

**Research Writing**  
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**Lecture - 26**  
**Revising**

Welcome back to the MOOC course on Research Writing my name is Aradhna Malik. And I am helping you with this course and, today we are going to talk about Revising. So, we are assuming that you have finished writing a manuscript, and you know you if we talked about conclusion different parts of the manuscripts then we talked about writers block. So, I am assuming that by stage you have finished writing a manuscript. Now what happens after you finished one document, you need to go through it, and you need to revise it.

So, let us see what we have here for you, some of it may be a repetition, but I will tell you when we come to that point revising. The purpose of revising is one to ensure that you have covered what you intended to cover through your work. So, you start out and you go through your paper you read your paper and, then you try and make sure that you have covered what you wanted to cover what you started out with. .

Then to revisit your work after a break with the critical eye that may lead to newer insights. So, you know I like you say you sleep over your work. So, you revisit your work you read your work after a break and, then you look at it with the critical eye the acid test is I always tell my students to read their work from the perspective of someone who is out to hurt them. So, someone who does not want to publish your work is reading your work, look at your work in that manner that, if you were a person who absolutely did not want to publish this work what were the mistakes that you would point out, and then be as critical as brutal as nasty towards your work as possible you done a fables job, but unless you located with the devils eye are through the devils eye you will not be able to really make much improvement.

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## Purpose

- To ensure that you have covered what you intended to cover through your work
- To re-visit your work after a break with a critical eye that may lead to newer insights

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So, that intern can many times lead to newer insights.

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## Kinds of revision

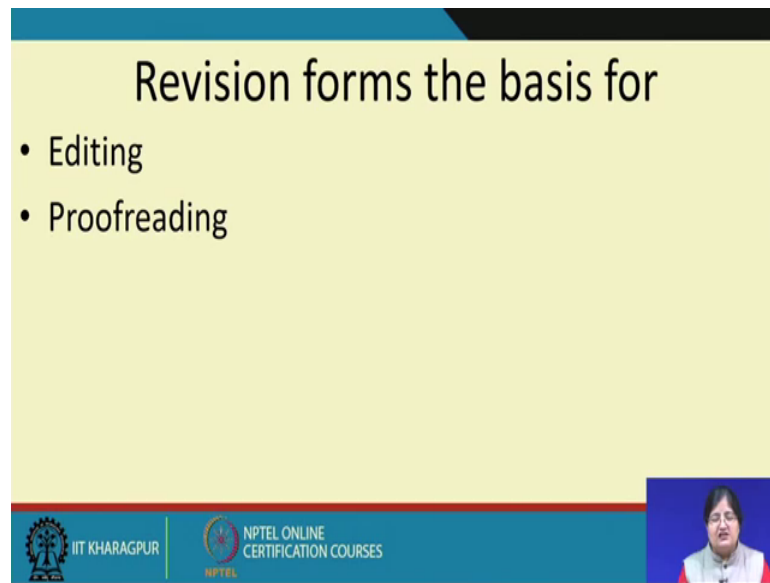
(<https://depts.washington.edu/owrc/Handouts/Revising%20Your%20Paper.pdf>)

- Large scale revision: Developing new insights and re-writing a major chunk of the work or changing the perspective or direction the work takes
- Small scale revision: Plugging gaps

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Now, different kinds of revision we depending on the volume of revision we have two broad categories of revisions, you have a large scale a large scale revision, which you know in which you develop new insights and rewrite a major chunk of the work, or change the perspective or direction the work takes. And you have small scale revision which refer to plugging of gaps.

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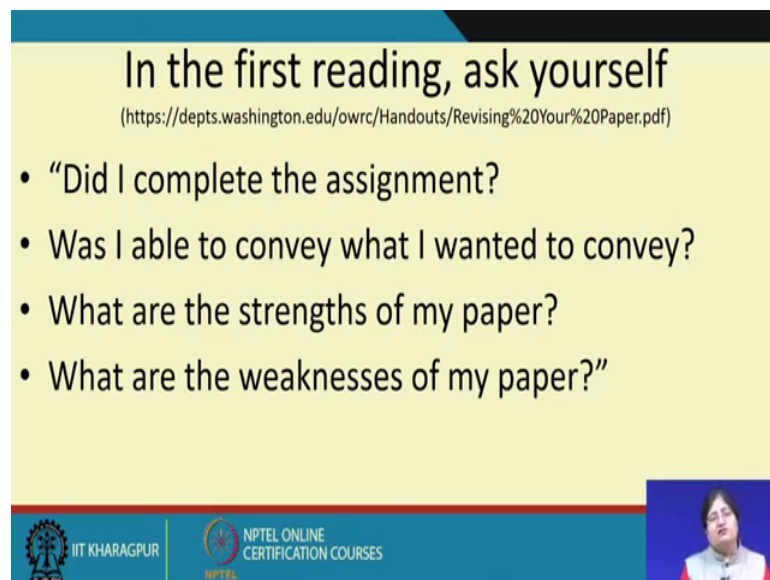
## Revision forms the basis for

- Editing
- Proofreading

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Revision forms the basis for editing and proofreading we talked about these two aspects little later.

