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Surviving Revision

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ICEBREAKERS

- **Name**
- **Major**
- **Thesis Project or Dissertation Topic**



ABOUT **the** UCWbL

- **What is the UCWbL?**
- **Appointment types**
- **Copy-editing for dissertations (very FINAL stage)**



WORKSHOP GOALS

- Define and understand the revising process versus proofreading.
- Identify resources and tricks to successfully editing and revising your work.

REVISING vs PROOFREADING

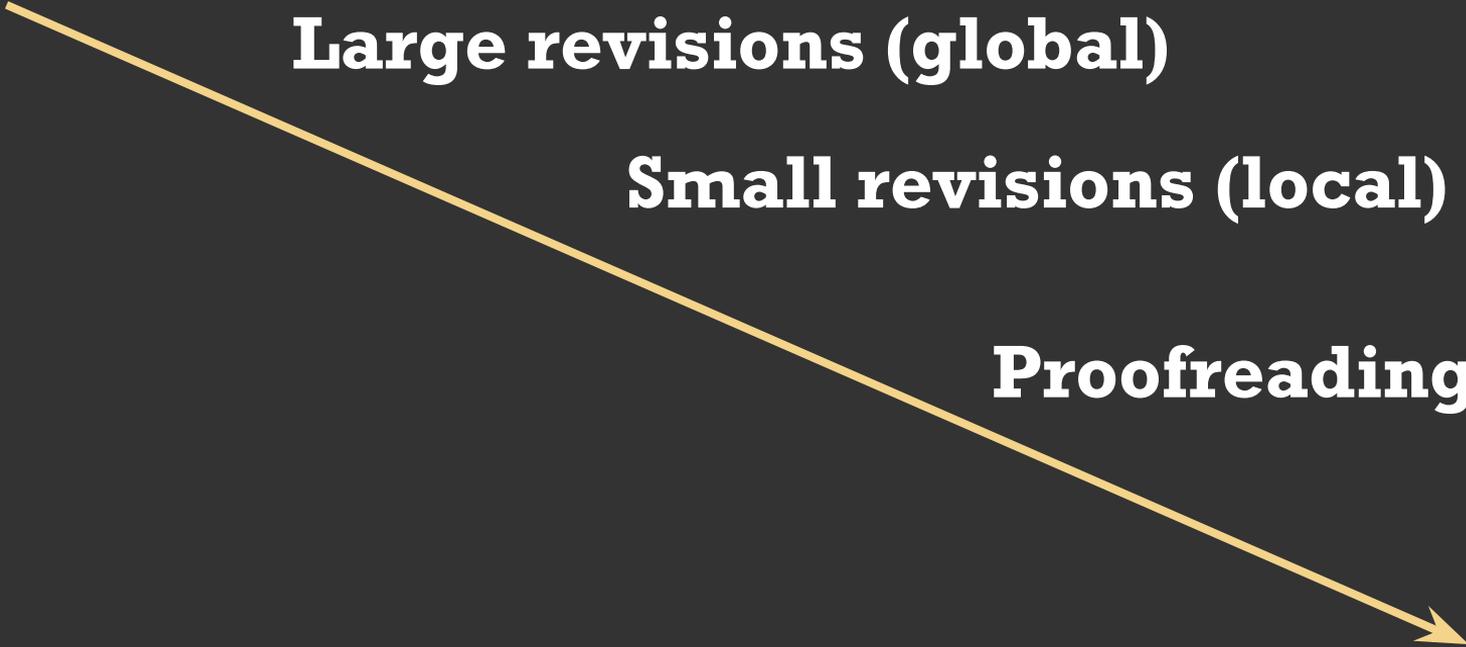
- **Revising:** What one begins as soon as the first draft is completed.
 - Argument (thesis), evidence, organization
- **Proofreading:** Looking for small but common mistakes throughout paper.
 - Spelling errors, punctuation

ORDER of CONCERNS

Large revisions (global)

Small revisions (local)

