**BASIC WRITING**

**REVISING (Part 2)**

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**Learning Outcomes**

Students are able to revise inappropriate informtaion in composition

**I don’t want to rewrite my whole Paper**

Revision doesn’t necessarily mean rewriting the whole paper. Sometimes it means revising the thesis to match what you’ve discovered while writing. Sometimes it means coming up with stronger arguments to defend your position, or coming up with more vivid examples to illustrate your points. Sometimes it means shifting the order of your paper to help the reader follow your argument, or to change the emphasis of your points. Sometimes it means adding or deleting material for balance or emphasis. And then, sadly, sometimes revision does mean trashing your first draft and starting from scratch. Better that than having the teacher trash your final paper.

**Tips on Revising**

* Wait a few hours or a couple of days before starting to revise.
* Read your draft aloud and listen to what you are saying.
* Read critically and ask yourself questions, as if you were reading
* through someone else’s eyes.
* Make notes about changes to make. For small things, like adding a
* transition, you can make the change on the draft. For other things,
* like adding or getting rid of an idea or reordering your ideas, make a
* note in the margin.
* Get help from a tutor at the writing center or get feedback from a
* friend (see p. 106 for information on peer review).

**Revision Strategies**

Don’t fall in love with what you have written. If you do, you will be hesitant to change it even if you know it’s not great. Start out with a working thesis, and don’t act like you’re married to it. Instead, act like you’re dating it, seeing if you’re compatible, finding out what it’s like from day to day. If a better thesis comes along, let go of the old one. Also, don’t think of revision as just rewording. It is a chance to look at the entire paper, not just isolated words and sentences.

**How to Get Good Revision**

* The more you produce, the more you can cut.
* The more you can imagine yourself as a reader looking at this for the first time, the easier it will be to spot potential problems.
* The more you demand of yourself in terms of clarity and elegance, the more clear and elegant your writing will be.

**Revising vs Editing**

**Revising** is taking another look at your ideas to make them clearer,

stronger, and more convincing. When revising, you are evaluating how well

you have made your point.

**Editin**g is fi nding and correcting problems with grammar style, word

choice and usage, and punctuation. When editing, you are evaluating the

words and phrases you have used.

**Sample of Revising**

* Use forceful verbs—replace long verb phrases with a more specific verb. For example, replace “She argues for the importance of the idea” with “She defends the idea.”
* Look for places where you’ve used the same word or phrase twice or more in consecutive sentences and look for alternative ways to say the same thing OR for ways to combine the two sentences.

**Sample of Revising (Continued)**

* Cut as many prepositional phrases as you can without losing your meaning. For instance, the following sentence, “There are several examples of the issue of integrity in Huck Finn,” would be much better this way, “Huck Finn repeatedly addresses the issue of integrity.”
* Check your sentence variety. If more than two sentences in a row start the same way (with a subject followed by a verb, for example), then try using a different sentence pattern.
* Aim for precision in word choice. Don’t settle for the best word you can think of at the moment—use a thesaurus (along with a dictionary) to search for the word that says exactly what you want to say.

**Sample of Revising (Continued)**

Look for sentences that start with “It is” or “There are” and see if you can revise them to be more active and engaging.

**Checklist for Revising**

* If I read just my topic sentence or thesis statement, what do I think the

paper is about? Does it make any impression on me? What would I

need to do to make it more interesting?

* If I read each support point separately, do I fi nd that each one really relates

to my main point? What more could I say about the idea so that

someone else will see it my way? Is any of what I have written weak? If

so, should I delete it?

* What about the way the ideas are arranged? Should I change the order

to make more sense or have more effect on a reader?

* What about the ending? Does it just droop and fade away? This is my

last chance to make my point: How could I make it better?

* If I knew nothing about the topic or disagreed with the position, would

what I have written be enough for me to understand or be convinced?

**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/revising-drafts/