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## In the first reading, ask yourself

(<https://depts.washington.edu/owrc/Handouts/Revising%20Your%20Paper.pdf>)

- “Did I complete the assignment?”
- Was I able to convey what I wanted to convey?
- What are the strengths of my paper?
- What are the weaknesses of my paper?”

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In the first reading when you finished your manuscript, in the first reading ask yourself did I complete the assignment was I able to finish what I started off with, then was I able to convey what I wanted to convey, I wanted to two state I wanted to give a message, was I able to convey that message or not, what are the strengths of my paper, what are the weaknesses of my paper. So, when we talking about paper we are talking about a

digitations, we are talking about a general papers, we are talking about proposals anything that you are doing ok.

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**Revision checklist**

(<http://owl.excelsior.edu/research/revising-and-editing-a-research-paper/revising-and-editing-revision-checklist/>)

- “Have I conveyed the significance of my ideas to my readers? Is my purpose clear?”
- Does my essay meet the requirements of my assignment?
- Is my focus too broad? Have I narrowed my topic well?
- Is my organization plan effective?”

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A checklist this is from the online writing lab of s l c l college. Have I conveyed the significance of my ideas to my readers? Is my purpose clear ask yourself is the purpose of your paper clear ok. Does your essay or document meet the requirements of your assignment? You are doing you are writing this paper in response to some things.

So, it is a either a digitation or a general paper. So, is the document able to meet the requirements of what you are required to do ok, is my focus too broad have I narrowed my topic to well, am I specific or am I just talking about a lot of things at the same time is my organization plan effective. So, I made a plan is the plan of organizing my essay effective does it really take the reader from point a to point b.

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### Revision checklist (Contd.)

(<http://owl.excelsior.edu/research/revising-and-editing-a-research-paper/revising-and-editing-revision-checklist/>)

- “Is there a way to make the concept I am discussing clearer & more focused?”
- Is the voice or style I am using appropriate to my audience?
- Have I clearly defined any terms used?
- Have I considered any possible objections to my position, if I take a position in this research manuscript?
- Do I provide clear transitions between my ideas? Are there any gaps between my points?”

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Is there a way to make the concept and discussing clearer and more focused? If yes then cut it refine it is the voice or style I am using appropriate to my audience? Have I clearly defined any terms that have used? Have I considered any possible objections to my position, if I take a position in this research manuscript? Do I provide clear transitions between my ideas? Are there any gaps between my points?

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### Revision checklist (Contd.)

(<http://owl.excelsior.edu/research/revising-and-editing-a-research-paper/revising-and-editing-revision-checklist/>)

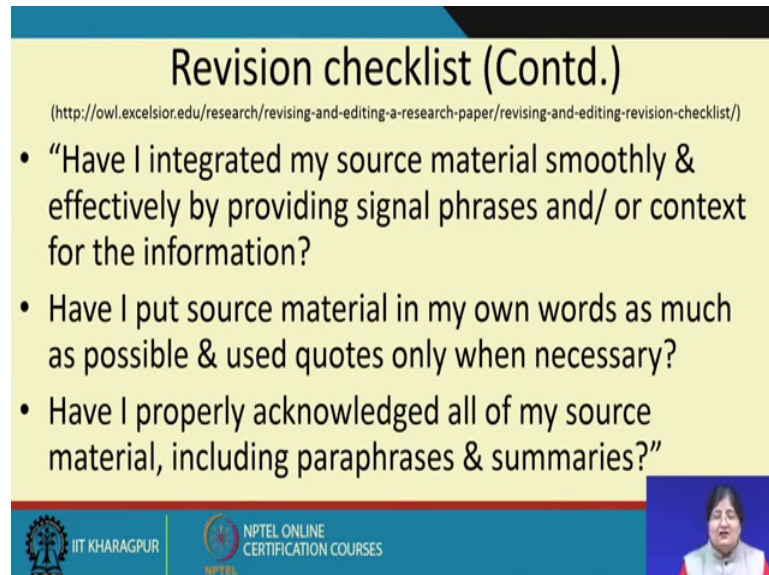
- “Are there any points that need further explanation or detail?”
- Are there any points that need to be cut because they are not related to my focus?
- Are my sources credible? Have I addressed this credibility in my writing?”

