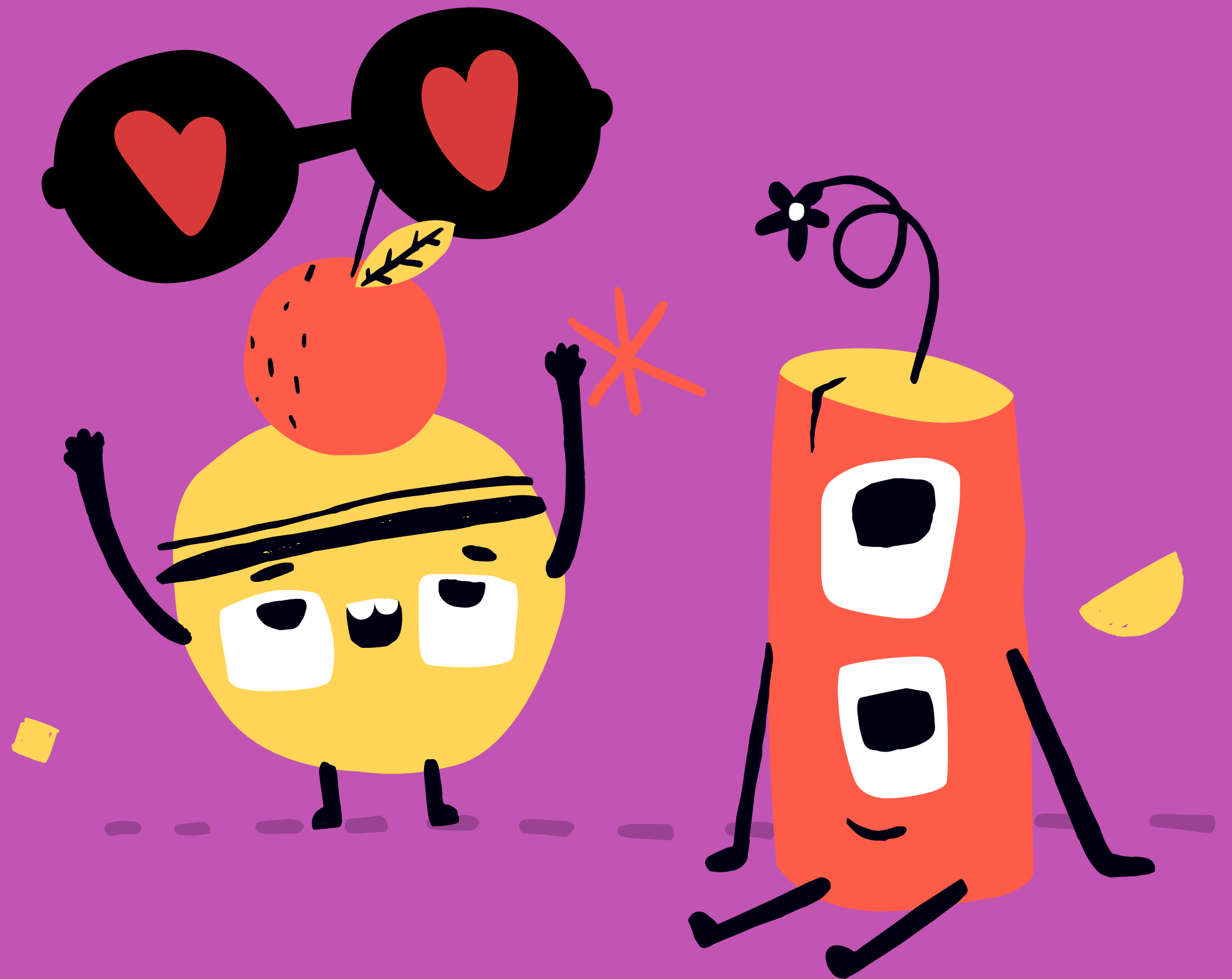


RE-VISION

