

CHAPTER 3: THE WRITING PROCESS: HOW DO I BEGIN?

***Communication Essentials for College* by Jen Booth, Emily Cramer & Amanda Quibell**

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3.1 - THE WRITING PROCESS: HOW DO I BEGIN?

Learning Objective

- Use steps to break down the writing process.

Prewriting

If you think that a blank sheet of paper or a blinking cursor on the computer screen is a scary sight, you are not alone. Many writers, students, and employees find that beginning to write can be intimidating.

When faced with a blank page, however, experienced writers remind themselves that writing, like other everyday activities, is a process. Every process, from writing to cooking, bike riding, and learning to use a new cell phone, will get significantly easier with practice.

Just as you need a recipe, ingredients, and proper tools to cook a delicious meal, you also need a plan, resources, and adequate time to create a good written composition. In other words, writing is a process that requires following steps and using strategies to accomplish your goals.

Breaking the Process Down

These are the five steps in the writing process:

1. Prewriting with reading and research
2. Outlining the structure of ideas
3. Writing a rough draft
4. Revising
5. Editing

Effective writing can be simply described as good ideas that are expressed well and arranged in the proper order. This chapter will give you the chance to work on all these important aspects of writing. Although many more prewriting strategies exist, this chapter covers seven: using experience and observations, freewriting, asking questions, brainstorming, mapping, searching the Internet, and researching. Using the strategies in this chapter can help you overcome the fear of the blank page and confidently begin the writing process.

Attribution & References

Except where otherwise noted, this chapter is adapted from " 8.1 Apply Prewriting Models (<https://open.lib.umn.edu/writingforsuccess/part/chapter-8-the-writing-process-how-do-i-begin/>)" In *Writing for Success* (<https://open.lib.umn.edu/writingforsuccess/>) by University of Minnesota licensed under CC BY-NC 4.0.

3.2 - APPLY PREWRITING MODELS

Learning Objective

- Use prewriting strategies to choose a topic and narrow the focus.

Prewriting is the stage of the writing process during which you transfer your abstract thoughts into more concrete ideas in ink on paper (or in type on a computer screen). Although prewriting techniques can be helpful in all stages of the writing process, the following four strategies are best used when initially deciding on a topic:

1. Using experience and observations
2. Reading and researching
3. Freewriting
4. Asking questions

At this stage in the writing process, it is OK if you choose a general topic. Later you will learn more prewriting strategies that will narrow the focus of the topic.

Choosing a Topic

In addition to understanding that writing is a process, writers also understand that choosing a good general topic for an assignment is an essential step. Sometimes your instructor will give you an idea to begin an assignment, and other times your instructor will ask you to come up with a topic on your own. A good topic not only covers what an assignment will be about but also fits the assignment's purpose and its audience .

In this chapter, you will follow a writer named Mariah as she prepares a piece of writing. You will also be planning one of your own. The first important step is for you to

tell yourself *why* you are writing (to inform, to explain, or some other purpose) and *for whom* you are writing. Write your purpose and your audience on your own sheet of paper, and keep the paper close by as you read and complete exercises in this chapter.

My purpose: _____

My audience: _____

Using Experience and Observations

When selecting a topic, you may also want to consider something that interests you or something based on your own life and personal experiences. Even everyday observations can lead to interesting topics. After writers think about their experiences and observations, they often take notes on paper to better develop their thoughts. These notes help writers discover what they have to say about their topic.

Tip

Have you seen an attention-grabbing story on your local news channel? Many current issues appear on television, in magazines, and on the Internet. These can all provide inspiration for your writing.

Reading and Researching

Reading plays a vital role in all the stages of the writing process, but it first figures in the development of ideas and topics. Different kinds of documents can help you choose a topic and also develop that topic. For example, a magazine advertising the latest research on the threat of global warming may catch your eye in the supermarket. This cover may interest you, and you may consider global warming as a topic. Or maybe a novel's courtroom drama sparks your curiosity of a particular lawsuit or legal controversy.

After you choose a topic, **critical reading is essential to the development of a topic.** While reading almost any document, you evaluate the author's point of view by thinking about his main idea and his support. When you judge the author's argument, you discover more about not only the author's opinion but also your own.

Tip

The steps in the writing process may seem time consuming at first, but following these steps will save you time in the future. The more you plan in the beginning by reading and using prewriting strategies, the less time you may spend writing and editing later because your ideas will develop more swiftly.

Prewriting strategies depend on your critical reading skills. Reading prewriting exercises (and outlines and drafts later in the writing process) will further develop your topic and ideas. As you continue to follow the writing process, you will see how Mariah uses critical reading skills to assess her own prewriting exercises.

Freewriting

Freewriting is an exercise in which you write freely about any topic for a set amount of time (usually three to five minutes). During the time limit, you may jot down any thoughts that come to your mind. Try not to worry about grammar, spelling, or punctuation. Instead, write as quickly as you can without stopping. If you get stuck, just copy the same word or phrase over and over until you come up with a new thought.

Quickly recording your thoughts on paper will help you discover what you have to say about a topic. When writing quickly, try not to doubt or question your ideas. Allow yourself to write freely and unselfconsciously. Once you start writing with few limitations, you may find you have more to say than you first realized. Freewriting may even lead you to discover another topic that excites you even more.

Look at Mariah's example. The instructor allowed the members of the class to choose their own topics, and Mariah thought about her experiences as a communications major. She used this freewriting exercise to help her generate more concrete ideas from her own experience.

Last semester my favourite class was about mass media. We got to study radio and television. People say we watch too much television, and even though I try not to, I end up watching a few reality shows just to relax. Everyone has to relax! It's too hard to relax when something like the news (my husband watches all the time) is on because it's too scary now. Too much bad news, not enough good news. News.

Newspapers I don't read as much anymore. I can get the headlines on my homepage when I check my email. E-mail could be considered mass media too these days. I used to go to the video store a few times a week before I started school, but now the only way I know what movies are current is to listen for the Oscar nominations. We have cable but we can't afford the movie channels, so I sometimes look at older movies late at night. UGH. A few of them get played again and again until you're sick of them. My husband thinks I'm crazy, but sometimes there are old black-and-whites on from the 1930s and '40s. I could never live my life in black-and-white. I like the home decorating shows and love how people use colour on their walls. Makes rooms look so bright. When we buy a home, if we ever can, I'll use lots of colour. Some of those shows even show you how to do major renovations by yourself. Knock down walls and everything. Not for me – or my husband. I'm handier than he is. I wonder if they could make a reality show about us!

Exercise 1

Freewrite about one event you have recently experienced. With this event in mind, write without stopping for five minutes. After you finish, read over what you wrote. Does anything stand out to you as a good general topic to write about?

Asking Questions

Who? What? Where? When? Why? How? In everyday situations, you pose these kinds of questions to get more information. Who will be my partner for the project? When is the next meeting? Why is my car making that odd noise? Even the title of this chapter begins with the question “How do I begin?”

You seek the answers to these questions to gain knowledge, to better understand your daily experiences, and to plan for the future. Asking these types of questions will also help you with the writing process. As you choose your topic, answering these questions can help you revisit the ideas you already have and generate new ways to think about your topic. You may also discover aspects of the topic that are unfamiliar to

you and that you would like to learn more about. All these idea-gathering techniques will help you plan for future work on your assignment.

When Mariah reread her freewriting notes, she found she had rambled and her thoughts were disjointed. She realized that the topic that interested her most was the one she started with, the media. She then decided to explore that topic by asking herself questions about it. Her purpose was to refine media into a topic she felt comfortable writing about. To see how asking questions can help you choose a topic, take a look at the following chart that Mariah completed to record her questions and answers. She asked herself the questions that reporters and journalists use to gather information for their stories. The questions are often called the 5WH questions, after their initial letters.

Table 1 – Asking Questions

Questions	Answers
Who?	I use media. Students, teachers, parents, employers and employees-almost everyone uses media.
What?	The media can be a lot of things. Television, radio, e-mail (I think), newspapers, magazines, books.
Where?	The media is almost everywhere now. It's in homes, at work, in cars, even on cell phones!
When?	Media has been around for a long time, but seems a lot more important now.
When?	Hmm. This is a good question. I don't know why there is mass media. Maybe we have it because we have the technology now. Or people live far away from their families and they have to stay in touch.
How?	Well, media is possible because of the technology inventions, but I don't know how they all work!

Tip

Prewriting is very purpose driven; it does not follow a set of hard-and-fast rules. The purpose of prewriting is to find and explore ideas so that you will be prepared to write. A prewriting technique like asking questions can help you both find a topic and explore it. Freewriting may not seem to fit your thinking process, but keep an open mind. It may work better than you think. Perhaps brainstorming a list of topics might fit your personal style. Mariah found freewriting and asking questions to be fruitful strategies to use. In your own prewriting, use the 5WH questions in any way that benefits your planning.

Exercise 2

Choose a general topic idea from the prewriting you completed in “Exercise 1” of this chapter. Then read each question and use your own paper to answer the 5WH questions. As with Mariah when she explored her writing topic for more detail, it is OK if you do not know all the answers. If you do not know an answer, use your own opinion to speculate, or guess. You may also use factual information from books or articles you previously read on your topic. Later in the chapter, you will read about additional ways (like searching the Internet) to answer your questions and explore your guesses.

5WH Questions

1. Who?
2. What?
3. Where?
4. When?
5. Why?
6. How?

Watch Tutorial: Choosing a Research Paper Topic on YouTube (4 mins)
(<https://www.youtube.com/watch?v=ZiF34aNdkzM>)

Now that you have completed some of the prewriting exercises, you may feel less anxious about starting a paper from scratch. With some ideas down on paper (or saved on a computer), writers are often more comfortable continuing the writing process. After identifying a good general topic, you, too, are ready to continue the process.

Tip

You may find that you need to adjust your topic as you move through the writing stages (and as you

complete the exercises in this chapter). If the topic you have chosen is not working, you can repeat the prewriting activities until you find a better one.

More Prewriting Techniques

The prewriting techniques of freewriting and asking questions helped Mariah think more about her topic, but the following prewriting strategies can help her (and you) narrow the focus of the topic:

- Brainstorming
- Idea mapping
- Searching the Internet
- Connecting with library staff

Narrowing the Focus

Narrowing the focus means breaking up the topic into subtopics, or more specific points. Generating lots of subtopics will help you eventually select the ones that fit the assignment and appeal to you and your audience.

