**Self-Editing**

1. Separate yourself from your paper. Pretend that you have never seen this piece of writing it before, and can be as critical of it as you would any other boring thing your English teacher forced you to read.

2. Read it out loud. You may read it quietly or almost in a whisper, but listen to the sounds of your words.

-Where do you **pause**? Add a comma or some other form of punctuation.

-What sounds **awkward** or is **hard to read**? Anything you struggle to read is a place where you need to rephrase your sentence.

-What words do you **not need**? If they do not add to or change the meaning of your sentence in some way, remove them.

-What entire sentences or entire paragraphs do you **not need**? Any off-topic commentary or unnecessary details that do not contribute to your meaning should be removed.

-In each sentence, look at your **commas**. Is there a complete side on either side of your comma? If so, you have a **comma splice** or **run-on sentence.** Change the sentence or replace the comma with a period, semicolon, colon, or em dash (—).

-Look at your **adjectives** and **verbs**. Is there a better, more accurate, or more descriptive word you could have used?

-Do you have a **title** other than the name of the assignment?

-Is your **name** on the paper?

-Is there enough **reflection** and **insight**, or are you merely listing things that happened?

3. After editing your paper, ask yourself if this was a piece you would want to read for class. If not, keep working. If you wouldn’t want to read it, why would anyone else?

**Peer-Revision**

Notice that this is peer **revision**, not peer **editing.** Find someone you will be comfortable with reading your paper, who you will feel comfortable giving honest feedback to. Exchange papers, and read your partners paper to yourself. **DO NOT CORRECT ANY GRAMMATICAL ERRORS**. You may only write on their paper to indicate places where:

1. You were confused, or couldn’t understand what the writer was saying.
2. You wish the writer had elaborated more or missed an opportunity for reflection.
3. You felt was off-topic, or didn’t add to the meaning of the paper.

Write down three strengths and three weaknesses of the paper. Try to find more general subjects, rather than choosing a specific sentence or word to focus on.

E.g. “You used some unnecessary and vague words like ‘a lot’ that could be deleted.” Rather than: “You said ‘a lot’ in sentences 3, 5, and 8.”

Strengths:

1.

2.

3.

Weaknesses:

1.

2.

3.

After you’ve both finished, **discuss** what you thought of your partner’s paper. Review the strengths and weaknesses you found, and what changes might help make their paper stronger. **Take notes** on your partner’s advice. You must **turn in your partner’s sheet** (the one that talks about your paper) **with your final draft.** I will be looking to see if you made the revisions your partner suggested.