The process of editing

Why edit?

We edit to:

- create a professional document with minimal errors and mistakes
- improve quality of work
- improve academic writing in the discipline and communicate knowledge and understanding of unit content
- maximise marks by directly addressing the criteria of the marking rubric and also follow the task instructions, the task details and any further directions or models provided.

The process

Editing is one of 3 major stages in your writing process after *1. Understanding, Analysing and Interpreting the Task* and *2. Drafting, Writing and Re-drafting*. Editing is often omitted or done poorly when student do not effectively manage their time. Developing your **editing process** drives your transition to becoming an independent learner and prepares you for your future professional role.

Remember to:

- use **strategies** to improve your editing
- edit **in stages**, focus on **one stage at a time**
- leave enough time for **the editing process.** Spend equal amounts of time on the **understanding interpreting and planning** process, the **writing** process and the **editing** process.
- **redraft** and **reorganise** your work to clearly **address the task requirements** and use templates and structures provided
- **read** through each time with a different focus and make revisions
- **incorporate feedback** from markers of previous assessment tasks

Please also remember that the Learning Advisers do not edit your work but will assist you to develop your own editing skills.

How to edit

- Use the **5 stages** of editing to focus on improving your work each time
- **Read out aloud and very slowly** imagining your work as your marker will assess and grade it
- **Close edit** with a purpose to get a close up view
- **Skim and scan** to get distance view on what your document looks like
- Focus on the **task requirements**, particularly to improve your skills in critical analysis by comparing and contrasting the evidence from the literature, making an evaluation about strengths and weaknesses, and synthesising rather than just describing.

The 5 stages of editing

1. **Edit with a focus on the marking rubric, instructions, task details**

- Use the marking rubric, task details and any further instructions as checklists to make sure that you address each requirement of the task
- Use keywords from these to signpost the issue addressed in each paragraph. Pay particular attention to critical analysis, evaluation and synthesis, rather than just description
- Use the weightings and the percentages provided as a guide to word count for each section or task. (Insert in red and delete for the final).

2. Edit for structure of your document

- **Skim and scan** through the document focusing on the structure (including headings and subheading) and check against any guide or template provided
- Focus on editing for **consistency** in formatting, style, font, page layout, word limit, etc. across your whole document.
- Your document should look **professional.**

3. Edit for structure of your paragraphs

- Focus on your paragraph structure, including strengthening your argument through well-constructed **t**opic/**p**remise/**p**osition sentences, **e**xplanations, **e**xamples, **e**vidence from the literature, **e**valuation and **l**inking/concluding sentences - Use TEEEL/PEEEL
- Check that each paragraph **addresses** a section or **answers** a part of the assessment task and rewrite to include **keywords** of the task or marking rubric to **signpost** what part of the task you are addressing and what **argument** are you presenting
- Check for paragraphs of 1 or 2 sentences as these will do little to answer a task or develop your argument.

4. Close edit for purpose

- **Read over your work very slowly and out aloud** to pick what you have actually written, not what you think you have.
- This will help you develop familiarity with **the language of your discipline,** the sound of it.
- It will also help you pick up small errors in grammar, sentence structure and length, punctuation and spelling
- Look for inconsistencies in capitals, and use the examples as given in your readings and texts to model the language of your discipline
- Then use Grammarly: *https://spark.scu.edu.au/kb/ts/help-with-general-software-systems/grammarly/*

5. Finally, edit your in-text referencing and Reference List.

- All referencing needs a **close final edit**.
- Open the SCU **Library Referencing Guides** website and close edit each and every in-text reference and Reference List entry very carefully against the models given:
  https://www.scu.edu.au/library/study/referencing-guides/
- This can also act as a check of **content,** and for **correctness and accuracy** of **evidence from the literature.**

Check the *SCU Learning Zone* for more related Quick Guides.