After rereading her syllabus, Mariah realized her general topic, mass media, is too broad for her class's short paper requirement. Three pages are not enough to cover all the concerns in mass media today. Mariah also realized that although her readers are other communications majors who are interested in the topic, they may want to read a paper about a particular issue in mass media.

Brainstorming

Brainstorming is similar to list making. You can make a list on your own or in a group with your classmates. Start with a blank sheet of paper (or a blank computer document) and write your general topic across the top. Underneath your topic, make a list of more specific ideas. Think of your general topic as a broad category and the list items as things that fit in that category. Often you will find that one item can lead to the next, creating a flow of ideas that can help you narrow your focus to a more specific paper topic.

The following is Mariah's brainstorming list:

Mass media

- Magazines
- Newspapers
- Broadcasting
- Radio
- Television
- DVD
- Gaming/video games
- Internet
- Cell phones
- Smart phones
- Text messages
- Tiny cameras
- GPS

From this list, Mariah could narrow her focus to a particular technology under the broad category of mass media.

Idea Mapping

Idea mapping allows you to visualize your ideas on paper using circles, lines, and arrows. This technique is also known as clustering because ideas are broken down and clustered, or grouped together. Many writers like this method because the shapes show how the ideas relate or connect, and writers can find a focused topic from the connections mapped. Using idea mapping, you might discover interesting connections between topics that you had not thought of before.

To create an idea map, start with your general topic in a circle in the center of a blank sheet of paper. Then write specific ideas around it and use lines or arrows to connect them together. Add and cluster as many ideas as you can think of.

In addition to brainstorming, Mariah tried idea mapping. Review the following idea map that Mariah created:

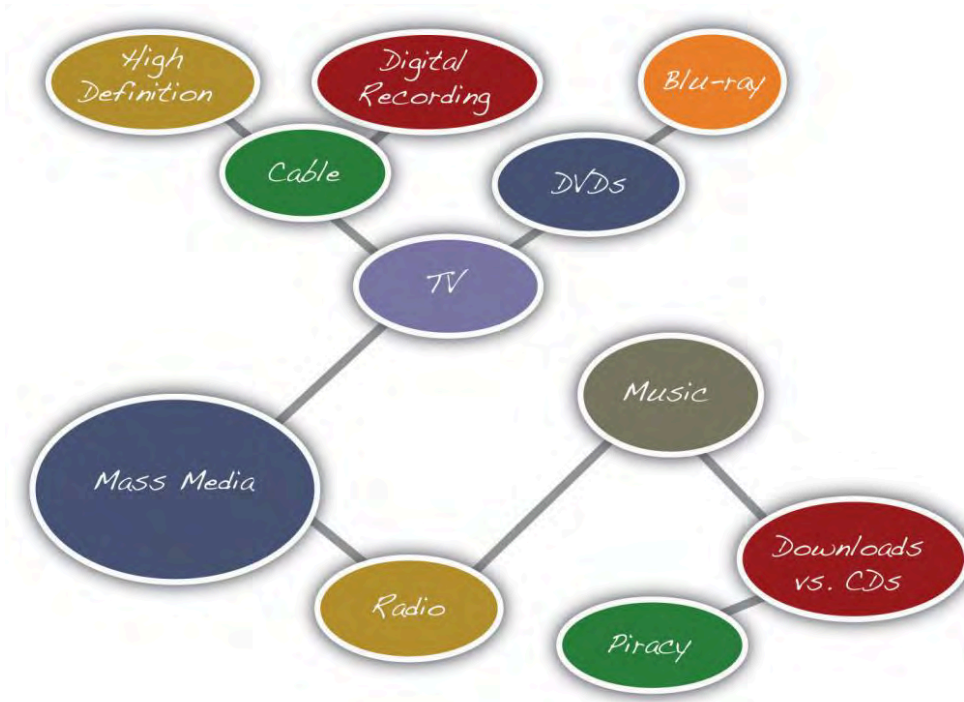


Figure 1. Mariah’s image map starts with Mass media, and branches off to radio and TV. Radio branches off to music, downloads vs. CDs and piracy. TV branches off to dvds and blue rays as well as cable, digital recording and high definition.

Notice Mariah’s largest circle contains her general topic, mass media. Then, the general topic branches into two subtopics written in two smaller circles: television and radio. The subtopic television branches into even more specific topics: cable and DVDs. From there, Mariah drew more circles and wrote more specific ideas: high definition and digital recording from cable and Blu-ray from DVDs. The radio topic led Mariah to draw connections between music, downloads versus CDs, and, finally, piracy.

From this idea map, Mariah saw she could consider narrowing the focus of her mass media topic to the more specific topic of music piracy.

Searching the Internet

Using search engines on the Internet is a good way to see what kinds of websites are available on your topic. Writers use search engines not only to understand more about the topic’s specific issues but also to get better acquainted with their audience.

When you search the Internet, type some key words from your broad topic or words from your narrowed focus into your browser’s search engine (many good general and specialized search engines are available for you to try). Then look over the results for relevant and interesting articles.

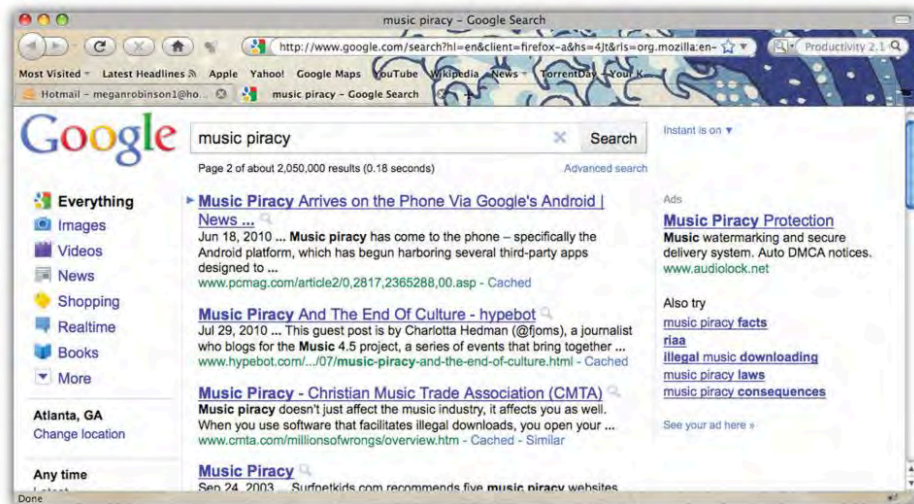
Results from an Internet search show writers the following information:

- Who is talking about the topic
- How the topic is being discussed
- What specific points are currently being discussed about the topic

Tip

If the search engine results are not what you are looking for, revise your key words and search again. Some search engines also offer suggestions for related searches that may give you better results.

Mariah typed the words *music piracy* from her idea map into the search engine Google.



Retrieved from
<http://www.google.com/search?hl=en&client=firefox-a&hs=4Jt&rls=org.mozilla:en-US:official&q=music+piracy&start=10&sa=N!>>

Figure 2. Mariah's Google search revealed websites about music piracy from magazines, hypebot and trade associations.

Not all the results online search engines return will be useful or reliable. Give careful consideration to the reliability of an online source before selecting a topic based on it. Remember that factual information can be verified in other sources, both online and in print.

For more information on how to determine if sources are reliable, review section 6.3: The CRAAP Test and Evaluating Resources

The results from Mariah’s search included websites from university publications, personal blogs, online news sources, and lots of legal cases sponsored by the recording industry. Reading legal jargon made Mariah uncomfortable with the results, so she decided to look further. Reviewing her map, she realized that she was more interested in consumer aspects of mass media, so she refocused her search to media technology and the sometimes confusing array of expensive products that fill electronics stores. Now, Mariah considers a paper topic on the products that have fed the mass media boom in everyday lives.

Connecting with Library Staff

Searching the internet can be an effective way to discover key terms, but many online search results are not useful or reliable. Take advantage of your college library (<https://library.georgiancollege.ca>), where library professionals can help you verify information, discover key words, and locate expert sources.

Exercise 3

In “Exercise 2”, you chose a possible topic and explored it by answering questions about it using the 5WH questions. However, this topic may still be too broad. Here, in “Exercise 3”, choose and complete one of the prewriting strategies to narrow the focus. Use either brainstorming, idea mapping, or searching the Internet.

Prewriting strategies are a vital first step in the writing process. First, they help you first choose a broad topic and then they help you narrow the focus of the topic to a more specific idea. An effective topic ensures that you are ready for the next step.

Topic Checklist – Developing a Good Topic

The following checklist can help you decide if your narrowed topic is a good topic for your assignment.

- Am I interested in this topic?
- Would my audience be interested?
- Do I have prior knowledge or experience with this topic? If so, would I be comfortable exploring this topic and sharing my experiences?
- Do I want to learn more about this topic?
- Is this topic specific?
- Does it fit the length of the assignment?
- Are there enough research sources available on this topic?

With your narrowed focus in mind, answer the bulleted questions in the checklist for developing a good topic. If you can answer “yes” to all the questions, write your topic on the line. If you answer “no” to any of the questions, think about another topic or adjust the one you have and try the prewriting strategies again.

My narrowed topic:

Key Takeaways

- All writers rely on steps and strategies to begin the writing process.
- The steps in the writing process are prewriting, researching, outlining, writing a rough draft,

revising, and editing.

- Prewriting is the transfer of ideas from abstract thoughts into words, phrases, and sentences on paper.
- A good topic interests the writer, appeals to the audience, and fits the purpose of the assignment.
- Writers often choose a general topic first and then narrow the focus to a more specific topic.

Attribution & References

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3.3 - OUTLINING

Learning Objectives

- Identify the steps in constructing an outline.
- Construct a topic outline and a sentence outline.

Your prewriting activities and research have helped you gather information for your assignment. The more you sort through the pieces of information you found, the more you will begin to see the connections between them. Patterns and gaps may begin to stand out. But only when you start to organize your ideas will you be able to translate your raw insights into a form that will communicate meaning to your audience.

Tip

Longer papers require more reading and planning than shorter papers do. Most writers discover that the more they know about a topic, the more they can write about it with intelligence and interest.

Organizing Ideas

When you write, you need to organize your ideas in an order that makes sense. The writing you complete in all your courses exposes how analytically and critically your mind works. In some courses, the only direct contact you may have with your instructor is through the assignments you write for the course. You can make a good impression by spending time ordering your ideas.

