**BASIC WRITING**

**PROOFREADING**

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**Learning Outcomes**

Students are able proofread other students’ composition

**Proofreading vs Editing**

Not exactly. Although many people use the terms interchangeably, editing and proofreading are two different stages of the revision process. Both demand close and careful reading, but they focus on different aspects of the writing and employ different techniques.

**Tips for editing and proofreading**

* Get some distance from the text! It’s hard to edit or proofread a paper that you’ve just finished writing—it’s still to familiar, and you tend to skip over a lot of errors. Put the paper aside for a few hours, days, or weeks. Go for a run. Take a trip to the beach. Clear your head of what you’ve written so you can take a fresh look at the paper and see what is really on the page. Better yet, give the paper to a friend—you can’t get much more distance than that. Someone who is reading the paper for the first time, comes to it with completely fresh eyes.
* Decide what medium lets you proofread most carefully. Some people like to work right at the computer, while others like to sit back with a printed copy that they can mark up as they read.
* Try changing the look of your document. Altering the size, spacing, color, or style of the text may trick your brain into thinking it’s seeing an unfamiliar document, and that can help you get a different perspective on what you’ve written.

**Tips for editing and proofreading (Continued)**

* Find a quiet place to work. Don’t try to do your proofreading in front of the TV or while you’re chugging away on the treadmill. Find a place where you can concentrate and avoid distractions.
* If possible, do your editing and proofreading in several short blocks of time. Your concentration may start to wane if you try to proofread the entire text at one time.
* If you’re short on time, you may wish to prioritize. Make sure that you complete the most important editing and proofreading tasks.

**Proofreading Techniques**

* Print out your paper before proofreading. (Many writers fi nd it easier

to detect errors on paper than on a computer screen.)

 Put a piece of paper under the line that you are reading.

* Cut a “window” in an index card that is about the size of a long word

(such as misunderstanding), and place it over your writing to focus on

one word at a time.

* Proofread your paper backward, one word at a time.

**Proofreading Techniques**

* Print out a version of your paper that looks noticeably different: Make

the words larger, make the margins larger, triple-space the lines, or do

all of these.

* Read your paper aloud. This strategy will help you if you tend to

leave words out.

* Exchange papers with a partner and proofread each other’s papers,

identifying only possible misspellings. The writer of the paper should

be responsible for checking the spelling and correcting any errors.

**Editing**

Editing is what you begin doing as soon as you finish your first draft. You reread your draft to see, for example, whether the paper is well-organized, the transitions between paragraphs are smooth, and your evidence really backs up your argument. You can edit on several levels:

**Content**

Have you done everything the assignment requires? Are the claims you make accurate? If it is required to do so, does your paper make an argument? Is the argument complete? Are all of your claims consistent? Have you supported each point with adequate evidence? Is all of the information in your paper relevant to the assignment and/or your overall writing goal?.

**Overall structure**

Does your paper have an appropriate introduction and conclusion? Is your thesis clearly stated in your introduction? Is it clear how each paragraph in the body of your paper is related to your thesis? Are the paragraphs arranged in a logical sequence? Have you made clear transitions between paragraphs? One way to check the structure of your paper is to make a reverse outline of the paper after you have written the first draft.

**Structure within paragraphs**

Does each paragraph have a clear topic sentence? Does each paragraph stick to one main idea? Are there any extraneous or missing sentences in any of your paragraphs?

**References**

Anker, Susan.(2009). *Real Writing with Reading* . NY: Bedford.

Brook Guy and Vanessa Jakeman.(2013).*Complete IELTS*. Cambridge: Cambridge University Press.

https://writingcenter.unc.edu/tips-and-tools/editing-and-proofreading/