Instructor Guide for

Editing Checklist

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

Skills Addressed
- taking a strategic approach to editing for content and expression, including:
  - assessing the effectiveness of the introduction, body and conclusion of a draft paper
  - 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
  - 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
  - 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
  - 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**
  - 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
  - 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
  - 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.