Order refers to your choice of what to present first, second, third, and so on in your

writing. The order you pick closely relates to your purpose for writing that particular assignment. In longer pieces of writing, you may organize different parts in different ways so that your purpose stands out clearly and all parts of the paper work together to consistently develop your main point.

Methods of Organizing Writing

The three common methods of organizing writing are chronological order , spatial order , and order of importance . You will learn more about these in “Writing Essays: From Start to Finish”; however, you need to keep these methods of organization in mind as you plan how to arrange the information you have gathered in an outline. An outline is a written plan that serves as a skeleton for the paragraphs you write. Later, when you draft paragraphs in the next stage of the writing process, you will add support to create “flesh” and “muscle” for your assignment.

When you write, your goal is not only to complete an assignment but also to write for a specific purpose—perhaps to inform, to explain, to persuade, or for a combination of these purposes. Your purpose for writing should always be in the back of your mind, because it will help you decide which pieces of information belong together and how you will order them. In other words, choose the order that will most effectively fit your purpose and support your main point.

Table 1 “Order versus Purpose” shows the connection between order and purpose.

Order	Purpose
Chronological Order	To explain the history of an event or a topic
	To explain how to do or make something
	To tell a story or relate an experience To explain the steps in a process
Spatial Order	To help readers visualize something as you want them to see it
	To create a main impression using the senses (sight, touch, taste, smell, and sound)
Order of Importance	To persuade or convince
	To rank items by their importance, benefit, or significance

Writing a Thesis Statement

One legitimate question readers always ask about a piece of writing is “What is the big idea?” (You may even ask this question when you are the reader, critically reading an assignment or another document.) Every nonfiction writing task—from the short essay to the ten-page term paper to the lengthy graduate thesis—needs a big idea, or a controlling idea, as the spine for the work. The controlling idea is the main idea that you want to present and develop.

For more detailed information about thesis statements, go to Chapter 4: Thesis Statements

Tip

For a longer piece of writing, the main idea should be broader than the main idea for a shorter piece of writing. Be sure to frame a main idea that is appropriate for the length of the assignment. Ask yourself, “How many pages will it take for me to explain and explore this main idea in detail?” Be reasonable with your estimate. Then expand or trim it to fit the required length.

The big idea, or controlling idea, you want to present in an essay is expressed in a thesis statement. A thesis statement is often one sentence long, and it states your point of view. The thesis statement is not the topic of the piece of writing but rather what you have to say about that topic and what is important to tell readers. Table 2 – “Topics and Thesis Statements” compares topics and thesis statements.

Table 2 – Topics and Thesis Statements

Topic	Thesis Statement
Music piracy	The recording industry fears that so-called music piracy will diminish profits and destroy markets, but it cannot be more wrong.
The number of consumer choices available in media gear	Everyone wants the newest and the best digital technology, but the choices are extensive, and the specifications are often confusing.
E-books and online newspapers increasing their share of the market	E-books and online newspapers will bring an end to print media as we know it.
Online education and the new media	Someday, students and teachers will send avatars to their online classrooms.

Watch How to write a thesis statement on YouTube (3 mins) (<http://youtu.be/a9gBh771Qbg>)

The first thesis statement you write will be a preliminary thesis statement, or a working thesis statement. You will need it when you begin to outline your assignment as a way to organize it. As you continue to develop the arrangement, you can limit your working thesis statement if it is too broad or expand it if it proves too narrow for what you want to say.

Exercise 1

Using the topic you selected in Section 3.1 “Apply Prewriting Models”, develop a working thesis statement that states your controlling idea for the piece of writing you are doing. On a sheet of paper, write your working thesis statement.

Tip

You will make several attempts before you devise a working thesis statement that you think is effective. Each draft of the thesis statement will bring you closer to the wording that expresses your meaning exactly.

Writing an Outline



Photo by [Christin Hume](#) used under [Unsplash](#) license

For an essay question on a test or a brief oral presentation in class, all you may need to prepare is a short, informal outline in which you jot down key ideas in the order you will present them. This kind of outline reminds you to stay focused in a stressful situation and to include all the good ideas that help you explain or prove your point.

For a longer assignment, like an essay or a research paper, many college instructors require students to submit a

formal outline before writing a major paper as a way to be sure you are on the right track and are working in an organized manner. A formal outline is a detailed guide that shows how all your supporting ideas relate to each other. It helps you distinguish between ideas that are of equal importance and ones that are of lesser importance. You build your paper based on the framework created by the outline.

Tip

Instructors may also require you to submit an outline with your final draft to check the direction of the assignment and the logic of your final draft. If you are required to submit an outline with the final draft of a paper, remember to revise the outline to reflect any changes you made while writing the paper.

There are two types of formal outlines: the topic outline and the sentence outline. You format both types of formal outlines in the same way.

- Place your introduction and thesis statement at the beginning, under roman numeral I.
- Use Roman numerals (II, III, IV, V, etc.) to identify main points that develop the thesis statement.
- Use capital letters (A, B, C, D, etc.) to divide your main points into parts.
- Use Arabic numerals (1, 2, 3, 4, 5, etc.) if you need to subdivide any As, Bs, or Cs into smaller parts.

- End with the final roman numeral expressing your idea for your conclusion.

Here is what the skeleton of a traditional formal outline looks like. The indention helps clarify how the ideas are related.

1. Introduction
2. Thesis statement
3. Main point 1 → *becomes the topic sentence of body paragraph 1*

Tip

In an outline, any supporting detail can be developed with subpoints. For simplicity, the model shows them only under the first main point.

Tip

Formal outlines are often quite rigid in their organization. As many instructors will specify, you cannot subdivide one point if it is only one part. For example, for every roman numeral I, there must be a II. For every A, there must be a B. For every arabic numeral 1, there must be a 2. See for yourself on the sample outlines that follow.

Constructing Topic Outlines

A topic outline is the same as a sentence outline except you use words or phrases instead of complete sentences. Words and phrases keep the outline short and easier to comprehend. All the headings, however, must be written in parallel structure. (For more information on parallel structure, see “Refining Your Writing: How Do I Improve My Writing Technique?”.)

Here is the topic outline that Mariah constructed for the essay she is developing. Her purpose is to inform, and her audience is a general audience of her fellow college

students. Notice how Mariah begins with her thesis statement. She then arranges her main points and supporting details in outline form using short phrases in parallel grammatical structure. She also makes a note of which source(s) she will use to support her ideas.

The majority of your academic assignments will require that you connect to credible research sources. Making note of your sources in the early stages of your writing will help you ensure you give proper credit to these sources. For more information, refer to Chapter 7.2: Avoiding Plagiarism

Mariah's Topic Outline

I. **Introduction**

– Thesis statement: Everyone wants the newest and the best digital technology, but the choices are many, and the specifications are often confusing.

II. **E-book readers and the way that people read** – Information from (Baron, 2015)

A. Books easy to access and carry around

1. Electronic downloads
2. Storage in memory for hundreds of books

B. An expanding market

1. E-book readers from booksellers
2. E-book readers from electronics and computer companies

C. Limitations of current e-book readers

1. Incompatible features from one brand to the next
2. Borrowing and sharing e-books

III. **Film cameras replaced by digital cameras** – Information from (It takes a camera, 2011)

- A. Three types of digital cameras
 - 1. Compact digital cameras
 - 2. Single lens reflex cameras, or SLRs
 - 3. Cameras that combine the best features of both
- B. The confusing “megapixel wars.”
- C. The zoom lens battle

IV. **The confusing choice among televisions** – Information from (Hall, 2018)

- A. Resolution
- B. Backlighting and High Dynamic Range
- C. Home media centers

V. **Conclusion**

- How to be a wise consumer

References

- Baron, N.S. (2015). *Words Onscreen: The Fate of Reading in a Digital World*. Oxford University Press.
- Hall, P. (2022, March 30). How to choose the right TV. *Wired*. <https://www.wired.com/story/how-to-buy-the-right-tv/>
- It takes a camera. (2011). *Consumer Reports*, 76(8), 38-47.

Writing an Effective Topic Outline – Checklist

This checklist can help you write an effective topic outline for your assignment. It will also help you discover where you may need to do additional reading or prewriting.

- Do I have a controlling idea that guides the development of the entire piece of writing?
- Do I have three or more main points that I want to make in this piece of writing? Does each main point connect to my controlling idea?
- Is my outline in the best order—chronological order, spatial order, or order of importance—for me to present my main points? Will this order help me get my main point across?
- Do I have supporting details that will help me inform, explain, or prove my main points? Have I verified these details with support from sources?
- Have I made a note of which sources I used? Do I have all the information I need for my reference list?
- Do I need to add more support? If so, where?
- Are there credible sources that provide enough information?
- Do I need to make any adjustments in my working thesis statement before I consider it the final version?



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Writing at Work

Word processing programs generally have an automatic numbering feature that can be used to prepare outlines. This feature automatically sets indents and lets you use the tab key to arrange

information just as you would in an outline. Although in business this style might be acceptable, in college your instructor might have different requirements. Teach yourself how to customize the levels of outline numbering in your word-processing program to fit your instructor's preferences.

Exercise 2

Using the working thesis statement you wrote in Section 3.2 “Exercise 1” and the reading you did in Section 3.1 “Apply Prewriting Models”, construct a topic outline for your essay. Be sure to observe correct outline form, including correct indentations and the use of Roman and Arabic numerals and capital letters.

Constructing Sentence Outlines

A sentence outline is the same as a topic outline except you use complete sentences instead of words or phrases. Complete sentences create clarity and can advance you one step closer to a draft in the writing process.

Here is the sentence outline that Mariah constructed for the essay she is developing.

Mariah's Sentence Outline

I. **Introduction**

– Thesis statement: Everyone wants the newest and the best digital technology, but the choices are many, and the specifications are often confusing.

II. **E-book readers are changing the way people read.**

- A. E-book readers make books easy to access and to carry (Baron, 2015).
 - 1. Books can be downloaded electronically.
 - 2. Devices can store hundreds of books in memory.
- B. The market expands as a variety of companies enter it (Baron, 2015).
 - 1. Booksellers sell their own e-book readers.
 - 2. Electronics and computer companies also sell e-book readers.
- C. Current e-book readers have significant limitations (Baron, 2015).
 - 1. The devices are owned by different brands and may not be compatible.
 - 2. Few programs have been made to fit the other way people read by borrowing books from libraries

III. **Digital cameras have almost totally replaced film cameras**

- A. The first major choice is the type of digital camera (It takes a camera, 2011).
 - 1. Compact digital cameras are light but have fewer megapixels
 - 2. Single lens reflex cameras, or SLRs, may be large and heavy but can be used for many functions.
 - 3. Some cameras combine the best features of compacts and SLRs.
- B. Choosing the camera type involves the confusing “megapixel wars.” (It takes a camera, 2011).
- C. The zoom lens battle also determines the camera you will buy. (It takes a camera, 2011).