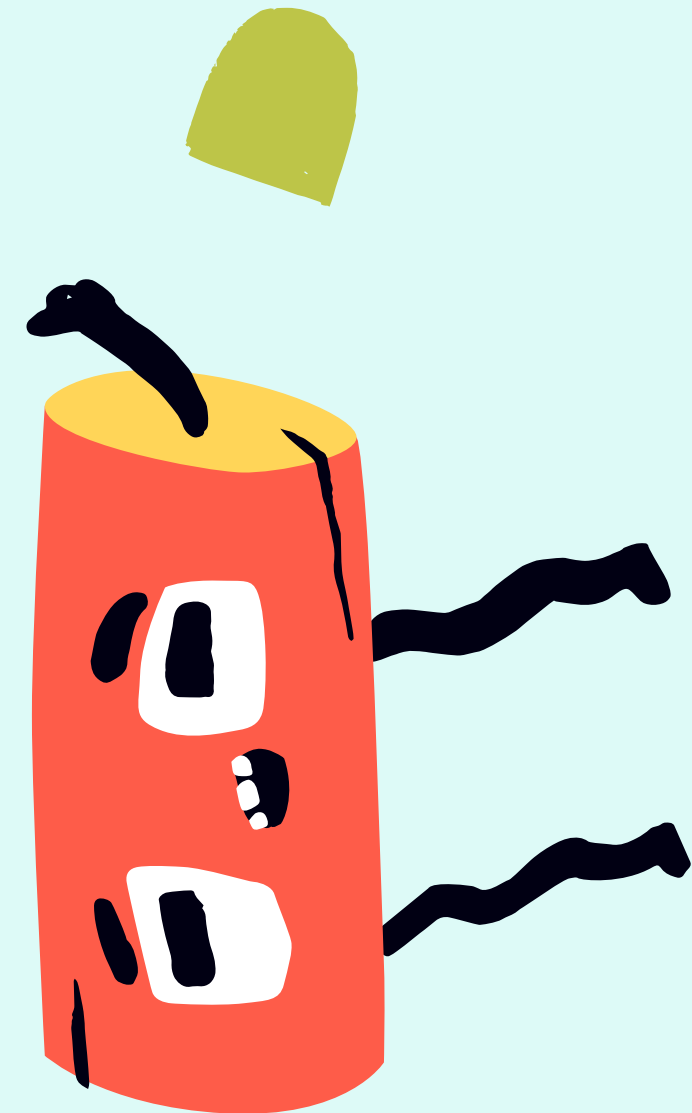
