



LEAP Online

Learning Excellence Achievement Pathway Online Tutorial



Editing and Proofreading

LEAP Online

Academic Writing (Level 2)

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Introduction

You're nearing the end of the writing process but before you click submit, it's important that you take some time to re-draft and proofread your work.

Arguably, you may feel a host of emotions right now about re-drafting and proofreading your work, some of which may be positive, and for some, it may be considered a negative experience. For instance, you may feel like you cannot improve your writing, even though you're aware it needs amending. Alternatively, you may need to reduce the word count, but without cutting out crucial source material, you simply can't see how you can achieve this. Finally, you may just be tired of writing, want to submit on Turnitin and forget all about it. Completing these final checks will help to improve your work and here's why.

Let's start by looking at re-drafting.

Re-drafting



As we explored earlier in the 'First Draft' tutorial, the first draft, also known as a rough draft, will create a foundation from which you can build upon. The first draft often results in a second draft, third, fourth, etc. as your ideas are refined or you undertake additional research. This is the re-drafting stage in the academic writing process.

Why re-draft? My first draft is good enough to submit!

That might be the case, but you should always allow time in the writing process to re-draft and proofread your work. As suggested earlier in this module, academic writing is a continuous process and even your final submission (final draft) will not be perfect. It takes a considerable amount of time and effort to produce a piece of academic work so it's important that you afford time to these areas to make any final amendments before clicking the submit button. There are several benefits in doing so, including:

- It allows you time to reflect and act on feedback. For example, if you submitted an excerpt for formative assessment, acting on feedback will allow you to make improvements to your work
- As Bolton and Rowland (2014) suggest, this stage of the writing process is useful as it allows the writer to redraft their first draft once they have a better understanding of the topic; therefore

Editing and Proofreading

- It is likely to improve the quality of your work

The following steps are important aspects to check during the re-drafting process. At this stage, do not concern yourself too much with surface errors, such as spelling, punctuation and grammar – these will be considered properly when you proofread your work.

Step 1: Understand Your Feedback



As suggested above, take this opportunity to reflect and act on feedback. If you're unsure what the feedback means, seek clarity from the staff member who gave it to you – don't let it go unchecked. Of course, if you don't understand the feedback and/or fail to act on it, you will not be able to make any improvements to your work and risk losing out on valuable marks/not answering the learning outcomes.

Step 2: Make the Changes



At this stage, you should focus on the format and structure of your work. For instance:

Is your writing coherent?

- Are all the sentences in the paragraphs arranged in a logical order?
- Does your work flow?

Check the tone and language you have used

For instance, ask yourself the following questions:

- Have I used appropriate words to convey the meaning effectively?
- Have I used a passive voice?
- Is the tone suitable for the audience?
- Does my work sound right?

Check the organisation

For instance, ask yourself the following questions:

- Does it follow the appropriate writing framework?
- If appropriate, have I organised my work using subheadings?
- For an essay. Does it have a beginning, middle and end?

Consider the following points:

Introduction

- Have I included a hook to grab the reader's attention?
- Have I utilised bridging sentences to add some information around the topic?
- Finally, have I added my thesis statement (main point) at the end of the introductory paragraph?
- Does the introductory paragraph serve as a guide to the rest of the paper?

Main body

Is the topic sentence in each paragraph clear? More importantly, has each paragraph been developed using examples, relevant details and/or illustrations? A good technique to develop your paragraphs is the use of T.E.E.L. This refers to:

- **Topic:** Is the topic sentence in each paragraph clear?
- **Example:** Have you listed some examples to support your topic?
- **Explanation:** Have you developed your ideas using both arguments and counterarguments?
- **Link:** A sentence to contextualise your ideas

Remember

- Only use information in the paragraph that links to the topic sentence
- Use effective transitions to signal a new point to the reader. E.g., Firstly, secondly, thirdly, etc.
- Only one idea, per paragraph.

Conclusion

Have you summarised all the key points in your assignment? This is not about saying what you have done but what your assignment found.

- Never add new points that have not been discussed in your main body
- Finally, consider whether you have provided an effective end to the assignment



The final stage of the academic writing process is proofreading. For useful tips on proofreading your work, click on the link below:



[Proofreading](#) [LEAP Online]

Summary



This tutorial aimed to highlight the importance of editing and proofreading your work. Although for some, the task of re-drafting work and proofreading requires a great of effort, there are a host of benefits for affording time to these areas.

Where to go to next

Before you leave, select the button below to complete a short assessment and earn your LEAP Online digital badge.

Once you have completed the assessment, close the tab, return to the 'Academic Writing - Level 2' LEAP Online section and begin the next tutorial.

Digital Badge

Before you leave, select the button below to complete a short assessment and earn your LEAP Online digital badge.

Academic Writing: Editing and Proofreading

[Moodle assessment](#)



For more support on this topic, consider attending a free workshop at [LEAP Live](#).

Reference List

Mahlberg, M. (2006) *Lexical cohesion: Corpus linguistic theory and its application in English language teaching*. International Journal of Corpus Linguistics. 11(3), pp. 363-383.