IV. **Nothing is more confusing to me than choosing among televisions.**

- A. In the resolution wars, what are the benefits higher resolution? (Hall, 2022)
- B. What is Edge lighting and High Dynamic Range mean? (Hall, 2022)
- C. Does every home really need a media center?

V. **Conclusion**

- The solution for many people should be to avoid buying on impulse. Consumers should think about what they really need, not what is advertised.

References

Baron, N.S. (2015). *Words Onscreen: The Fate of Reading in a Digital World*. Oxford University Press.

Hall, P. (2022, March 30). How to choose the right TV. *Wired*. <https://www.wired.com/story/how-to-buy-the-right-tv/>

It takes a camera. (2011). *Consumer Reports*, 76(8), 38-47.

Notice that Mariah has included in-text citations within her outline and a reference list at the end. Linking to sources strengthens her paper, and keeping track of them with in-text citations helps to ensure that she avoids plagiarism.

Topic Outlines vs. Sentence Outlines

Topic Outlines vs. Sentence Outlines (Text version)

What is the key difference between a topic outline and a sentence outline?

1. A topic outline focuses on the topic of the essay, while a sentence outline focuses on the controlling idea of the essay.
2. A topic outline is written in short phrases, while a sentence outline is written in complete sentences that provide a little more information.
3. A topic outline is laid out using roman numerals, while a sentence outline uses letters and numbers.

Check your Answers: ¹

Activity source: “Topic Outline vs Sentence Outline” by Emily Cramer is licensed under CC BY-NC 4.0

Tip

The information compiled under each roman numeral will become a paragraph in your final paper. In

the previous example, the outline follows the standard five-paragraph essay arrangement, but longer essays will require more paragraphs and thus more roman numerals. If you think that a paragraph might become too long or stringy, add an additional paragraph to your outline, renumbering the main points appropriately.

Exercise 3

Expand the topic outline you prepared in “Exercise 2” of this section to make it a sentence outline. In this outline, be sure to include multiple supporting points for your main topic even if your topic outline does not contain them. Be sure to observe correct outline form, including correct indentations and the use of Roman and Arabic numerals and capital letters.

Key Takeaways

- Writers must put their ideas in order so the assignment makes sense. The most common orders are chronological order, spatial order, and order of importance.
- After gathering and evaluating the information you found for your essay, the next step is to write a working, or preliminary, thesis statement.
- The working thesis statement expresses the main idea that you want to develop in the entire piece of writing. It can be modified as you continue the writing process.
- Effective writers prepare a formal outline to organize their main ideas and supporting details in the order they will be presented.
- A topic outline uses words and phrases to express the ideas.
- A sentence outline uses complete sentences to express the ideas.
- The writer’s thesis statement begins the outline, and the outline ends with suggestions for the concluding paragraph.

- Making note of your supporting sources in the outline stage will help you avoid plagiarism as you draft your paper.

Attributions & References

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Notes

1. 2 is the correct answer - A topic outline is written in short phrases...

3.4 - DRAFTING

Learning Objectives

- Identify drafting strategies that improve writing.
- Use drafting strategies to prepare the first draft of an essay.

Drafting is the stage of the writing process in which you develop a complete first version of a piece of writing.

Even professional writers admit that an empty page scares them because they feel they need to come up with something fresh and original every time they open a blank document on their computers. Because you have completed the first two steps in the writing process, you have already recovered from empty page syndrome. You have hours of prewriting and planning already done. You know what will go on that blank page: what you wrote in your outline.

Getting Started: Strategies For Drafting

Your objective for this portion of “The Writing Process: How Do I Begin?” is to draft the body paragraphs of a standard five-paragraph essay. A five-paragraph essay contains an introduction, three body paragraphs, and a conclusion. If you are more comfortable starting on paper than on the computer, you can start on paper and then type it before you revise. In this lesson, Mariah does all her work on the computer, but you may use pen and paper or the computer to write a rough draft.

Making the Writing Process Work for You

What makes the writing process so beneficial to writers is that it encourages alternatives to standard practices while motivating you to develop your best ideas. For instance, the following approaches, done alone or in combination with others, may improve your writing and help you move forward in the writing process:

- **Begin writing with the part you know the most about.** You can start with the third paragraph in your outline if ideas come easily to mind. You can start with the second paragraph or the first paragraph, too. Although paragraphs may vary in length, keep in mind that short paragraphs may contain insufficient support. Readers may also think the writing is abrupt. Long paragraphs may be wordy and may lose your reader's interest. As a guideline, try to write paragraphs longer than one sentence but shorter than the length of an entire double-spaced page.
- **Write one paragraph at a time and then stop.** As long as you complete the assignment on time, you may choose how many paragraphs you complete in one sitting. Pace yourself. On the other hand, try not to procrastinate. Writers should always meet their deadlines.
- **Take short breaks to refresh your mind.** This tip might be most useful if you are writing a multipage report or essay. Still, if you are antsy or cannot concentrate, take a break to let your mind rest. But do not let breaks extend too long. If you spend too much time away from your essay, you may have trouble starting again. You may forget key points or lose momentum. Try setting an alarm to limit your break, and when the time is up, return to your desk to write.
- **Be reasonable with your goals.** If you decide to take ten-minute breaks, try to stick to that goal. If you told yourself that you need more facts, then commit to finding them. Holding yourself to your own goals will create successful writing assignments.
- **Keep your audience and purpose in mind as you write.** These aspects of writing are just as important when you are writing a single paragraph for your essay as when you are considering the direction of the entire essay.

Of all of these considerations, keeping your purpose and your audience at the front of your mind is the most important key to writing success. If your purpose is to persuade, for example, you will present your facts and details in the most logical and convincing way you can.

Your purpose will guide your mind as you compose your sentences. Your audience will

guide word choice. Are you writing for experts, for a general audience, for other college students, or for people who know very little about your topic? Keep asking yourself what your readers, with their background and experience, need to be told in order to understand your ideas. How can you best express your ideas so they are totally clear and your communication is effective?

Exercise 1

Using the topic for the essay that you outlined in Section 3.2 “Outlining”, describe your purpose and your audience as specifically as you can. Use your own sheet of paper to record your responses. Then keep these responses near you during future stages of the writing process.

My purpose:

My audience:

Setting Goals for Your First Draft

A draft is a complete version of a piece of writing, but it is not the final version. The step in the writing process after drafting, as you may remember, is revising. During revising, you will have the opportunity to make changes to your first draft before you put the finishing touches on it during the editing and proofreading stage. A first draft gives you a working version that you can later improve.

Discovering the Basic Elements of a First Draft

If you have been using the information in this chapter step by step to help you develop an assignment, you already have both a formal topic outline and a formal sentence outline to direct your writing. Knowing what a first draft looks like will help you make the creative leap from the outline to the first draft. A first draft should include the following elements:

- An introduction that piques the audience’s interest, tells what the essay is about, and motivates readers to keep reading.
- A *thesis statement* that presents the main point, or controlling idea, of the entire piece of writing.
- A topic sentence in each paragraph that states the main idea of the paragraph and implies how that main idea connects to the thesis statement.
- Supporting sentences in each paragraph that develop or explain the topic sentence. These can be specific facts, examples, anecdotes, or other details that elaborate on the topic sentence. Don’t forget to include in-text citations at this step, to help you track your facts and research and avoid forgetting a source as you work.
- A conclusion that reinforces the thesis statement and leaves the audience with a feeling of completion.

These elements follow the standard five-paragraph essay format, which you probably first encountered in high school. This basic format is valid for most essays you will write in college, even much longer ones. For now, however, Mariah focuses on writing the three body paragraphs from her outline. Chapter 4 “Writing Essays: From Start to Finish” covers writing introductions and conclusions, and you will read Mariah’s introduction and conclusion in Chapter 4 “Writing Essays: From Start to Finish”.

Elements of a First Draft

Elements of a First Draft (Text version)

You’ve already seen these terms in context elsewhere in your textbook. Can you identify the correct definition for each of the following words?

- thesis statement
- supporting sentences
- introduction
- conclusion
- topic sentence

1. An _____ piques the audience’s interest, tells what the essay is about, and motivates readers

to keep reading. (Tip: the first paragraph)

2. A _____ presents the main point, or controlling idea, of the entire piece of writing. (Tip: usually the last sentence of the introduction)
3. A _____ in each paragraph states the main idea of the paragraph and implies how that main idea connects to the thesis statement. (Tip: usually the first sentence of the paragraph)
4. The _____ in each paragraph develop or explain the topic sentence. These can be specific facts, examples, anecdotes, or other details that elaborate on the topic sentence. (Tip: also referred to as supporting details).
5. A _____ that reinforces the thesis statement and leaves the audience with a feeling of completion. (Tip: the last paragraph)

Check your Answers: ¹

Activity Source: “Elements of a Draft (Pre-Test 6)” Brenna Clark Gray (H5P Adaptation) is based on content from *Writing for Success – 1st Canadian Edition* by Tara Harkoff & [author removed], licensed under CC BY-NC-SA 4.0.

The Role of Topic Sentences

Topic sentences make the structure of a text and the writer’s basic arguments easy to locate and comprehend. In college writing, using a topic sentence in each paragraph of the essay is the standard rule. However, the topic sentence does not always have to be the first sentence in your paragraph even if it the first item in your formal outline.

Tip

When you begin to draft your paragraphs, you should follow your outline fairly closely. After all, you spent valuable time developing those ideas. However, as you begin to express your ideas in complete sentences, it might strike you that the topic sentence might work better at the end of the paragraph or in the middle. Try it. Writing a draft, by its nature, is a good time for experimentation.

The topic sentence can be the first, middle, or final sentence in a paragraph. The assignment’s audience and purpose will often determine where a topic sentence belongs. When the purpose of the assignment is to persuade, for example, the topic

sentence should be the first sentence in a paragraph. In a persuasive essay, the writer's point of view should be clearly expressed at the beginning of each paragraph.

Choosing where to position the topic sentence depends not only on your audience and purpose but also on the essay's arrangement, or order. When you organize information according to order of importance, the topic sentence may be the final sentence in a paragraph. All the supporting sentences build up to the topic sentence. Chronological order may also position the topic sentence as the final sentence because the controlling idea of the paragraph may make the most sense at the end of a sequence.