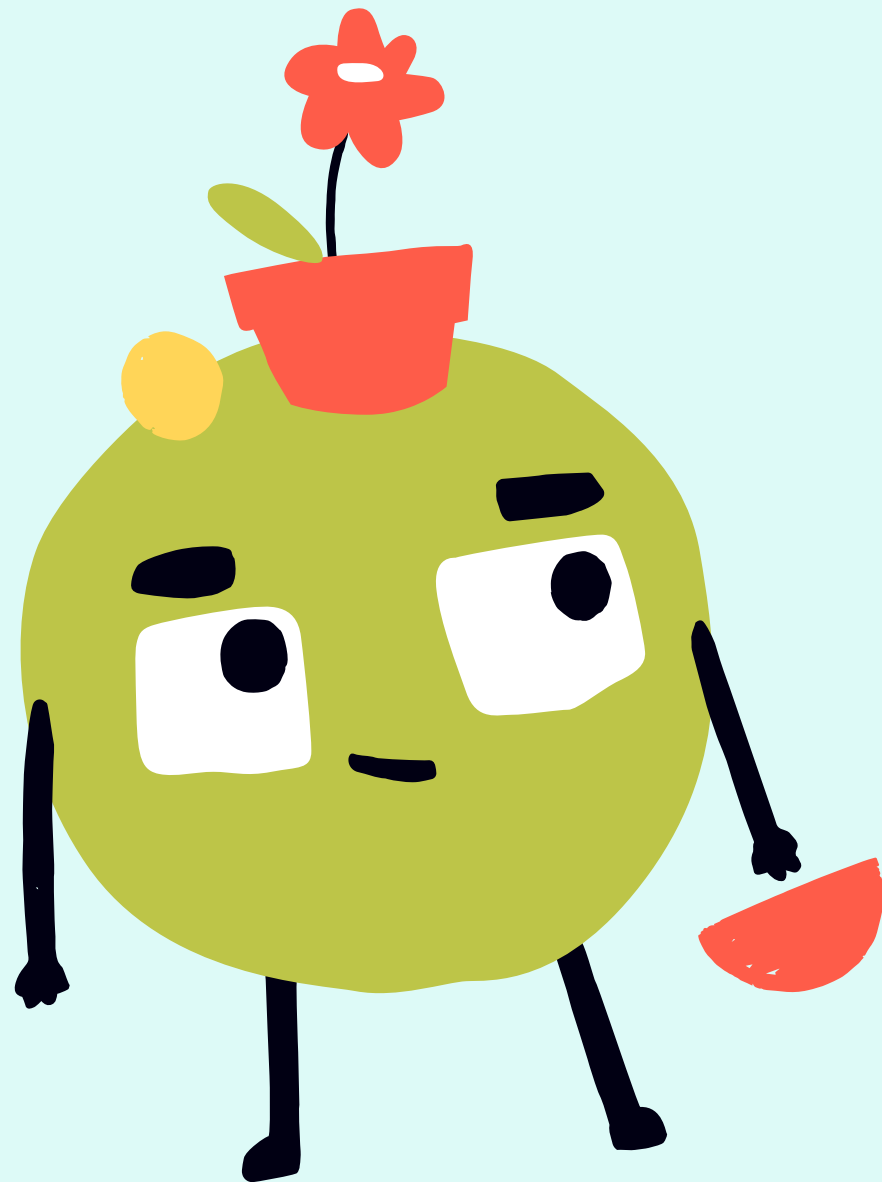
Seeing things in a
new way!



