

EXAMPLE OF GLOBAL REVISIONS

Sports on TV--A Win or a Loss?

Team sports are as much a part of American life as Mom and apple pie, and they have a good tendency to bring people together. They encourage team members to cooperate with one another, they also create shared enthusiasm among fans. Thanks to television, this togetherness now seems available to nearly all of us at the flick of a switch. We do

not have to buy tickets, and travel to a stadium, to see the World Series or the Superbowl, these games are on television. We can enjoy the game in the comfort of our own living room. ~~After~~

~~Thanksgiving or Christmas dinner, the whole family may gather around the TV set to watch football together.~~ It would appear that television has done us a great service. But is this really the case?

Although television does make sports more accessible, it also creates a distance between the sport and the fans and between athletes and the teams they play for.

The advantage of television is that it provides sports fans with greater convenience.

[insert]

We can see more games than if we had to attend each one in person, and we can follow greater varieties of sports.

EXAMPLE OF SENTENCE-LEVEL REVISIONS

Televised

Sports ~~on TV~~--A Win or a Loss?

Team sports, ~~are~~ as much a part of American ~~life~~ *tend* life as Mom and apple pie, ~~and they have a good~~ *us* ~~tendency~~ to bring ~~people~~ together. They encourage team *and* members to cooperate with one another, ~~they also create~~ shared enthusiasm among fans. *Because of* ~~Thanks to~~ television, this togetherness now seems available ~~to nearly all~~ *of us* at the flick of a switch. ~~It would appear that~~ television ~~has done us a great service.~~ But is this really the case? Although television ~~does make~~ *makes* sports more accessible, it also creates a distance between the sport and the fans and between athletes *their* and ~~the~~ teams, ~~they play for.~~

The advantage of television is that it provides sports fans with greater convenience. We do not have to buy tickets / and travel to a stadium / to see the World Series or the Super Bowl / *but* ~~these~~ *any* ~~games are on television.~~ We can enjoy ~~the~~ game in *rooms.* the comfort of our own living ~~room.~~ We can see more games than if we had to attend each one in person, and we can follow *a* *variety* ~~greater varieties~~ of sports.

Cycles of global revision (for writers)

SHARPENING THE FOCUS

Look for opportunities

- to clarify the introduction (especially the thesis)
- to delete text that is off the point

IMPROVING THE ORGANIZATION

Look for opportunities

- to add or sharpen topic sentences
- to move blocks of text
- to reparagraph and perhaps to add headings

STRENGTHENING THE CONTENT

Look for opportunities

- to add specific facts, details, and examples
- to emphasize major ideas
- to rethink your argument or central insight

CLARIFYING THE POINT OF VIEW

Look for opportunities

- to make the point of view more consistent
- to use a more appropriate point of view

ENGAGING THE AUDIENCE

Look for opportunities

- to let readers know why they are reading
- to motivate readers to read on
- to use a more appropriate tone

Checklist for global revision (for reviewers)

FOCUS

- Does the introduction focus on the main point?
- Is the thesis clear enough? (If there is no thesis, is there a good reason for omitting one?)
- Are any ideas off the point?

ORGANIZATION

- Does the writer give readers enough organizational cues (such as topic sentences or headings)?
- Should any text be moved?
- Are any paragraphs too long or short for easy reading?

CONTENT

- Are there enough facts, examples, and details to support major ideas?
- Are the parts proportioned sensibly? Do major ideas receive enough attention?
- How might the argument be strengthened?

POINT OF VIEW

- Is the draft free of distracting shifts in point of view?
- Is the point appropriate?

AUDIENCE APPEAL

- Does the draft accomplish its purpose—to inform us, to persuade us, to entertain us, to call us to action (or some combination of these)?
- Does the opening paragraph make us want to read on? Do we know why we are reading?
- Is the tone appropriate?

Using coordination to combine sentences of equal importance

1. Consider using a comma and a coordinating conjunction.

, and , but , or , nor
, for , so , yet

- ▶ In Orthodox Jewish funeral ceremonies, the shroud is a simple linen vestment[^] *and the* The coffin is plain wood with no adornment.

2. Consider using a semicolon and a conjunctive adverb or transitional phrase.

also	in addition	now
as a result	in fact	of course
besides	in other words	on the other hand
consequently	in the first place	otherwise
finally	meanwhile	still
for example	moreover	then
for instance	nevertheless	therefore
furthermore	next	thus
however		

- ▶ Tom Baxter has been irritating me lately[^] *therefore,* I avoid him whenever possible.

3. Consider using a semicolon alone.

- ▶ Nicklaus is like fine wine[^] *he*; He gets better with time.

Using subordination to combine sentences of unequal importance

1. Consider putting the less important idea in a subordinate clause beginning with one of the following words.

after	before	that	which
although	even though	unless	while
as	if	until	who
as if	since	when	whom
because	so that	where	whose

When my
▶ ~~My son asked his great-grandmother if she had been a~~
[^] ~~slave,~~ ^{she} ~~She~~ became very angry.

▶ ~~My sister owes much of her recovery to a bodybuilding~~
^{that she} ~~program,~~ ~~She~~ began the program three years ago.