When you organize information according to spatial order, a topic sentence may appear as the middle sentence in a paragraph. An essay arranged by spatial order often contains paragraphs that begin with descriptions. A reader may first need a visual in his or her mind before understanding the development of the paragraph. When the topic sentence is in the middle, it unites the details that come before it with the ones that come after it.

Developing topic sentences and thinking about their placement in a paragraph will prepare you to write the rest of the paragraph.

Paragraphs

The paragraph is the main structural component of an essay as well as other forms of writing. Each paragraph of an essay adds another related main idea to support the writer's thesis, or controlling idea. Each related main idea is supported and developed with facts, examples, and other details that explain it, along with in-text citations that point to the sources on the essay's reference page. By exploring and refining one main idea at a time, writers build a strong case for their thesis.

Paragraph Length

How long should a paragraph be?

One answer to this important question may be "long enough"—long enough for you to address your points and explain your main idea. To grab attention or to present succinct supporting ideas, a paragraph can be fairly short and consist of two to three sentences. A paragraph in a complex essay about some abstract point in philosophy or archaeology can be three-quarters of a page or more in length. As long as the writer maintains close focus on the topic and does not ramble, a long paragraph is acceptable in college-level writing. In general, try to keep the paragraphs longer than one sentence but shorter than one full page of double-spaced text.

Always be guided by what your instructor wants and expects to find in your draft. Many

instructors will expect you to develop a mature college-level style as you progress through the semester's assignments.

Paragraph Length

Paragraph Length (Text version)

How long should a paragraph be?

Long enough! A paragraph can be only a few sentences or much longer, provided it doesn't ramble. In general, aim for between a **minimum of 3 sentences** and a **maximum of one page of double-spaced text**.

Activity source: "Paragraph Length" by Emily Cramer is licensed under CC BY-NC 4.0

Exercise 2

To build your sense of appropriate paragraph length, use the Internet to find examples of the following items. Copy them into a file, identify your sources, and present them to your instructor with your annotations, or notes.

- A news article written in short paragraphs. Take notes on, or annotate, your selection with your observations about the effect of combining paragraphs that develop the same topic idea. Explain how effective those paragraphs would be.
- A long paragraph from a scholarly work that you identify through an academic search engine. Annotate it with your observations about the author's paragraphing style.

Starting Your First Draft

Now we are finally ready to look over Mariah's shoulder as she begins to write her essay about digital technology and the confusing choices that consumers face. As she

does, you should have in front of you your outline, with its thesis statement and topic sentences, and the notes you wrote earlier in this lesson on your purpose and audience. Reviewing these will put both you and Mariah in the proper mind-set to start.

Mariah's thesis statement

Everyone wants the newest and the best digital technology, but the choices are many, and the specifications are often confusing.

Here are the notes that Mariah wrote to herself to characterize her purpose and audience.

Purpose & Audience for Mariah's work

Purpose: My purpose is to inform readers about the wide variety of consumer digital technology available in stores and to explain why the specifications for these products, expressed in numbers that average consumers don't understand, often cause bad or misinformed buying decisions.

Audience: My audience is my instructor and members of this class. Most of them are not heavy into technology except for the usual laptops, cell phones and MP3 players, which are not topics I'm writing about. I'll have to be as exact and precise as I can be when I explain possibly unfamiliar product specifications. At the same time, they're more with it electronically than my grandparents' VCR flummoxed generation, so I won't have to explain every last detail.

Mariah chose to begin by writing a quick introduction based on her thesis statement. She knew that she would want to improve her introduction significantly when she revised. Right now, she just wanted to give herself a starting point. You will read her introduction again in Section 3.4 "Revising and Editing" when she revises it.

Tip

Remember Mariah's other options. She could have started directly with any of the body paragraphs. You will learn more about writing attention-getting introductions and effective conclusions in Chapter 4 "Writing Essays: From Start to Finish".

With her thesis statement and her purpose and audience notes in front of her, Mariah then looked at her sentence outline. She chose to use that outline because it includes the topic sentences. The following is the portion of her outline for the first body paragraph. The roman numeral II identifies the topic sentence for the paragraph, capital letters indicate supporting details, and Arabic numerals label subpoints.

Mariah's Sentence Outline for her 1st body paragraph

II. E-book readers are changing the way people read.

- A. E-book readers make books easy to access and to carry (Baron, 2015).
 - 1. Books can be downloaded electronically.
 - 2. Devices can store hundreds of books in memory.
- B. The market expands as a variety of companies enter it (Baron, 2015).
 - A. Booksellers sell their own e-book readers.
 - B. Electronics and computer companies also sell e-book readers.
- C. Current e-book readers have significant limitations (Baron, 2015).
 - 1. The devices are owned by different brands and may not be compatible.
 - 2. Few programs have been made to fit the other way people read by borrowing books

from libraries.

Reference

Baron, N.S. (2015). *Words Onscreen: The Fate of Reading in a Digital World*. Oxford University Press.

Mariah then began to expand the ideas in her outline into a paragraph. Notice how the outline helped her guarantee that all her sentences in the body of the paragraph develop the topic sentence, and helped her keep track of what sources support her ideas.

Mariah's first body paragraph

E-book readers are changing the way people read, or so e-book developers hope. Since Amazon's *Kindle* hit the market in 2007, the main selling point for these handheld devices, which are sort of the size of a paperback book, is that they make books easy to access and carry (Baron, 2015). Electronic versions of printed books can be downloaded online for a few bucks or directly from your cell phone. These devices can store hundreds of books in memory and, with text-to-speech features, can even read the texts. The market for e-books and e-book readers keeps expanding as a lot of companies enter it, and digital reading has become more and more popular (Baron, 2015). Online and traditional booksellers have been the first to market e-book readers to the public, but computer companies, especially the ones already involved in cell phone, online music, and notepad computer technology, will also enter the market. The problem for consumers, however, is which device to choose. Incompatibility is the norm. E-books can be read only on the devices they were intended for. Furthermore, use is restricted by the same kind of DRM systems that restrict the copying of music and videos. So, book buyers are often unable to lend books to other readers, as they can with a real book. Few accommodations have been made to fit the other way people read: by borrowing books from libraries. What is a buyer to do?

Exercise 3

Study how Mariah made the transition from her sentence outline to her first draft. First, copy her outline onto your own sheet of paper. Leave a few spaces between each part of the outline. Then copy sentences from Mariah's paragraph to align each sentence with its corresponding entry in her outline.

Continuing the First Draft

Mariah continued writing her essay, moving to the second and third body paragraphs. She had supporting details but no numbered subpoints in her outline, so she had to consult her prewriting notes for specific information to include.

Tip

If you decide to take a break between finishing your first body paragraph and starting the next one, do not start writing immediately when you return to your work. Put yourself back in context and in the mood by rereading what you have already written. This is what Mariah did. If she had stopped writing in the middle of writing the paragraph, she could have jotted down some quick notes to herself about what she would write next.

Preceding each body paragraph that Mariah wrote is the appropriate section of her sentence outline. Notice how she expanded Roman numeral III from her outline into a first draft of the second body paragraph. As you read, ask yourself how closely she stayed on purpose and how well she paid attention to the needs of her audience.

Mariah's 2nd body paragraph outline

III. **Digital cameras have almost totally replaced film cameras (It takes a camera, 2011).**

- A. The first major choice is the type of digital camera.
 - 1. Compact digital cameras are light but lack the megapixels.
 - 2. Single lens reflex cameras, or SLRs, may be large but can be used for many functions.
 - 3. Some cameras that combine the best features of both compacts and SLRs.
- B. Choosing the camera type involves the confusing "megapixel wars" (It takes a camera, 2011).
- C. The zoom lens battle also determines the camera you will buy (It takes a camera, 2011)

Reference

It takes a camera. (2011). *Consumer Reports*, 76(8), 38-47.

Mariah's 2nd body paragraph

Digital cameras have almost totally replaced film cameras in amateur photographers' gadget bags. My

father took hundreds of slides when his children were growing up, but he had more and more trouble getting them developed. His smart phone had a camera, but he knew that a stand-alone camera would offer more features, particularly a superior optical zoom (It takes a camera, 2011). He decided to buy a digital camera. But, what kind of camera should he buy? The small compact digital cameras could slip right in his pocket, but if he tried to print a photograph larger than an 8 x 10, the quality would be poor. When he investigated buying a single lens reflex camera, or SLR, he discovered they were as versatile as his old film camera, also an SLR, but they were big and bulky. Then he discovered yet a third type, which combined the smaller size of the compact digital cameras with the zoom lenses available for SLRs. His first thought was to buy one of those, but then he realized he had a lot of decisions to make. How many megapixels should the camera be? Five? Ten? What is the advantage of each? Then came the size of the zoom lens. He know that 3x was too small, but what about 25x? Could he hold a lens that long without causing camera shake? He read hundreds of photography magazines and buying guides, and he still wasn't sure he was right.

Mariah then began her third and final body paragraph using Roman numeral IV from her outline.

Mariah's 3rd body paragraph outline

- IV. Nothing is more confusing to me than choosing among televisions.
- A. In the resolution wars, what are the benefits of higher resolution?
 - B. In the screen-size wars, what does HDR and backlighting mean?
 - C. Does every home really need a media center?

Reference

Hall, P. (2022, March 30). How to choose the right TV. *Wired*. <https://www.wired.com/story/how-to-buy-the-right-tv/>

Mariah's 3rd body paragraph

Nothing is more confusing to me than choosing among televisions. It confuses lots of people who want a new high-definition digital television (HDTV) with a large screen to watch sports and stream videos on. You could listen to the guys in the electronics store, but word has it they know little more than you do. They want to sell you what they have in stock, not what best fits your needs. You face information overload. Screen resolution means the number of horizontal scan lines the screen can show. Hall (2022) Explains that “modern TVs come in 1080p “Full HD” (1,920 x 1,080-pixel resolution), 4K “UHD” (3,840 x 2,160), and 8K “8K UHD” (7,680 x 4,320) variants” (para. 8). While, technically, more pixels means a clearer picture, in reality, you won't be able to tell the difference with the naked eye (Hall, 2022). The higher resolution televisions cost more, though, so those are what the salespeople want you to buy. They get bigger commissions. It's important to look for a TV with High Dynamic Range, which shows off more contrast and more lifelike colours (Hall, 2022). The other important detail to look for as you shop for TVs is its type of backlighting system. These make a big difference in the contrasts between light and dark images and improve the overall appearance (Hall, 2022). Now here the salespeople may finally give you decent information about edgelighting, local dimming, and LED technology (Hall, 2022).. But be careful and tell the salesperson you have budget constraints. Don't buy more television than you need.