WHAT DOES IT MEAN TO REVISE?

WELL, RE-VISION MEANS TO SEE SOMETHING IN A WHOLE NEW WAY. WE'RE NOT JUST TALKING ABOUT SWITCHING A FEW WORDS AROUND, OR CHANGING A FEW SPELLING MISTAKES, BUT WE'RE TALKING ABOUT GETTING A LITTLE BIT CLOSER TO YOUR AUDIENCE. HOW CAN YOU DO THAT?

- YOU CAN WRITE IN LANGUAGE THAT IS GOING TO REACH THAT AUDIENCE. (A LEVEL OF FORMALITY THAT SUITS THE SITUATION.)
- YOU CAN WRITE WITH CLARITY!
- YOU CAN USE PIE PARAGRAPHS.
- YOU CAN FORMAT CLEARLY AS WELL— USING HEADINGS AND BULLET POINTS THAT MAKE THE TEXT VISUALLY ACCESSIBLE!

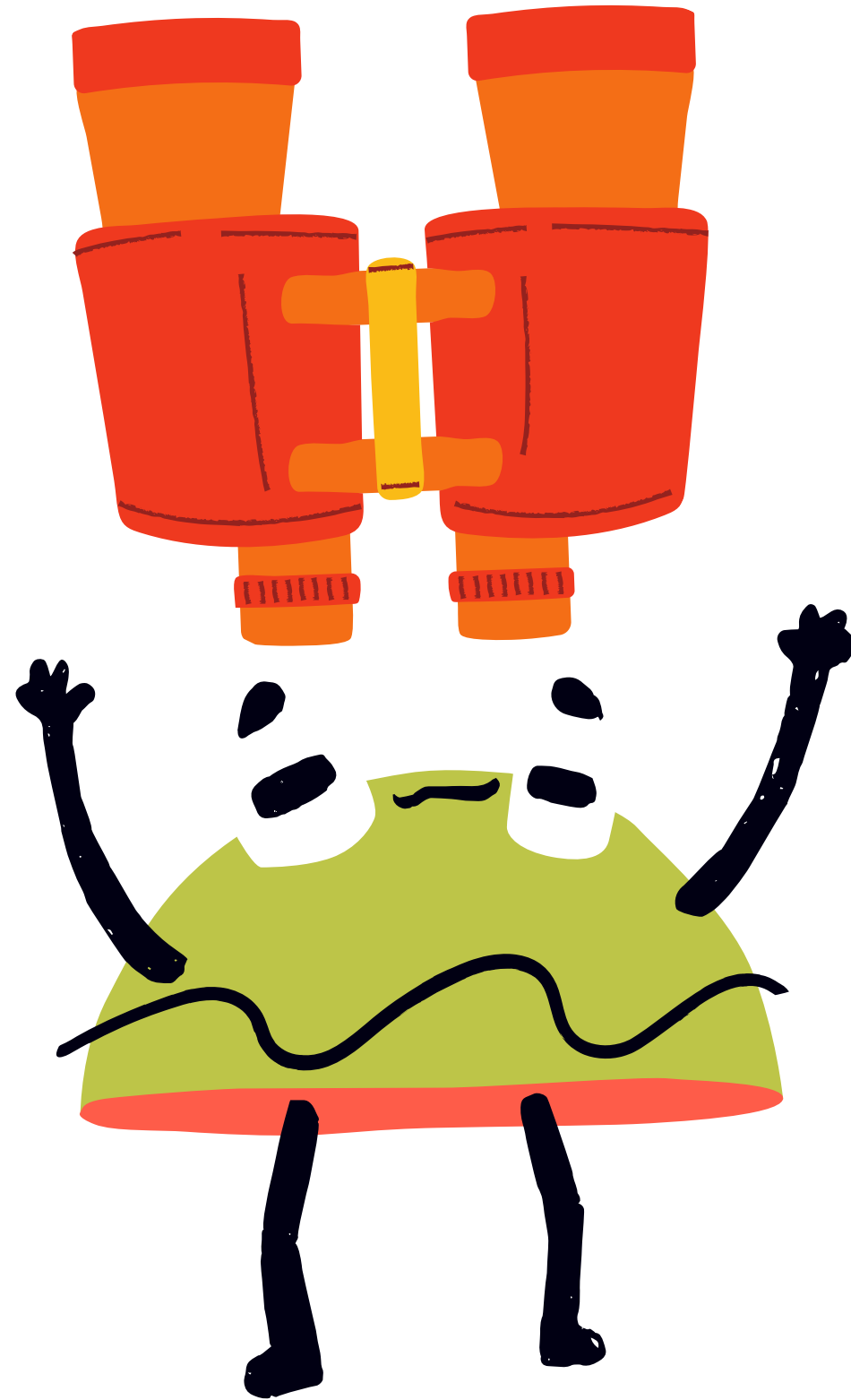


THE BIG PICTURE

Revising the Structure and the Paragraphs

LARGE-SCALE REVISION: THIS KIND OF REVISION INVOLVES LOOKING AT THE ENTIRE PAPER FOR PLACES WHERE YOUR THINKING SEEMS TO GO AWRY. YOU MIGHT NEED TO PROVIDE EVIDENCE, DEFINE TERMS, OR ADD AN ENTIRELY NEW STEP TO YOUR REASONING. YOU MIGHT EVEN DECIDE TO RESTRUCTURE OR REWRITE YOUR PAPER COMPLETELY IF YOU DISCOVER A NEW IDEA THAT INTRIGUES YOU, OR A STRUCTURE THAT SEEMS TO BE MORE EFFECTIVE THAN THE ONE YOU'VE BEEN USING.

