cautions, . . .
The [writer] declares, . . .	The [writer] maintains, . . .
The [writer] suggests, . . .	The [writer] insists, . . .
The [writer] confirms, . . .	The [writer] emphasizes, . . .
The [writer] shows, . . .	The [writer] contends, . . .
The [writer] mentions, . . .	The [writer] implies, . . .

A note on punctuation, the above are for quotations. Notice the comma (tag):

Quotation; Meyer states, “Music not only transports our minds, it creates connections between ideas we wouldn’t understand otherwise.”

Paraphrase: Meyer implies music is powerful enough to transport and help us see relationships between thoughts we might miss in other situations.

Flow Words to Introduce Paraphrases after Quotations

What this means is.....	In short,
In other words.....	To me, this means.....
What I understand this to say is.....	My understanding of this is.....
I interpret this to mean.....	This relates to my argument because
To put it in my own words,	
What this says to me is.....	
More simply.....	

Remember:

- Use the author’s last name for [writer] for variety.
Quotations should be embedded within your ideas. They do not typically begin or end a paragraph.
- Paraphrases must follow quotations
- Paraphrases can stand alone but credit to the author is required.