Exercise 4

Reread body paragraphs two and three of the essay that Mariah is writing. Then answer the questions on your own sheet of paper.

1. In body paragraph two, Mariah decided to develop her paragraph as a nonfiction narrative. Do you agree with her decision? Explain. How else could she have chosen to develop the paragraph? Why is that better?
2. Compare the writing styles of paragraphs two and three. What evidence do you have that

3. Choose one of these two body paragraphs. Write a version of your own that you think better fits Mariah's audience and purpose.

Writing a Title

A writer's best choice for a title is one that alludes to the main point of the entire essay. Like the headline in a newspaper or the big, bold title in a magazine, an essay's title gives the audience a first peek at the content. If readers like the title, they are likely to keep reading.

Following her outline carefully, Mariah crafted each paragraph of her essay. Moving step by step in the writing process, Mariah finished the draft and even included a brief concluding paragraph (you will read her conclusion in Chapter 4 "Writing Essays: From Start to Finish"). She then decided, as the final touch for her writing session, to add an engaging title.

Thesis statement: Everyone wants the newest and the best digital technology, but the choices are many, and the specifications are often confusing.

Working title: Digital Technology: The Newest and the Best at What Price?

Writing Your Own First Draft

Now you may begin your own first draft, if you have not already done so. Follow the suggestions and the guidelines presented in this section.

Key Takeaways

- Make the writing process work for you. Use any and all of the strategies that help you move forward in the writing process.
- Always be aware of your purpose for writing and the needs of your audience. Cater to those needs in every sensible way.
- Remember to include all the key structural parts of an essay: a thesis statement that is part of your introductory paragraph, three or more body paragraphs as described in your outline, and a concluding paragraph. Then add an engaging title to draw in readers.
- Write paragraphs of an appropriate length for your writing assignment. Paragraphs in college-level writing can be a page long, as long as they cover the main topics in your outline.
- Use your topic outline or your sentence outline to guide the development of your paragraphs and the elaboration of your ideas. Each main idea, indicated by a roman numeral in your outline, becomes the topic of a new paragraph. Develop it with the supporting details and the subpoints of those details that you included in your outline.
- Support your ideas with sources, using citations.
- Generally speaking, write your introduction and conclusion last, after you have fleshed out the body paragraphs.

Attribution & References

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Notes

1. 1. introduction 3. topic sentence 5. conclusion.
2. thesis statement 4. supporting sentences

3.5 - REVISING AND EDITING

Learning Objectives

- Identify major areas of concern in the draft essay during revising and editing.
- Use peer reviews and editing checklists to assist revising and editing.
- Revise and edit the first draft of your essay and produce a final draft.

Revising and editing are the two tasks you undertake to significantly improve your essay. Both are very important elements of the writing process. You may think that a completed first draft means little improvement is needed. However, even experienced writers need to improve their drafts and rely on peers during revising and editing.

Understanding the Purpose of Revising and Editing

Revising and editing allow you to examine two important aspects of your writing separately, so that you can give each task your undivided attention.

- When you revise, you take a second look at your ideas. You might add, cut, move, or change information in order to make your ideas clearer, more accurate, more interesting, or more convincing.
- When you edit, you take a second look at how you expressed your ideas. You add or change words. You fix any problems in grammar, punctuation, and sentence structure. You improve your writing style. You make your essay into a polished, mature piece of writing, the end product of your best efforts.

Tip

How do you get the best out of your revisions and editing? Here are some strategies that writers have developed to look at their first drafts from a fresh perspective. Try them over the course of this semester; then keep using the ones that bring results.

- Take a break. You are proud of what you wrote, but you might be too close to it to make changes. Set aside your writing for a few hours or even a day until you can look at it objectively.
- Ask someone you trust for feedback and constructive criticism.
- Pretend you are one of your readers. Are you satisfied or dissatisfied? Why?
- Use the resources that your college provides. Find out where your school's writing lab is located and ask about the assistance they provide online and in person.

Many people hear the words *critic*, *critical*, and *criticism* and pick up only negative vibes that provoke feelings that make them blush, grumble, or shout. However, as a writer and a thinker, you need to learn to be critical of yourself in a positive way and have high expectations for your work. You also need to train your eye and trust your ability to fix what needs fixing. For this, you need to teach yourself where to look.

Creating Unity and Coherence

Following your outline closely offers you a reasonable guarantee that your writing will stay on purpose and not drift away from the controlling idea. However, when writers are rushed, are tired, or cannot find the right words, their writing may become less than they want it to be. Their writing may no longer be clear and concise, and they may be adding information that is not needed to develop the main idea.

When a piece of writing has unity, all the ideas in each paragraph and in the entire essay clearly belong and are arranged in an order that makes logical sense. When the writing has coherence, the ideas flow smoothly. The wording clearly indicates how one idea leads to another within a paragraph and from paragraph to paragraph.

Tip

Reading your writing aloud will often help you find problems with unity and coherence. Listen for the clarity and flow of your ideas. Identify places where you find yourself confused, and write a note to yourself about possible fixes.

Creating Unity

Sometimes writers get caught up in the moment and cannot resist a good digression. Even though you might enjoy such detours when you chat with friends, unplanned digressions usually harm a piece of writing.

Mariah stayed close to her outline when she drafted the three body paragraphs of her essay she tentatively titled “Digital Technology: The Newest and the Best at What Price?” But a recent shopping trip for an HDTV upset her enough that she digressed from the main topic of her third paragraph and included comments about the sales staff at the electronics store she visited. When she revised her essay, she deleted the off-topic sentences that affected the unity of the paragraph.

Read the following paragraph twice, the first time without Mariah’s changes, and the second time with them.

Mariah’s paragraph on televisions

Nothing is more confusing to me than choosing among televisions. It confuses lots of people who want a new high-definition digital television (HDTV) with a large screen to watch sports and stream videos on. You could listen to the guys in the electronics store, but word has it they know little more than you do. They want to sell you what they have in stock, not what best fits your needs. You face information overload. Screen resolution means the number of horizontal scan lines the screen can show. Hall (2022) Explains that “modern TVs come in 1080p “Full HD” (1,920 x 1,080-pixel resolution), 4K “UHD” (3,840 x 2,160), and 8K “8K UHD” (7,680 x 4,320) variants” (para. 8). While, technically, more pixels means a clearer

picture, in reality, you won't be able to tell the difference with the naked eye (Hall, 2022). The higher resolution televisions cost more, though, so those are what the salespeople want you to buy. They get bigger commissions. It's important to look for a TV with High Dynamic Range, which shows off more contrast and more lifelike colours (Hall, 2022). The other important detail to look for as you shop for TVs is its type of backlighting system. These make a big difference in the contrasts between light and dark images and improve the overall appearance (Hall, 2022). Now here the salespeople may finally give you decent information about edgelighting, local dimming, and LED technology (Hall, 2022). But be careful and tell the salesperson you have budget constraints. Don't buy more television than you need.

Reference

Hall, P. (2022, March 30). How to choose the right TV. *Wired*. <https://www.wired.com/story/how-to-buy-the-right-tv/>

Mariah's paragraph with changes

Nothing is more confusing to me than choosing among televisions. It confuses lots of people who want a new high-definition digital television (HDTV) with a large screen to watch sports and stream videos on. ~~You could listen to the guys in the electronics store, but word has it they know little more than you do. They want to sell you what they have in stock, not what best fits your needs.~~ You face information overload. Screen resolution means the number of horizontal scan lines the screen can show. Hall (2022) explains that "modern TVs come in 1080p "Full HD" (1,920 x 1,080-pixel resolution), 4K "UHD" (3,840 x 2,160), and 8K "8K UHD" (7,680 x 4,320) variants" (para. 8). While, technically, more pixels means a clearer picture, in reality, you won't be able to tell the difference with the naked eye (Hall, 2022). ~~The higher resolution televisions cost more, though, so those are what the salespeople want you to buy. They get bigger commissions.~~ It's important to look for a TV with High Dynamic Range (HDR), which shows off more contrast and more lifelike colours (Hall, 2022). ~~The other~~ Another important detail to look for as you shop for TVs is its type of backlighting system. ~~Here's where salespeople give you decent info.~~ These make a big difference in the contrasts between light and dark images and improve the overall appearance (Hall, 2022). Now here the salespeople may finally give you decent information about edgelighting, local dimming, and LED technology (Hall, 2022). But be careful and tell the salesperson you have budget

constraints. Don't ~~let some one talk you into~~ ~~buying~~ more television than you need.

Reference

Hall, P. (2022, March 30). How to choose the right TV. *Wired*. <https://www.wired.com/story/how-to-buy-the-right-tv/>

Summary of edits:

- Removed 3rd, 4th, 9th, & 12th sentence
- Replace the word “other” with “another” from the 11th sentence, and remove “let someone talk you into”, change buying to buy in the last sentence

Exercise 1

1. Start to revise the first draft of the essay you wrote in Section 3.3 “Writing Your Own First Draft”. Reread it to find any statements that affect the unity of your writing. Decide how best to revise.

Tip

When you reread your writing to find revisions to make, look for each type of problem in a separate sweep. Read it straight through once to locate any problems with unity. Read it straight through a second time to find problems with coherence. You may follow this same practice during many stages of the writing process.

Creating Coherence

Careful writers use transitions to clarify how the ideas in their sentences and paragraphs are related. These words and phrases help the writing flow smoothly. Adding transitions is not the only way to improve coherence, but they are often useful and give a mature feel to your essays.

Table 1 – “Common Transitional Words and Phrases” groups many common transitions according to their purpose.