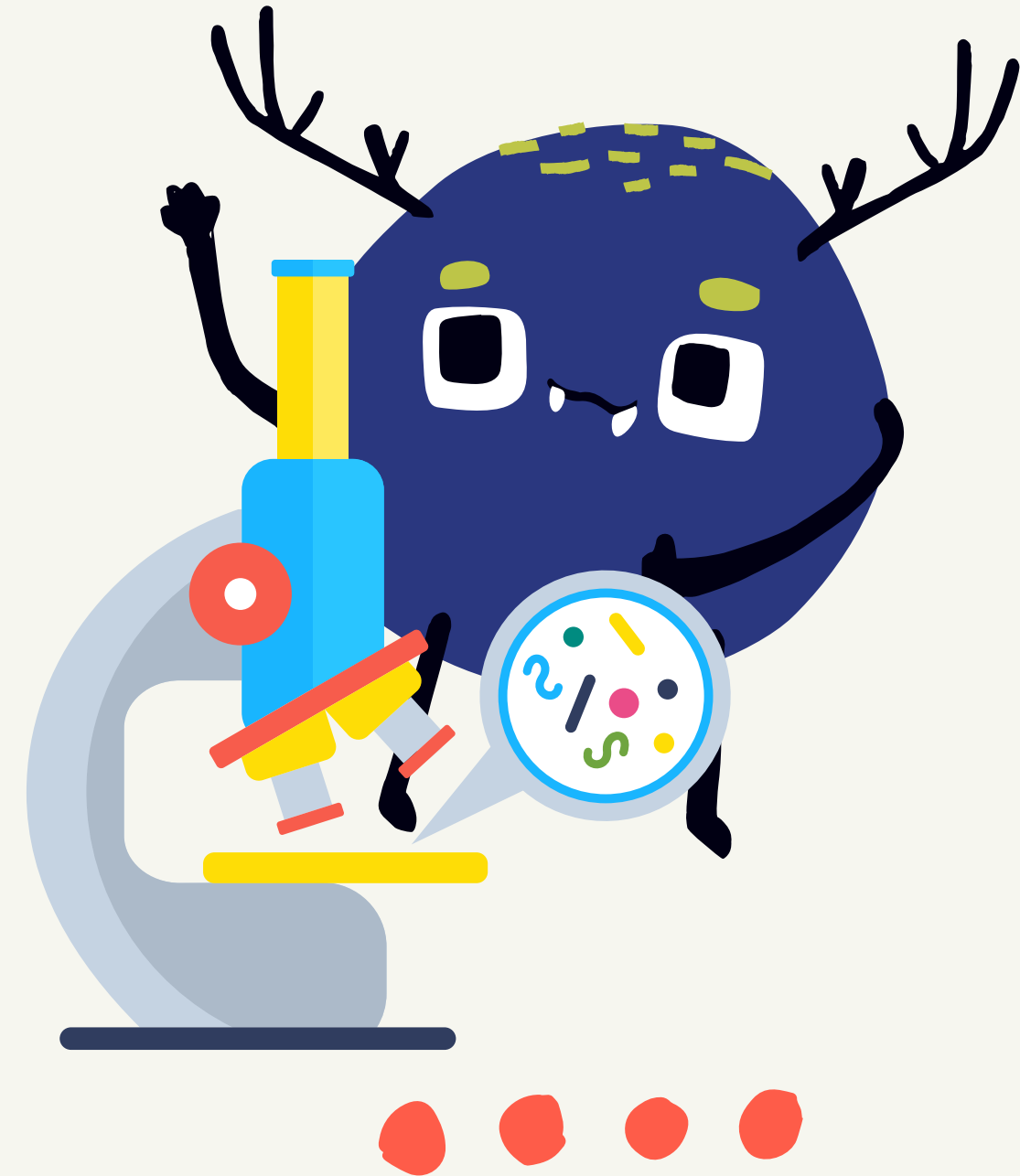
PARAGRAPH REVISION: PARAGRAPH REVISION NEEDS TO HAPPEN WHEN YOU KNOW THAT A CERTAIN PART OF YOUR PAPER ISN'T WORKING. MAYBE THE INTRODUCTION NEEDS WORK. MAYBE ONE PART OF THE ARGUMENT SEEMS WEAK. ONCE YOU'VE LOCATED THE PROBLEM, YOU'LL FOCUS ON REVISING THAT ONE SECTION OF YOUR PAPER. WHEN YOU ARE FINISHED YOU WILL WANT TO RECONSIDER YOUR PAPER AS A WHOLE TO MAKE SURE THAT YOUR REVISIONS WORK IN THE CONTEXT OF THE ENTIRE PAPER.