Proofreading

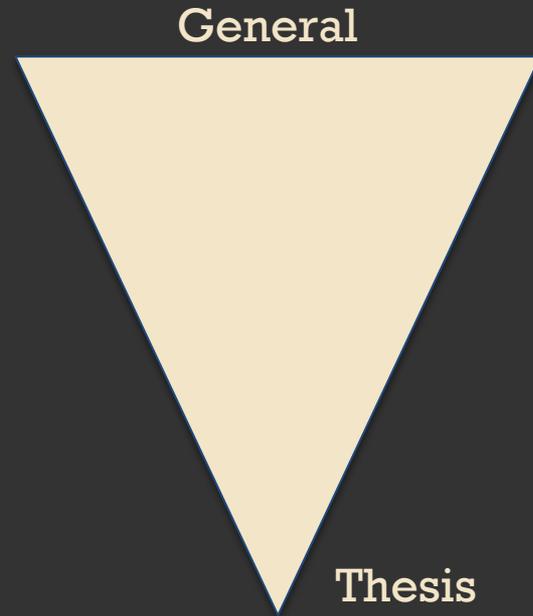


PREWRITING STRATEGIES

- **Brainstorming is important!**
 - Free writing, mind mapping, outlining
 - Create a “Catchall document.”
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- **Collecting Evidence**
 - Making your sources easily accessible to you as you draft
 - **Structure around your quotes!**

- **Intro sets the personality**
- **Give a hook**
- **Intro leads to thesis statement**
- **Thesis is a promise!**
- **Write it last?**

INTRODUCTION



the U C W b L

THESIS - REIMAGINED

- **Is it argumentative?**
- **Is it interesting?**
- **Is it grounded in research?**

How to revise:

- Write a counter thesis and have it be successful
- Revisit thesis after writing whole paper
- Flip original thesis with intro to “new” thesis in conclusion

BODY PARAGRAPHS

- **Clear topic sentence (don't get trapped!)**
- **Evidence and supporting details-- examples**
- **Transitions**
- **Wrap-up conclusion sentence**



Large Revisions

- Use outlining strategies to evaluate the effectiveness of your organization
- Rethinking the evidence used to determine whether it works best for the thesis (and are my sources credible?)
- Where can I expand?
 - Would an outside reader understand this?

Small Revisions

- Reading backwards to find smaller issues
- Reading Aloud!
 - Where do you pause?
 - Where are you getting tripped up?
- Make sure citations follow style guidelines
- Word Choice and length requirements

CONCLUSION

- **Put a bow on your paper! (no new ideas)**
- **The “So what?” question**

GENERAL STRATEGIES

- Productive Procrastination! (We love her)
- Always read it out loud!
- New eyes, new perspective (Come to the Writing Center!)
 - Make sure you could explain your paper to a four year old
- Reverse Outlining
- Elaborating always helps
- Create a Catch-All Document



ASK A TUTOR

In groups of 2-3, discuss and reflect on your writing experiences to share with the entire group.

- What are strategies that you have found for revision?
- What are some struggles that you have encountered while revising your paper?
- What is something you would like to ask a tutor in regards to the revision process?

FINAL THOUGHTS

- Revision is a **key** component to making sure that your work is the best it can be
- While revising may seem daunting, give yourself **time** and **credit** after you are done to **reflect** on the changes you made
- Remember to keep your reader **interested** throughout your paper
- Always remember that you have **support** within DePaul's community - especially from the UCWbL!

Questions, comments, or final
remarks?



ADDITIONAL RESOURCES

- Alber, Rebecca. “4 Strategies for Teaching Students How to Revise.” *Edutopia*, 22 Feb. 2016, <https://www.edutopia.org/blog/4-strategies-teaching-kids-how-revise-rebecca-alber>
- “Body Paragraphs.” *Aims Community College*, <https://www.aims.edu/student/online-writing-lab/process/body-paragraph>
- “Revision Checklist for Essays.” *OWL Roane State Community College*, <https://www.roanestate.edu/owl/EssayRev.html>
- “Revising for Effective Introductions and Conclusions (English I Writing).” *Texas Gateway*, <https://www.texasgateway.org/resource/revising-effective-introductions-and-conclusions-english-i-writing>
- “Revising Your Paper.” *Why and How to Revise*, <https://depts.washington.edu/owrc/Handouts/Revising%20Your%20Paper.pdf>



Thank you!