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Are there any points that need further explanation or detail? Are there any points that need to be cut because they are not related to my focus? Are my sources credible? Have I

addressed this credibility in my writing? So, we were talking about referencing, have you addressed these resources in your writing.

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**Revision checklist (Contd.)**

(<http://owl.excelsior.edu/research/revising-and-editing-a-research-paper/revising-and-editing-revision-checklist/>)

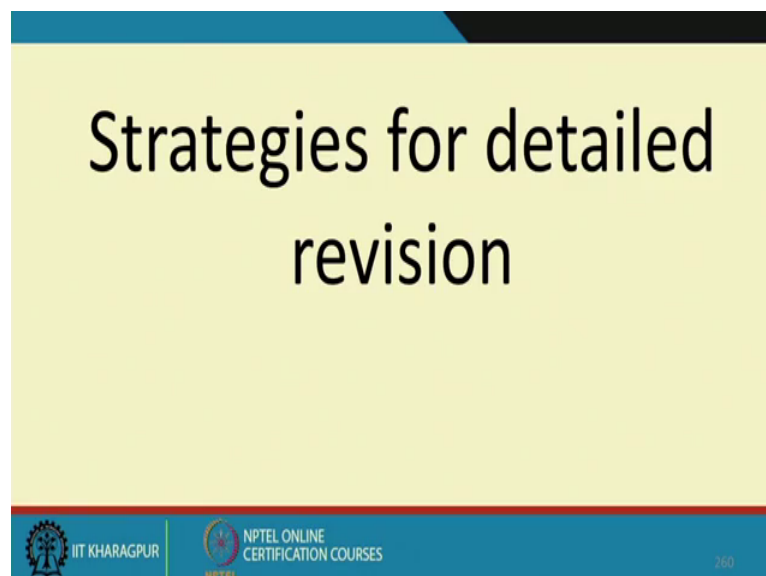
- “Have I integrated my source material smoothly & effectively by providing signal phrases and/ or context for the information?”
- Have I put source material in my own words as much as possible & used quotes only when necessary?
- Have I properly acknowledged all of my source material, including paraphrases & summaries?”

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Have I integrated my source material smoothly and effectively by providing signal phrases and or contexts for the information? Have I put source material in my own words as much as possible and used quotes only when necessary? Have I properly acknowledged all of my source material including paraphrases and summaries? We did discuss this when we were talking about crediting sources.

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**Strategies for detailed revision**

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Now, strategies how do you start revising.

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### Looking for patterns of opposition

(Axelrod & Cooper, 1997)

- "Annotate words & phrases that indicate oppositions or polarities
- Divide a piece of paper in half lengthwise by drawing a line down the middle, or set up a two-column table on your computer. In the left hand column, list words & phrases you marked in the text. Enter in the right hand column the word or phrase that is the opposite of each word or phrase in the left-hand column. You may have to paraphrase or even supply this opposite word or phrase if it is not stated directly in the text.
- For each pair of words phrases, note with an asterisk which one the writer seems to prefer.
- Study the words or phrases that seem to be valued. Do the same for the other list. How do they contribute to your understanding – and acceptance – of the argument? What do they tell you about what the writer wants you to believe?"

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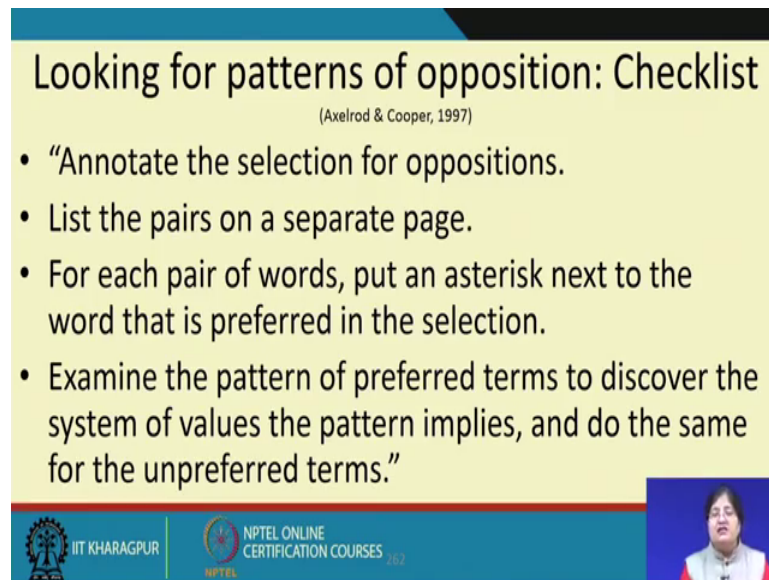
Looking for patterns of opposition, see whether you have you know you look for patterns of opposition annotate words and phrases that indicate oppositions or polarities within the same paper it is important that you bring in oppositions and extreme polarities are extreme points of view like to poles of there, which can never come together, but exist in unusual or exist you know in the same space. So, what are these oppositions opposition? And clear a strong defense of oppositions makes your paper richer and more creatable.