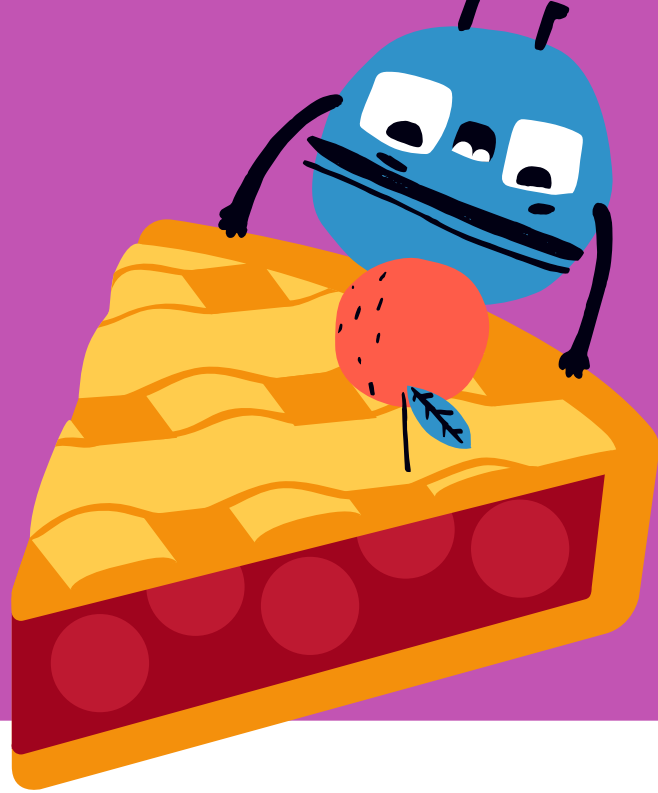


REVISING UP CLOSE

EDITING: TOO OFTEN STUDENTS CONFUSE EDITING WITH REVISION. THEY ARE NOT THE SAME PROCESSES. EDITING IS THE PROCESS OF FINDING MINOR PROBLEMS WITH A TEXT - PROBLEMS THAT MIGHT EASILY BE FIXED BY DELETING A WORD OR SENTENCE, CUTTING AND PASTING A PARAGRAPH, AND SO ON. WHEN YOU EDIT, YOU ARE CONSIDERING YOUR READER. YOU MIGHT BE HAPPY WITH HOW YOU'VE WRITTEN YOUR PAPER, BUT WILL YOUR READER FIND YOUR PAPER CLEAR, READABLE, INTERESTING? HOW CAN YOU REWRITE THE PAPER SO THAT IT IS CLEARER, MORE CONCISE, AND, MOST IMPORTANT OF ALL, A PLEASURE TO READ?

PROOFREADING: WHEN YOU PROOFREAD YOU ARE LOOKING FOR SENTENCE-LEVEL ISSUES IN YOUR PAPER LIKE PUNCTUATION ERRORS, SPELLING ERRORS, AND SO ON. WHEN YOU PROOFREAD, YOU NEED TO SLOW DOWN YOUR READING, ALLOWING YOUR EYE TO FOCUS ON EVERY WORD, EVERY PHRASE OF YOUR PAPER. READING ALOUD CAN HELP YOU SLOW DOWN, POINTING YOUR ATTENTION TO ERRORS THAT HAVE GONE UNSEEN. ALSO, **USE YOUR SPELL CHECK**. PROFESSORS ARE LESS FORGIVING OF SPELLING ERRORS AND TYPOS THAN THEY WERE BEFORE THE INVENTION OF THIS VERY HELPFUL TOOL.



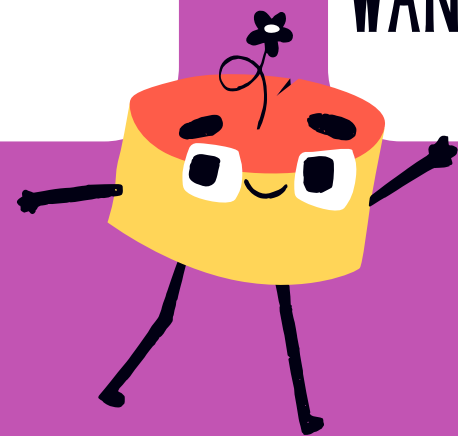
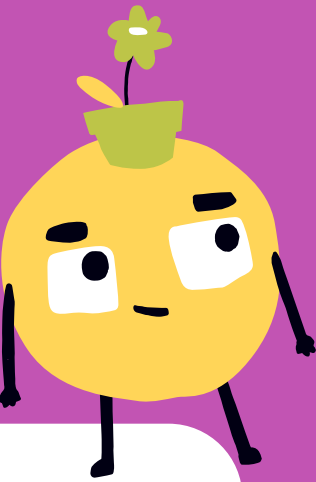