Type of transition	Common words and phrases
Transitions That Show Sequence or Time	after, afterward, as soon as, at first, at last, before, before long, finally, first, second, third, in the first place, later, meanwhile, next, soon, then
Transitions That Show Position	above, at the top, beside, near, to the left, to the right, to the side, across, behind, beyond, next to, under, at the bottom, below, inside, opposite, where
Transitions That Show a Conclusion	indeed, hence, in conclusion, in the final analysis, therefore, thus
Transitions That Continue a Line of Thought	consequently, because, in addition, looking further, furthermore, besides the fact, in the same way, considering... it is clear that, additionally, following this idea further, moreover
Transitions that Change a Line of Thought	but, yet, however, nevertheless, on the contrary, on the other hand
Transitions that Show Importance	above all, in fact, most, best, more important, worst, especially, most important
Transitions That Introduce the Final Thoughts in a Paragraph or Essay	finally, most of all, last, least of all, in conclusion, last of all
All-Purpose Transitions to Open Paragraphs or to Connect Ideas Inside Paragraphs	admittedly, at this point, certainly, granted, it is true, generally speaking, in general, in this situation, no doubt, no one denies, obviously, of course, to be sure, undoubtedly, unquestionably
Transitions that Introduce Examples	for instance, for example
Transitions That Clarify the Order of Events or Steps	first, second, third, generally, furthermore, finally, in the first place, also, last

After Mariah revised for unity, she next examined her paragraph about televisions to check for coherence. She looked for places where she needed to add a transition or perhaps reword the text to make the flow of ideas clear. In the version that follows, she has already deleted the sentences that were off topic.

Tip

Many writers make their revisions on a printed copy and then transfer them to the version on-screen. They conventionally use a small arrow called a caret (^) to show where to insert an addition or correction.

Edits for coherence

[Finally](#), nothing is more confusing to me than choosing among televisions. It confuses lots of people who want a new high-definition digital television (HDtelevision) with a large screen to watch sports and stream videos on. [There's good reason for this confusion](#): You face information overload [with all the options for features](#). [The first big decision is the screen resolution you want](#). Screen resolution means the number of horizontal scan lines the screen can show. Hall (2022) Explains that “modern TVs come in 1080p “Full HD” (1,920 x 1,080-pixel resolution), 4K “UHD” (3,840 x 2,160), and 8K “8K UHD” (7,680 x 4,320) variants” (para. 8). While, technically, more pixels mean a clearer picture, in reality, you won't be able to tell the difference with the naked eye (Hall, 2022). [Also](#), it's important to look for a TV with High Dynamic Range (HDR), which shows off more contrast and more lifelike colours (Hall, 2022). Another important detail to look for as you shop for TVs is its type of backlighting system. These make a big difference in the contrasts between light and dark images and improve the overall appearance (Hall, 2022). [More decisions will be needed about](#) edgelighting, local dimming, and LED technology (Hall, 2022). [However, depending on your viewing habits, you may not even be able to see the more expensive upgrades](#). Don't buy more television than you need!

Reference

Hall, P. (2022, March 30). How to choose the right TV. *Wired*. <https://www.wired.com/story/how-to-buy-the-right-tv/>

Summary of edits: Add “Finally” to opening sentence. Add to 3rd Sentence: “There's good reason for this confusion” and “with all the options for features”. Insert 4th sentence: “The first big decision is the screen resolution you want.” Add “Also” to the 8th sentence. Edit 11th sentence to include “More decisions will be needed about” and changed second last sentence to “However,

depending on your viewing habits, you may not even be able to see the more expensive upgrades.
“

Unity and Coherence Exercise

Unity and Coherence (Text version)

1. Coherence is created through effective use of (11 letters) _____ .
2. The unity of a piece of writing is disrupted by a (10 letters) _____ (series of unrelated details).
3. Two adjacent sentences that are not related to each other interrupt the piece's (9 letters) _____
— .
4. An essay lacks unity if all the content doesn't directly relate to the (6 letters) _____
statement.

Check your Answers: ¹

Activity source: “Unity and Coherence” by Emily Cramer is licensed under CC BY-NC 4.0.

Being Clear and Concise

Some writers are very methodical and painstaking when they write a first draft. Other writers unleash a lot of words in order to get out all that they feel they need to say. Do either of these composing styles match your style? Or is your composing style somewhere in between? No matter which description best fits you, the first draft of almost every piece of writing, no matter its author, can be made clearer and more concise.

If you have a tendency to write too much, you will need to look for unnecessary words. If you have a tendency to be vague or imprecise in your wording, you will need to find specific words to replace any overly general language.

Identifying Wordiness

Sometimes writers use too many words when fewer words will appeal more to their audience and better fit their purpose. Here are some common examples of wordiness to look for in your draft. Eliminating wordiness helps all readers, because it makes your ideas clear, direct, and straightforward.

- Sentences that begin with

There is

or

There are

Wordy: There are two major experiments that the Biology Department sponsors.

Revised: The Biology Department sponsors two major experiments.

- Sentences with unnecessary modifiers.

Wordy: Two extremely famous and well-known consumer advocates spoke eloquently in favor of the proposed important legislation.

Revised: Two well-known consumer advocates spoke in favor of the proposed legislation.

- Sentences with deadwood phrases that add little to the meaning. Be judicious when you use phrases such as *in terms of*, *with a mind to*, *on the subject of*, *as to whether or not*, *more or less*, *as far as...is concerned*, and similar expressions. You can usually find a more straightforward way to state your point.

Wordy: As a world leader in the field of green technology, the company plans to focus its efforts in the area of geothermal energy.

A report as to whether or not to use geysers as an energy source is in the process of preparation.

Revised: As a world leader in green technology, the company plans to focus on geothermal energy.

A report about using geysers as an energy source is in preparation.

- Sentences in the passive voice or with forms of the verb *to be*. Sentences with passive-voice verbs often create confusion, because the subject of the sentence does not perform an action. Sentences are clearer when the subject of the sentence performs the action and is followed by a strong verb. Use strong active-voice verbs in place of forms of *to be*, which can lead to wordiness. Avoid passive voice when you can.

Wordy: It might perhaps be said that using a GPS device is something that is a benefit to drivers who have a poor sense of direction.

Revised: Using a GPS device benefits drivers who have a poor sense of direction.

- **Sentences with constructions that can be shortened.**

Wordy: The e-book reader, which is a recent invention, may become as commonplace as the cell phone.

My over-sixty uncle bought an e-book reader, and his wife bought an e-book reader, too.

Revised: The e-book reader, a recent invention, may become as commonplace as the cell phone.

My over-sixty uncle and his wife both bought e-book readers.

Exercise 2

Now return once more to the first draft of the essay you have been revising. Check it for unnecessary words. Try making your sentences as concise as they can be.

Choosing Specific, Appropriate Words

Most college essays should be written in formal English suitable for an academic situation. Follow these principles to be sure that your word choice is appropriate. For more information about word choice, see Chapter 13 – “Working with Words: Which Word Is Right?”.

- **Avoid slang.** Find alternatives to *bummer*, *cool*, and *rad*.
- **Avoid language that is overly casual.** Write about “men and women” rather than “girls and guys” unless you are trying to create a specific effect. A formal tone calls for formal language.
- **Avoid contractions.** Use *do not* in place of *don't*, *I am* in place of *I'm*, *have not* in place of *haven't*, and so on. Contractions are considered casual speech.
- **Avoid clichés.** Overused expressions such as *green with envy*, *face the music*, *better*

late than never, and similar expressions are empty of meaning and may not appeal to your audience.

- **Be careful when you use words that sound alike but have different meanings.** Some examples are *allusion/illusion*, *complement/compliment*, *council/counsel*, *concurrent/consecutive*, *founder/flounder*, and *historic/historical*. When in doubt, check a dictionary.
- **Choose words with the connotations you want.** Choosing a word for its connotations is as important in formal essay writing as it is in all kinds of writing. Compare the positive connotations of the word *proud* and the negative connotations of *arrogant* and *conceited*.
- **Use specific words rather than overly general words.** Find synonyms for *thing*, *people*, *nice*, *good*, *bad*, *interesting*, and other vague words. Or use specific details to make your exact meaning clear.

Now read the revisions Mariah made to make her third paragraph clearer and more concise. She has already incorporated the changes she made to improve unity and coherence.

Edits to make the paragraph more clear & concise

Finally, ~~nothing is more confusing to me than choosing among televisions. It confuses lots of people who want~~ ~~confuses buyers more than~~ a new high-definition digital television (HDtelevision) ~~with a large screen to watch sports and stream videos on. There's~~ ~~and with~~ good reason ~~for this confusion: You face information overload with all the options for features.~~ The first big decision ~~involves~~ ~~is~~ the screen resolution ~~you want.~~ ~~which~~ ~~Screen resolution~~ means the number of horizontal scan lines the screen can show. Hall (2022) explains that “modern TVs come in 1080p “Full HD” (1,920 x 1,080-pixel resolution), 4K “UHD” (3,840 x 2,160), and 8K “8K UHD” (7,680 x 4,320) variants” (para.8). While, technically, more pixels mean a clearer picture, ~~you won't be able to~~ ~~viewers can't~~ tell the difference with the naked eye (Hall, 2022). Also, ~~it's important to~~ ~~consumers should~~ look for a TV with High Dynamic Range (HDR), which shows off more contrast and more lifelike colours (Hall, 2022), ~~and consider the~~ ~~Another important detail to look for as you shop for TVs is its~~ type of backlighting system. ~~These~~ ~~which~~ ~~make a big difference in the show~~ contrasts between light and dark images and improve the overall appearance (Hall,

2022). More decisions will be needed about edgelighting, local dimming, and LED technology (Hall, 2022). However, ~~depending on your individual~~ viewing habits determine whether ~~the you may not even be able to see the more expensive upgrades are beneficial. Don't buy more television than you need! Only after buyers are totally certain they know what they want should they open their wallets.~~

Revised paragraph after editing:

Finally, confuses buyers more than a new high-definition digital television (HDtelevision), and with good reason. The first big decision involves the screen resolution which means the number of horizontal scan lines the screen can show. Hall (2022) explains that “modern TVs come in 1080p “Full HD” (1,920 x 1,080-pixel resolution), 4K “UHD” (3,840 x 2,160), and 8K “8K UHD” (7,680 x 4,320) variants” (para. 8). While, technically, more pixels mean a clearer picture, in reality, viewers can’t tell the difference with the naked eye (Hall, 2022). Also, consumers should look for a TV with High Dynamic Range (HDR), which shows off more contrast and more lifelike colours (Hall, 2022), and consider the type of backlighting system, which shows contrasts between light and dark images and improve the overall appearance (Hall, 2022). More decisions will be needed about edgelighting, local dimming, and LED technology (Hall, 2022). However, individual viewing habits determine whether more expensive upgrades are beneficial. Only after buyers are totally certain they know what they want should they open their wallets.