So, annotate words and phrases that indicate oppositions or polarities, then divide a piece of paper and half lengthwise by drawing a line down the middle or set up a two column table on your computer. In the left hand column list words and phrases you marked in the text, enter in the right hand column the word sorry it should be word it should be the word, or phrase that is the opposite of each word or phrase in the left hand column.

You may have to paraphrase or even supply this opposite word or phrase if it is not stated directly in the text, for each pair of words phrases words or phrases note with an asterisk which one the writer seems to prefer. Study the words or phrases that seem to be valued do the same for the other list how do they contribute to your understanding and acceptance of the argument what do they tell you about what the writer wants you to believe.



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### Looking for patterns of opposition: Checklist

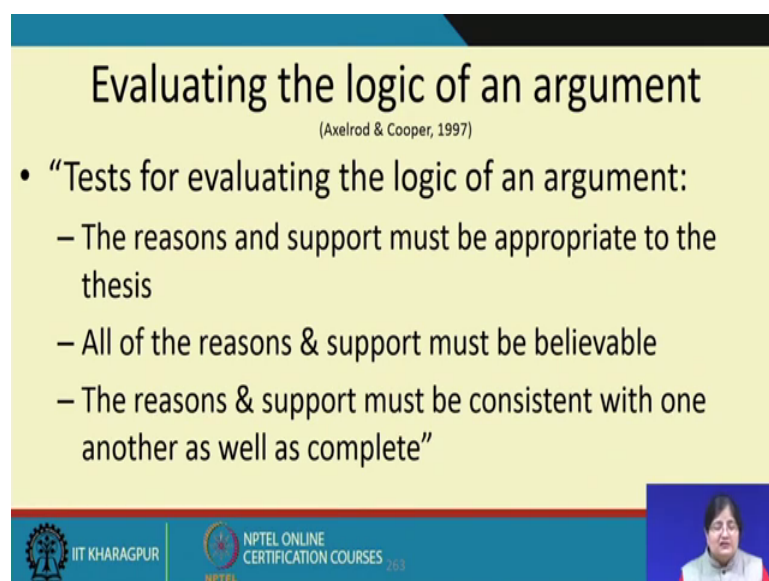
(Axelrod & Cooper, 1997)

- “Annotate the selection for oppositions.
- List the pairs on a separate page.
- For each pair of words, put an asterisk next to the word that is preferred in the selection.
- Examine the pattern of preferred terms to discover the system of values the pattern implies, and do the same for the unpreferred terms.”

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Now, how do you look for patterns of opposition annotate the selection for oppositions. List the pairs on a separate page. For each pair of words put an asterisk next to the word that is preferred in the selection. And examine the pattern of preferred terms to discover the system of values the pattern implies and do the same for the unpreferred items. So, these are the words that indicate one side of the argument, these are the words that indicate the other side is there a balance are they, in unison with each other or are they really exploring both sides and am I able to defend both sides equally well evaluating the logic of an argument.

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### Evaluating the logic of an argument

(Axelrod & Cooper, 1997)

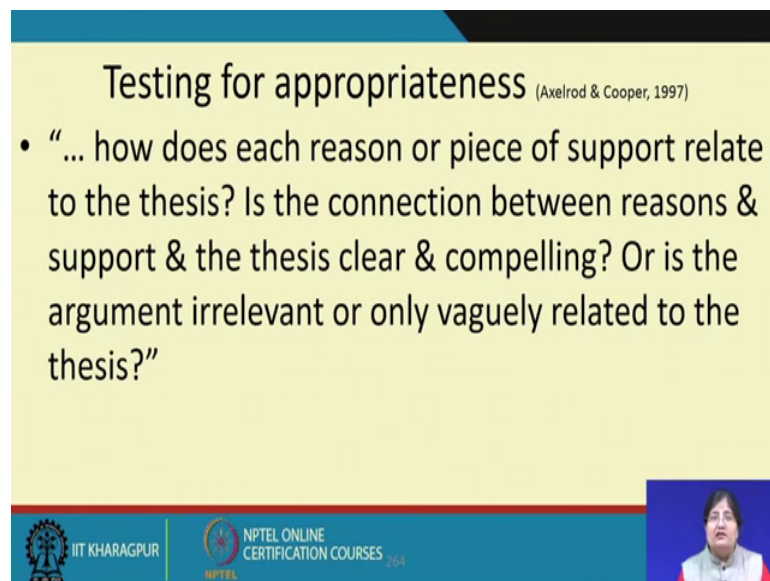
- “Tests for evaluating the logic of an argument:
  - The reasons and support must be appropriate to the thesis
  - All of the reasons & support must be believable
  - The reasons & support must be consistent with one another as well as complete”

