Surviving the Revising: On Your Own
or
With a Writing Group

Andra Roventa and Natalie Tuseth

INTRODUCTIONS

- Name
- Major
- Thesis Project or Dissertation Topic

the UCWbL

WORKSHOP GOALS

- Define and understand elements of successful thesis and dissertation editing and proofreading.

- Identify resources and tools to engage in dynamic and successful editing and revision.

the UCWbL

EDITING vs PROOFREADING

- **Editing:** What one begins as soon as the first draft is completed.

- **Proofreading:** The final stage of editing; and, it should only be commenced after all other editing revisions have been completed.

the UCWbL

INTRODUCTION - REIMAGINED

- Personal narrative
- Importance or relevance
- Purpose

BODY PARAGRAPHS

- Some Common Questions & Concerns

  - Flow (Organization)
  - Integrated Sources
  - How to Revise

CONCLUSION

- Old Argument, New Context
- Relevance
- Miscellaneous

the UCWbL

RESOURCES

Non-Academic

- Distance
- Medium
- Time
- Environment
- Mental Tools

Academic

- Writing Centre
- On-Line Resources
- Writing Group(s)

the UCWbL

Writing Groups

the UCWbL

Writing groups provide a safe place to try out new ideas, take intellectual risks, and share their written work in progress. Different backgrounds of the group members foster innovative and creative thinking, and initiation of collaborative projects.

the UCWbL

UCWbL Writing Groups

The UCWbL's writing groups are facilitated by Writing Center peer tutors. Tutor/facilitators and writers work collaboratively to organize and plan meetings, create the schedule of meetings, and lead the discussion.

the UCWbL

Writers seek to join Writing Groups for:

- **Accountability:** Writing Groups give writers a deadline and motivation to write
- **Feedback:** Writing Groups provide reassurance, suggestions, and recommendations for revision
- **Guidance:** Writing Groups can help writers become familiar with new genres, reader's needs, and reader's expectations

the UCWbL

Writers seek to join Writing Groups for:

- **Brainstorming:** Writing Groups help writers generate and develop ideas
- **Networking**: Writing Groups provide a community for people with like-minded interests
- **Inspiration:** Writing Groups help people who are looking for different perspectives and new ideas

the UCWbL

Writing Group Practice

For optimum benefit to the writers, writing groups can range from 3-6 or 7 participants. Participants may be from the same discipline, they might be at roughly the same stage of their student careers or writing projects, or they may be from multiple disciplines.
(There are benefits to each model.)

the UCWbL

Writing Group Practice

There is no fixed model that writing groups must follow. Writers and facilitators collaborate on their group's logistics, and though individuals will negotiate the particulars, writers have agency over things like how often the group meets, how long they meet, and what each meeting covers. Groups can make their own rules.

the UCWbL

Examples of writing groups that can be organized:

- A report section or dissertation chapter writing group
- A dissertation prospectus writing group
- A business plan or a conference or class presentation writing group
- A research paper or capstone project writing group
- A scholarship or fellowship application writing group

the UCWbL

Writing Group Practice

At the first meeting, the group members decide their overall goals and needs and set their general agenda for the term (which is subject to change as needed). Here are some possible first-meeting decision models/scenarios:

the UCWbL

Writing Group First Meeting

Group members and facilitators agree on a series of important topics, such as audience analysis, manuscript & documentation format, editing strategies, etc., and on the scheduled day, the meeting will open with a brief presentation and discussion on the topic.

the UCWbL

Writing Group First Meeting (2)

Group member and facilitators schedule a series of peer review dates. Members might choose to wait until the meeting to find out who would like feedback at that time, and organize the feedback time on the spot. On the other hand, writers who prefer a more scheduled approach will organize their groups by signing up for a feedback date

the UCWbL

Feedback groups might be structured like:

- Facilitator provides guidelines for providing positive/productive feedback
- Writers sign up for feedback dates and as a group determine how to divide up the time per writer and/or activity
- Participants agree how many times per term each writer will be able to share and get feedback on their work
- Writers decide if they will ask participants to read their work in advance; they also may choose to bring copies of their work – or not.
- Facilitator may communicate regularly with group as needed and to provide meeting date/time/location/presenter reminders

the UCWbL

Other Models:

At the designated meeting, the scheduled members will present their work for detailed feedback. The members of the group have reciprocal obligations – you give me feedback this time, and I will do the same for you next time.

the UCWbL

Other Models:

Group member might decide to have the overall schedule rotate between peer review discussion meetings and research/writing dates. Peer review dates will look more or less like the scenario above; writing dates will give everyone both some time to write and some time to come up for air and give/receive some moral support. Extended versions of this model include 3-hour, all-day, and weekend writing workshops.

the UCWbL

Other Models:

At the first meeting(s), group members decide to forego a weekly agenda plan in favor of an unstructured path, and agree that every meeting will open with group members talking about their goals for the week. The group meeting would flow from there.

the UCWbL

ADDITIONAL RESOURCES

- Brady, Laura, and Nathalie Singh-Corcoran. "A Space for Change: Writing Center Partnerships to Support Graduate Writing." *WLN - A Journal of Writing Center Scholarship* 40, nos. 5-6 (January/February 2016): 2-9.

- Harvard College. "Revising the Draft." Writing Center. Accessed February 3, 2016. http://writingcenter.fas.harvard.edu/pages/revising-draft.

- Roane State Community College. "Revision Checklist for Essays." OWL. Accessed February 3, 2016. https://www.roanestate.edu/owl/EssayRev.html.

- University of North Carolina at Chapel Hill (UNC) College of Arts & Sciences. "Editing and Proofreading." The Writing Center. Accessed February 3, 2016. http://writingcenter.unc.edu/handouts/editing-and-proofreading/.

the UCWbL