Reference

Hall, P. (2022, March 30). How to choose the right TV. *Wired*. <https://www.wired.com/story/how-to-buy-the-right-tv/>

Completing a Peer Review

After working so closely with a piece of writing, writers often need to step back and ask for a more objective reader. What writers most need is feedback from readers who can respond only to the words on the page. When they are ready, writers show their drafts to someone they respect and who can give an honest response about its strengths and weaknesses.

You, too, can ask a peer to read your draft when it is ready. After evaluating the

The Peer Review process is covered in more detail 7.4 – Peer Reviews

feedback and assessing what is most helpful, the reader's feedback will help you when you revise your draft. This process is called peer review .

You can work with a partner in your class and identify specific ways to strengthen each other's essays. Although you may be uncomfortable sharing your writing at first, remember that each writer is working toward the same goal: a final draft that fits the audience and the purpose. Maintaining a positive attitude when providing feedback will put you and your partner at ease. The box that follows provides a useful framework for the peer review session.

Questions for Peer Review

Title of essay:

Date:

Writer's name:

Peer reviewer's name:

1. This essay is about:
2. Your main points in this essay are:
3. What I most liked about this essay is:
4. These three points struck me as your strongest:
 - a. Point:
Why:
 - b. Point:
Why:
 - c. Point:
Why:
5. These places in your essay are not clear to me:
 - a. Where:
Needs improvement because:

- b. Where:
Needs improvement because:
 - c. Where:
Needs improvement because
6. The one additional change you could make that would improve this essay significantly is:

Exercise 3

Exchange essays with a classmate and complete a peer review of each other's draft in progress. Remember to give positive feedback and to be courteous and polite in your responses. Focus on providing one positive comment and one question for more information to the author.

Using Feedback Objectively

The purpose of peer feedback is to receive constructive criticism of your essay. Your peer reviewer is your first real audience, and you have the opportunity to learn what confuses and delights a reader so that you can improve your work before sharing the final draft with a wider audience (or your intended audience).

It may not be necessary to incorporate every recommendation your peer reviewer makes. However, if you start to observe a pattern in the responses you receive from peer reviewers, you might want to take that feedback into consideration in future assignments. For example, if you read consistent comments about a need for more research, then you may want to consider including more research in future assignments.

Editing Your Draft

If you have been incorporating each set of revisions as Mariah has, you have produced multiple drafts of your writing. So far, all your changes have been content changes. Perhaps with the help of peer feedback, you have made sure that you sufficiently supported your ideas. You have checked for problems with unity and coherence. You have examined your essay for word choice, revising to cut unnecessary words and to replace weak wording with specific and appropriate wording.

The next step after revising the content is editing. When you edit, you examine the surface features of your text. You examine your spelling, grammar, usage, and punctuation. You also make sure you use the proper format when creating your finished assignment.

Tip

Editing often takes time. Budgeting time into the writing process allows you to complete additional edits after revising. Editing and proofreading your writing helps you create a finished work that represents your best efforts. Here are a few more tips to remember about your readers:

- Readers do not notice correct spelling, but they do notice misspellings.
- Readers look past your sentences to get to your ideas—unless the sentences are awkward, poorly constructed, and frustrating to read.
- Readers notice when every sentence has the same rhythm as every other sentence, with no variety.
- Readers do not cheer when you use *there*, *their*, and *they're* correctly, but they notice when you do not.
- Readers will notice the care with which you handled your assignment and your attention to detail in the delivery of an error-free document..

Chapters 11-15 of this book offer a useful review of grammar, mechanics, and usage. Use these chapters to help you eliminate major errors in your writing and refine your understanding of the conventions of language. Do not hesitate to ask for help, too, from peer tutors in your academic department or in the college's writing lab. In the meantime, use the checklist to help you edit your writing.

Checklist – Editing Your Writing

Grammar

- Are some sentences actually sentence fragments?
- Are some sentences run-on sentences? How can I correct them?
- Do some sentences need conjunctions between independent clauses?
- Does every verb agree with its subject?
- Is every verb in the correct tense?
- Are tense forms, especially for irregular verbs, written correctly?
- Have I used subject, object, and possessive personal pronouns correctly?
- Have I used *who* and *whom* correctly?
- Is the antecedent of every pronoun clear?
- Do all personal pronouns agree with their antecedents?
- Have I used the correct comparative and superlative forms of adjectives and adverbs?
- Is it clear which word a participial phrase modifies, or is it a dangling modifier?

Sentence Structure

- Are all my sentences simple sentences, or do I vary my sentence structure?
- Have I chosen the best coordinating or subordinating conjunctions to join clauses?
- Have I created long, over packed sentences that should be shortened for clarity?
- Do I see any mistakes in parallel structure?

Punctuation

- Does every sentence end with the correct end punctuation?
- Can I justify the use of every exclamation point?
- Have I used apostrophes correctly to write all singular and plural possessive forms?
- Have I used quotation marks correctly?

Mechanics and Usage

- Can I find any spelling errors? How can I correct them?
- Have I used capital letters where they are needed?

- Have I written abbreviations, where allowed, correctly?
- Can I find any errors in the use of commonly confused words, such as *to/too/two*?

In-text citations & References

- Have I added an in-text citation whenever I quote, paraphrase and summarize someone else's work?
- Does each in-text citation have a matching entry on my reference page?
- Have I used each source on my reference page within my paper?
- Have I checked the citation style and corrected any issues with my in-text citations and reference page entries?
- Have I verified that my whole essay is formatted according to APA style?

Tip

Be careful about relying too much on spelling checkers and grammar checkers. A spelling checker cannot recognize that you meant to write principle but wrote principal instead. A grammar checker often queries constructions that are perfectly correct. The program does not understand your meaning; it makes its check against a general set of formulas that might not apply in each instance. If you use a grammar checker, accept the suggestions that make sense, but consider why the suggestions came up.

Tip

Proofreading requires patience; it is very easy to read past a mistake. Set your paper aside for at least a few hours, if not a day or more, so your mind will rest. Some professional proofreaders read a text backward so they can concentrate on spelling and punctuation. Another helpful technique is to slowly read a paper aloud, paying attention to every word, letter, and punctuation mark.

If you need additional proofreading help, ask a reliable friend, a classmate, or a peer tutor to make a final pass on your paper to look for anything you missed.

Formatting

Remember to use proper format when creating your finished assignment. Sometimes an instructor, a department, or a college will require students to follow specific instructions on titles, margins, page numbers, or the location of the writer's name. These requirements may be more detailed and rigid for research projects and term papers, which often observe the American Psychological Association (APA) or Modern Language Association (MLA) style guides, especially when citations of sources are included.

To ensure the format is correct and follows any specific instructions, make a final check before you submit an assignment.

Exercise 4

With the help of the checklist, edit and proofread your essay.

Key Takeaways

- Revising and editing are the stages of the writing process in which you improve your work before producing a final draft.
- During revising, you add, cut, move, or change information in order to improve content.
- During editing, you take a second look at the words and sentences you used to express your ideas and fix any problems in grammar, punctuation, and sentence structure.
- Unity in writing means that all the ideas in each paragraph and in the entire essay clearly belong together and are arranged in an order that makes logical sense.
- Coherence in writing means that the writer's wording clearly indicates how one idea leads to another within a paragraph and between paragraphs.

- Transitional words and phrases effectively make writing more coherent.
- Writing should be clear and concise, with no unnecessary words.
- Effective formal writing uses specific, appropriate words and avoids slang, contractions, clichés, and overly general words.
- Peer reviews, done properly, can give writers objective feedback about their writing. It is the writer's responsibility to evaluate the results of peer reviews and incorporate only useful feedback.
- Remember to budget time for careful editing and proofreading. Use all available resources, including editing checklists, peer editing, and your institution's writing lab, to improve your editing skills.

Attribution & References

Except where otherwise noted, this chapter (text & images) is adapted from "8.4 Revising and Editing (<https://open.lib.umn.edu/writingforsuccess/chapter/8-4-revising-and-editing/>)" In *Writing for Success* by University of Minnesota licensed under CC BY-NC 4.0. Additional accessibility features have been added to original content.

Notes

1. transitions
2. digression
3. coherence
4. thesis

3.6 - THE WRITING PROCESS: EXERCISES

Exercises

1. In this chapter, you have thought and read about the topic of mass media. Starting with the title “The Future of Information: How It Will Be Created, Transmitted, and Consumed,” narrow the focus of the topic until it is suitable for a two- to three-page paper. Then narrow your topic with the help of brainstorming, idea mapping, and searching the Internet until you select a final topic to explore. Keep a journal or diary in which you record and comment on everything you did to choose a final topic. Then record what you will do next to explore the idea and create a thesis statement.
2. Write a thesis statement and a formal sentence outline for an essay about the writing process. Include separate paragraphs for prewriting, drafting, and revising and editing. Your audience will be a general audience of educated adults who are unfamiliar with how writing is taught at the college level. Your purpose is to explain the stages of the writing process so that readers will understand its benefits.
Collaboration: Please share with a classmate and compare your answers.
3. Pieces of writing in a variety of real-life and work-related situations would benefit from revising and editing. Consider the following list of real-life and work-related pieces of writing: e-mails, greeting card messages, junk mail, late-night television commercials, social networking pages, local newspapers, bulletin-board postings, and public notices. Find and submit at least two examples of writing that needs revision. Explain what changes you would make. Replace any recognizable names with pseudonyms.
4. **Group activity.** At work, an employer might someday ask you to contribute to the research base for an essay such as the one Mariah wrote or the one you wrote while working through this chapter. Choosing either her topic or your own, compile a list of at least five sources. Then, working in a group of four students, bring in printouts or PDF files of Internet sources or paper copies of non-Internet sources for the other group members to examine. In a group report, rate the reliability of each other’s sources.

5. **Group activity.** Working in a peer-review group of four, go to Section 3.3 “Drafting” and reread the draft of the first two body paragraphs of Mariah’s essay, “Digital Technology: The Newest and the Best at What Price?” Review those two paragraphs using the same level of inspection given to the essay’s third paragraph in Section 3.4 “Revising and Editing”. Suggest and agree on changes to improve unity and coherence, eliminate unneeded words, and refine word choice. Your purpose is to help Mariah produce two effective paragraphs for a formal college-level essay about her topic.

Attribution & References

Except where otherwise noted, this chapter is adapted from “ 8.5 The Writing Process: End-of-Chapter Exercises (<https://open.lib.umn.edu/writingforsuccess/chapter/8-5-the-writing-process-end-of-chapter-exercises/>)” In *Writing for Success* by University of Minnesota licensed under CC BY-NC 4.0. Additional accessibility features have been added to original content.