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How do you revise for this there are some text for evaluating the logic of an argument. The reasons and support must be appropriate to the thesis. So, this you can do when revising, you write the first draft and then you go through and see for these look for these things reasons and support must be appropriate to the thesis. All of the reasons and support must be believable. Reasons and support must be consistent with one another as well as complete.

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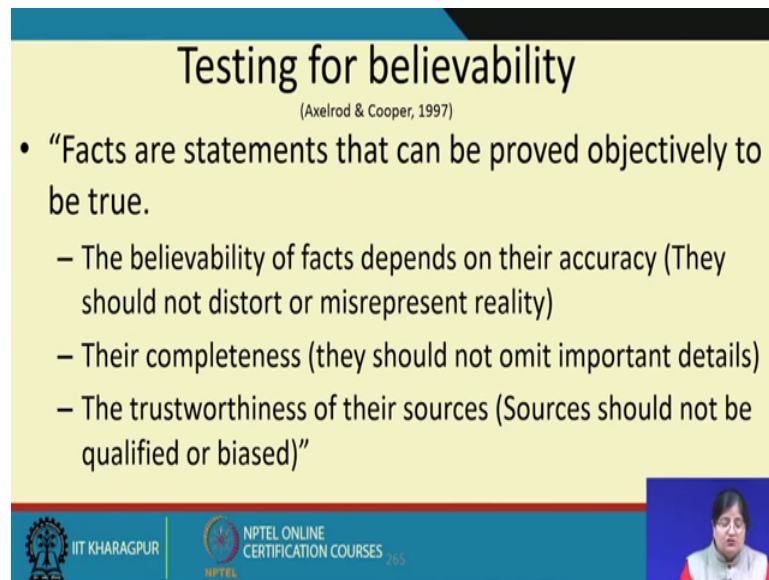
**Testing for appropriateness** (Axelrod & Cooper, 1997)

- "... how does each reason or piece of support relate to the thesis? Is the connection between reasons & support & the thesis clear & compelling? Or is the argument irrelevant or only vaguely related to the thesis?"

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Testing for appropriateness how does each reason or piece of support relate to the thesis? Is the connection between regions and support and the thesis clear and compelling? Or is the argument irrelevant or only vaguely related to the thesis?

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### Testing for believability

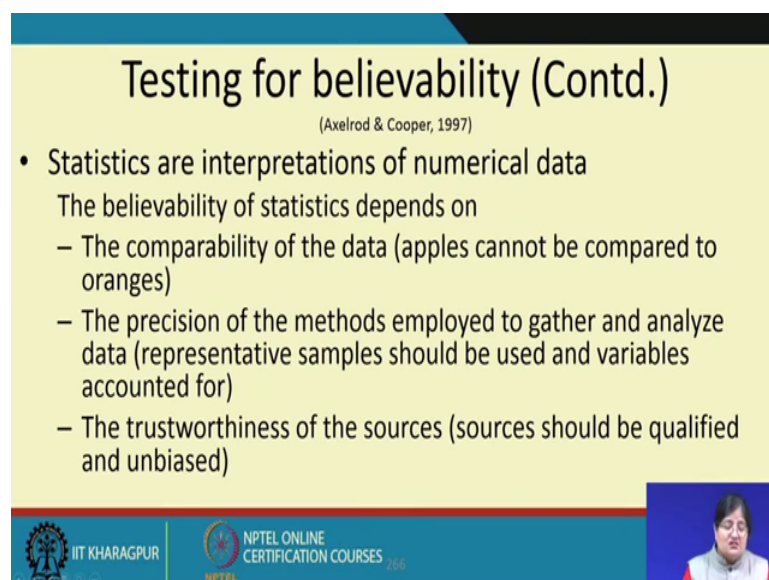
(Axelrod & Cooper, 1997)

- “Facts are statements that can be proved objectively to be true.”
  - The believability of facts depends on their accuracy (They should not distort or misrepresent reality)
  - Their completeness (they should not omit important details)
  - The trustworthiness of their sources (Sources should not be qualified or biased)”

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Testing for believability how do you test for believability? Facts are statements that can be proved objectively to be true. The believability of facts depends on their accuracy they should not distort or misrepresent reality. Their completeness they should not omit important details. And the trustworthiness of their sources should not be qualified or biased.