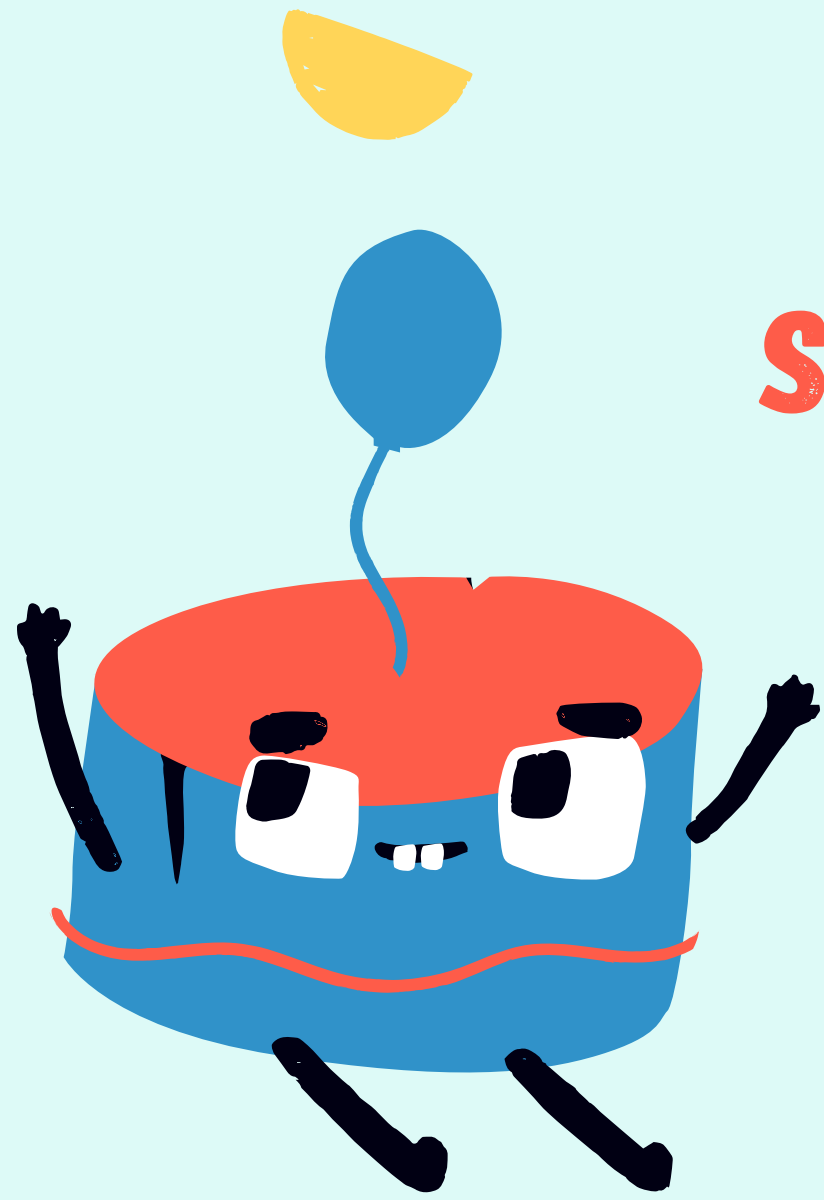
WHERE DO I START?

READ OVER YOUR PROFESSOR'S COMMENTS ON YOUR ESSAYS. THEY HAVE PROBABLY GIVEN YOU FEEDBACK ABOUT REVISING. WRITE DOWN SOME NOTES ABOUT YOUR PLAN. IF YOU ARE CONFUSED, TALK TO THE PROF. IN OFFICE HOURS!

LOOK OVER WHAT YOU'VE WRITTEN AND WRITE DOWN WHAT YOUR MAIN POINTS ARE. YOU MIGHT NEED TO ADD A FEW NEW POINTS OR CUT SOME OUT. THAT'S OKAY! WRITE A NEW OUTLINE—WITH JUST A FEW NOTES ABOUT WHAT POINTS, INFO AND EXPLANATION YOU WANT TO INCLUDE.

