Instructor Guide for
Editing Checklist

(SPARK >> Pulling It Together >> Essay Editing)

Skills Addressed
• taking a strategic approach to editing for content and expression, including:
  o assessing the effectiveness of the introduction, body and conclusion of a draft paper
  o identifying and fixing common problems in language use, grammar, punctuation, and citation formatting

Suggested Uses
✓ Independent student use: Ask/suggest that students read resource on their own and decide for themselves when/if/how they will use resource
  o Tip: Less experienced writers may need more guidance with the resource than that required by advanced students
✓ Instructor-led Discussion: Devote lecture/tutorial time to describing the resource, its purposes and uses, and/or incorporate description and use of resource into broader discussion focusing on building the skills the resource targets
  o Tip: Demonstrate how you would use this resource to edit part of a draft
✓ Small Group Discussion: Use to stimulate informal class/tutorial discussion, and/or small group discussion
  o Tip: Ask students to work in pairs, to swap drafts, and use the Checklist to come up with suggestions for revisions

Feedback / Evaluation Options
✓ Personal reflection and/or self-assessment
  o Tip: Ask students to identify changes they need to make or that they have made after using the Checklist
✓ Informally, in small group discussion: Assign to students to complete for sharing and discussion in small groups
  o Tip: Use with the “Peer Review Guide” resource, which is available in the module on Revising your Arguments
✓ Peer Evaluation: Assign to students to complete independently, for more formal peer evaluation
  o Tip: Ask peer reviewers to use the Editing Checklist and/or Peer Review Guide as a means of providing feedback on work in progress.
☐ Instructor Evaluation: Assign to students to complete independently, or as one stage of a larger assignment, and hand in for formal instructor evaluation
☐ Tracking Completion without Evaluating: Assign to students to complete resource independently (on an ongoing basis, or at specific, appropriate times during the course), then hand in to instructor to track completion without assigning a specific grade to any individual completed resource

Potential Customization
The checklist could be modified to include or highlight discipline-specific formats, structures, and language conventions.