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### Testing for believability (Contd.)

(Axelrod & Cooper, 1997)

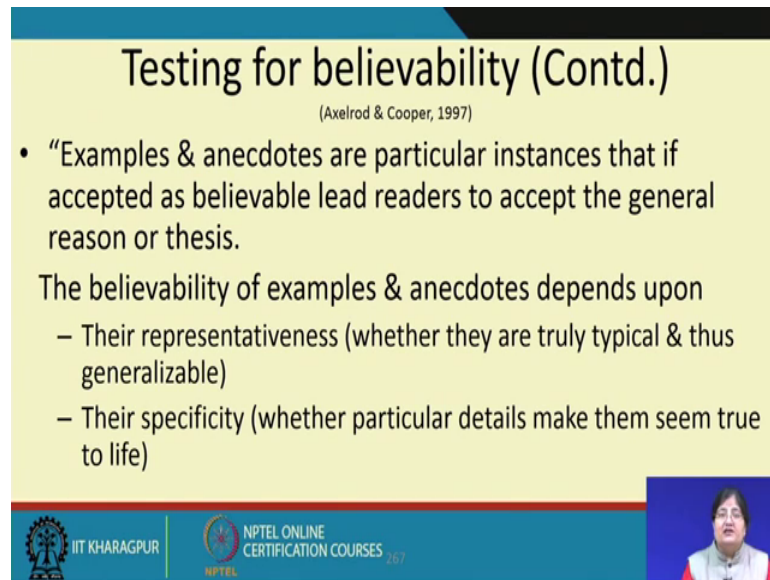
- Statistics are interpretations of numerical data
  - The believability of statistics depends on
    - The comparability of the data (apples cannot be compared to oranges)
    - The precision of the methods employed to gather and analyze data (representative samples should be used and variables accounted for)
    - The trustworthiness of the sources (sources should be qualified and unbiased)

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Statistics are interpretations of numerical data believability of statistics depends on the comparability of the data apples cannot be compared to oranges, you cannot compare

two things in different context to each other. The precision of the methods employed to gather and analyze data, representative sample should be used and variables accounted for the trustworthiness of the sources ok.

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**Testing for believability (Contd.)**  
(Axelrod & Cooper, 1997)

- “Examples & anecdotes are particular instances that if accepted as believable lead readers to accept the general reason or thesis.

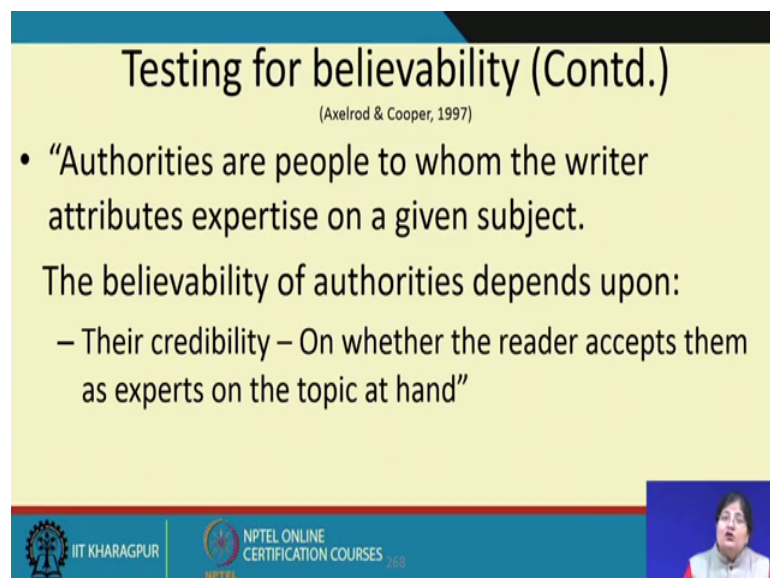
The believability of examples & anecdotes depends upon

- Their representativeness (whether they are truly typical & thus generalizable)
- Their specificity (whether particular details make them seem true to life)

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Examples and anecdotes are particular instances that if accepted as believable lead readers to accept the general reason or thesis. Believability of examples and anecdotes depends on their representativeness, whether they are truly typical and thus generalizable, their specificity.

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**Testing for believability (Contd.)**  
(Axelrod & Cooper, 1997)

- “Authorities are people to whom the writer attributes expertise on a given subject.