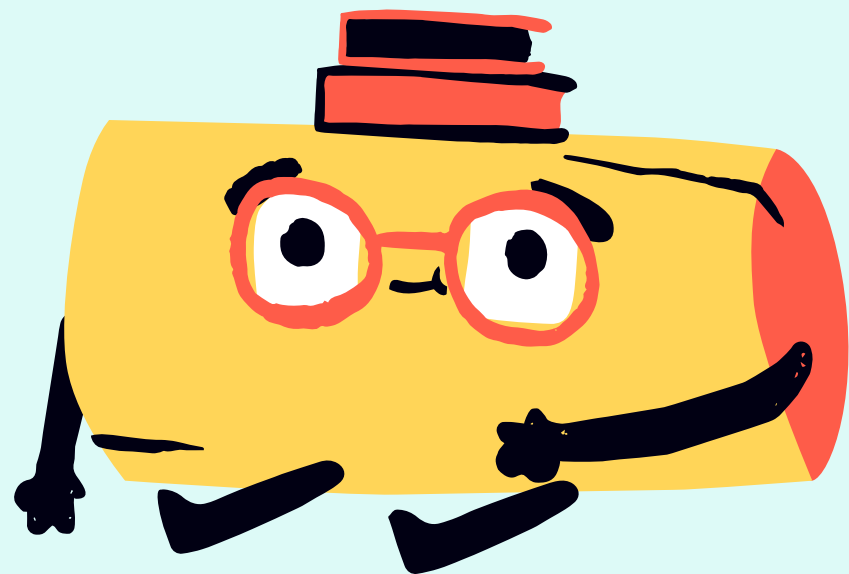
REMEMBER— YOUR NEW DRAFT MAY LOOK VERY DIFFERENT FROM YOUR FIRST DRAFT. YOU MIGHT CHANGE A LOT! THIS OUTLINE DOES NOT NEED TO BE FORMAL— IT'S JUST A WAY OF THINKING ABOUT WHAT YOUR AUDIENCE NEEDS TO KNOW AND MAKING SURE YOU HAVE ENOUGH P-I-E.





SOME OTHER THINGS YOU MIGHT WANT TO DO BEFORE YOU START RE-WRITING:

- TALK TO A FRIEND ABOUT THEIR IDEAS
- RE-READ THE ASSIGNMENT SHEET
- DO A LITTLE FREE-WRITING.
- WRITE DOWN SOME CONCRETE, SIGNIFICANT DETAILS ABOUT SCENES IN YOUR ESSAY
- WRITE DOWN SOME NOTES ABOUT THE AUDIENCE YOU'RE TRYING TO REACH.
- READ A FEW ARTICLES/ STORIES/ ESSAYS IN THE GENRE YOU ARE TRYING TO WRITE!



AFTER YOU HAVE FINISHED WRITING YOUR REVISION:



- TAKE A BREAK. BUT YOU'RE NOT DONE! (SORRY)
- YOU STILL NEED TO EDIT AND PROOFREAD. THIS MEANS THAT YOU NEED TO LOOK AT EACH PARAGRAPH TO MAKE SURE IT HAS PIE AND YOU HAVE TO LOOK THROUGH THE WHOLE THING FOR SENTENCE-LEVEL ISSUES (SPELLING, GRAMMAR, MISSED WORDS, ETC.) THESE ARE SEPARATE STEPS!!
- READ THROUGH ONE TIME MAKING SURE EACH PARAGRAPH HAS A **POINT**, **INFO** TO BACK UP THAT POINT, AND MOST IMPORTANTLY, AN **EXPLANATION** OF WHY THAT INFO IS IMPORTANT, OR HOW THAT INFO RELATES TO THE POINT OF YOUR ESSAY OR YOUR PARAGRAPH.
- READ THROUGH **AGAIN** (YES, REALLY) **OUT LOUD** (YES, REALLY) TO HEAR HOW YOUR WRITING SOUNDS. IS IT GOING TO "SOUND" WEIRD WHEN SOMEBODY READS IT? IF SO, FIX IT! MAKE IT SOUND MORE LIKE YOU SOUND. **NOW YOU'RE DONE!**



REMEMBER!

YOU NEED TO REVISE UNIT ONE AND EITHER UNIT 2 OR 3 (IF UNIT 3 WAS NOT TURNED IN ON TIME, YOU CANNOT REVISE IT).

ONCE YOU HAVE REVISED YOUR UNITS, YOU MUST SUBMIT THEM ALL IN A PORTFOLIO,

WE WILL DISCUSS THE PORTFOLIO IN MORE DETAIL IN LATER , BUT REMEMBER, IT WILL INCLUDE UNITS 1,2,3 AND THE FINAL REFLECTION.