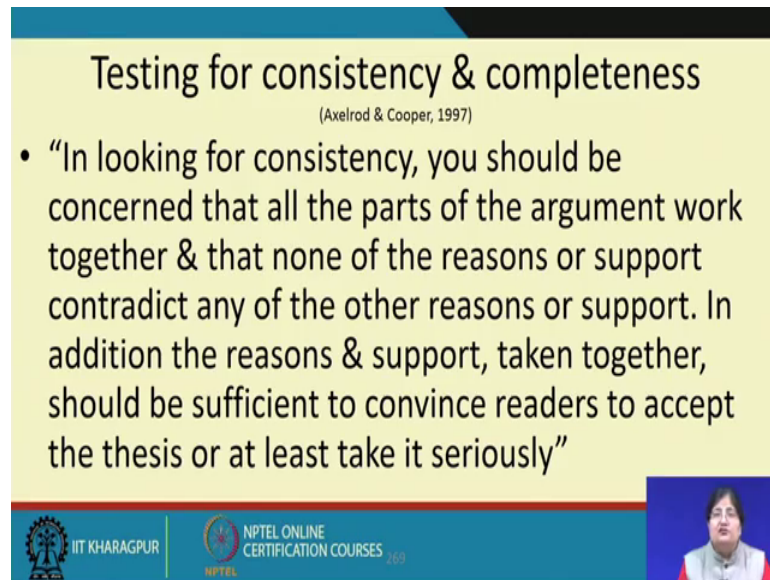
The believability of authorities depends upon:

- Their credibility – On whether the reader accepts them as experts on the topic at hand”

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So, whether particular details make them seem true to life or not then authorities are people to whom the writer attributes expertise on a given subject. Believability of authorities depends on their, credibility on whether the reader accepts them as experts on the topic and at hand then in testing for consistency and completeness.

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**Testing for consistency & completeness**  
(Axelrod & Cooper, 1997)

- “In looking for consistency, you should be concerned that all the parts of the argument work together & that none of the reasons or support contradict any of the other reasons or support. In addition the reasons & support, taken together, should be sufficient to convince readers to accept the thesis or at least take it seriously”

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Now, in looking for consistency you should be concerned that all the parts of the argument work together and none of the reasons or support contradict any of the reasons or support. So, the reasons that are in favor of one should not be contradicting anything else in the document. In addition the reasons and support taken together should be sufficient to convince readers to accept the thesis, or at least take it seriously.

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### Checking for consistency & completeness

(Axelrod & Cooper, 1997)

- “... are any of the reasons & support contradictory?”
- Do they provide sufficient grounds for accepting the thesis?
- Has the writer failed to counterargue by acknowledging or refuting any opposing arguments or important objections?”

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How do you check for consistency and completeness, you ask if there are any of if any of the reasons I am or support and support a contradictory. Do they provide sufficient grounds for accepting the thesis, has the writer failed to counterargue by acknowledging or refuting any opposing arguments or important objections. .

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### Checklist for global revisions

(Hacker, 2000)

- Focus
- Organization
- Content
- Style
- Use of quotations
- Use of other source material

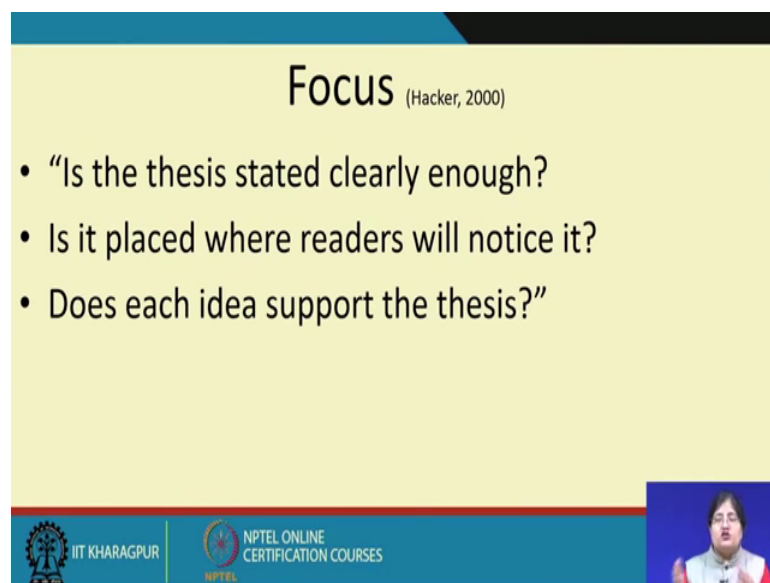
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Then the checklist for global revisions so, various ways in which you can revise your document now, when you are talking about global revision you are talking about revising the final revision of any document, before we move want to this I must tell you I if told

you this earlier also, when you write a document. Where it whether it is small scale revisions or large scale revisions, you must be prepared to go through and revise and try and improve on your paper at least 30 to 40 times.

Otherwise it will not be suitable for publication. So, this is something the I am and you should be care do it, and even after you should make if the reviewer say not acceptable out write rejection that hurts, but you must be prepared for you. So, it is not really such a you know it happens to all of us. Focus you must there must be a clear focus to your document and, you must go through your document and make sure that the focus is clear. The organization your document must be properly organized will look at each of these in detail, content check for content, check for style, check for the use of quotations and check for the use of other source material this is from a hand book by hacker.

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**Focus** (Hacker, 2000)

- “Is the thesis stated clearly enough?
- Is it placed where readers will notice it?
- Does each idea support the thesis?”

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So, let us see what we have here ok, how do you check for focus is the thesis stated clearly, enough is it placed where readers will notice it does each idea support the thesis. So, please make sure that the idea behind your paper is well focused.



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## Organization (Hacker, 2000)

- “Can readers easily follow the structure? Would headings help?”
- Do topic sentences signal new ideas?
- Are ideas presented in a logical order?”

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Then organization can readers easily follow the structure would headings help, do topic sentences signal new ideas. Are ideas presented in a logical order ok.

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## Content (Hacker, 2000)

- Is the supporting material persuasive?
- Are important ideas fully developed?
- Is the draft concise enough – free of irrelevant or repetitious material?
- Are the parts proportioned sensibly? Do major ideas receive enough attention?”

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Content is the supporting material persuasive? Find out if the supporting material is persuasive? Are important ideas fully developed? Is the draft concise enough is it free of irrelevant or repetitious material? Are the parts proportioned sensibly do major ideas receive enough attention?

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## Style (Hacker, 2000)

- “Is the voice appropriate – not too stuffy, not too breezy?”
- Are the sentences clear, emphatic, & varied?”

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And as far as your style is concerned is the voice appropriate not too stuffy not too breezy? Breezing means light hearted casual, Are the sentences clear emphatic and varied?

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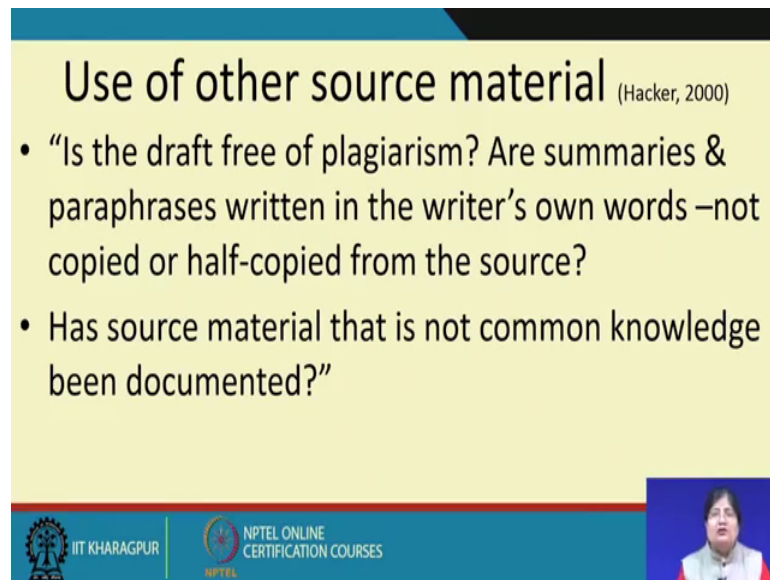
## Use of quotations (Hacker, 2000)

- “Is quoted material introduced with a signal phrase & documented with a citation?”
- Is quoted material enclosed within quotation marks (unless it has been set off from the text)?
- Is each quotation word-for-word accurate? If not, do brackets or ellipsis dots mark the changes or omissions?”

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How do you check for use of quotations is the quoted material introduced with a signal phrase and documented with a citation? Is quoted material enclosed within quotation marks, unless it has been set off from the text? Is each quotation word for word accurate? If not do brackets for ellipsis dots or ellipsis dots mark the changes or omissions? We talked about how to use this.

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**Use of other source material** (Hacker, 2000)

- “Is the draft free of plagiarism? Are summaries & paraphrases written in the writer’s own words –not copied or half-copied from the source?”
- Has source material that is not common knowledge been documented?”

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Then, checking for appropriate use of other source material is the draft free of plagiarism? Are summaries paraphrases written in the writers own words not copied or half copied from the source? Has the source material that is not common knowledge been documented? So, these are some of the strategies for revision. Now we will continue with some more discussions on you know how to edit and proofread your work in the upcoming classes.

Thank you very much for listening.