2. Consider putting the less important idea in a phrase.

▶ ~~Karate,~~ ^{is} ~~is~~ a discipline based on the philosophy of
[^] ~~nonviolence,~~ ^{It} ~~It~~ teaches the art of self-defense.

▶ ~~Alvin was~~ ^E ~~encouraged~~ by his professor to apply for the
^{Alvin} ~~job,~~ ~~He~~ filed an application on Monday morning.

▶ I reached for the knife out of habit, ^{my eyes scanning} ~~My eyes scanned~~
[^] the long shiny blade for a price sticker. In a low,
steady voice, my customer said, "This is a holdup."

Checking for dangling modifiers

First look for the most common trouble spots:

SENTENCES OPENING WITH A VERBAL

There are three kinds of verbals:

-*ing* verb forms such as *walking* (present participles)

-*ed*, -*d*, -*en*, -*n*, or -*t* verb forms such as *planted*, *eaten*, *taught* (past participles)

to verb forms such as *to become* (infinitives)

- ▶ Excited about winning the championship, ^{*we held*}
^
celebration ~~was held~~ in the locker room.

SENTENCES OPENING WITH A WORD GROUP CONTAINING A VERBAL

- ▶ ^{*I swam*}
^
After ~~swimming~~ across the lake, the lifeguard scolded
me for risking my life.

SENTENCES OPENING WITH AN ELLIPTICAL CLAUSE (A CLAUSE WITH OMITTED WORDS)

- ▶ ^{*I was*}
^
Although only four years old, my father insisted that I
learn to read.

Dangling modifiers (continued)

Next test your sentences for dangling modifiers:

Does an opening phrase suggest an action without naming the actor?

NO →

No
problem

YES



Does the subject of the independent clause name the actor?

YES →

No
problem

NO



Revise the
dangling modifier.

If you find a dangling modifier, revise the sentence in one of two ways:

1. Change the subject of the independent clause so that it names the actor implied by the modifier.
2. Turn the modifier into a word group that names the actor.

Checking for sentence fragments

First look for the most common trouble spots:

WORDS INTRODUCING SUBORDINATE CLAUSES

although	even though	that	where	who
as if	how	though	whether	whom
because	if	unless	which	whose
before	so that	when	while	why

- ▶ Pat could not come skiing with us/^{because}~~Because~~ she had broken her leg.

PHRASES

- ▶ The air force sent me to Chanute, Illinois/^{home}~~Home~~ of the USAF Fire Academy.

PARTS OF COMPOUND PREDICATES

- ▶ Pressing the gun to my shoulder, I laid my cheek to the stock/^{and}~~And~~ sighted the target.

WORDS INTRODUCING LISTS OR EXAMPLES

for example	like	namely
for instance	mainly	such as

- ▶ You already know some gestures in sign language/^{such}~~Such~~ as a wave for “hello” and a shake of the head for “no.”

Sentence fragments (continued)

Next test your fragments for sentence completeness:

Is there a verb?*

NO ➡

It is a fragment

YES



Is there a subject?*

NO ➡

It is a fragment

YES



Is the word group merely a subordinate clause or phrase?***

YES ➡

It is a fragment

NO



It is a sentence.

* Do not mistake verbals for verbs

** The subject of a sentence may be *you*, understood

*** A sentence may open with a subordinate clause, but the sentence must also include an independent clause.

If you find any fragments, try one of these methods of revision:

1. Attach the fragment to a nearby sentence.
2. Turn the fragment into a sentence.

Checking for run-on sentences

First look for the most common trouble spots:

TRANSITIONAL EXPRESSIONS

also	in addition	now
as a result	in fact	of course
besides	in other words	on the other hand
consequently	in the first place	otherwise
finally	meanwhile	still
for example	moreover	then
for instance	nevertheless	therefore
furthermore	next	thus
however		

- ▶ We usually think of children as innocent and guileless;
however, they are often cruel and unjust.

EXAMPLE OR EXPLANATION IN SECOND CLAUSE

- ▶ Martin looked out the window in astonishment;
He had never seen snow before.

CLAUSES EXPRESSING CONTRAST

- ▶ Most of his contemporaries had made plans for their retirement,
but Tom had not.

PRONOUN AS SUBJECT OF SECOND CLAUSE

- ▶ Claudia,
who was full of energy and enthusiasm, she tackled the job at once.

Run-on sentences (continued)

Next test your sentences for correctness

Does the sentence contain two independent clauses (word groups that can be punctuated as sentences)?

NO ➔

No
problem

YES



Are the clauses joined with a comma and a coordinating conjunction (*and, but, or, nor, for, so, or yet*)?

YES ➔

No
problem

NO



Are the clauses joined with a semicolon?

YES ➔

No
problem

NO



Revise.
It is a run-on
sentence

If you find an error, choose an effective method of revision.

When to use the -s (or -es) form of a present-tense verb

Next test your fragments for sentence completeness:

Is the verb's subject
he, she, it or *one*?

YES →

Use the -s form (loves, has, does, doesn't).

NO



Is the subject a singular noun (such as parent)?

YES →

Use the -s form.

NO



Is the subject a singular indefinite pronoun—*anybody, anyone, each, either, everybody, everyone, everything, neither, none, no one, someone, or something*?

YES →

Use the -s form.

NO



Use the base form of the verb (such as *love, have, do, don't*)

EXCEPTION: Choosing the correct present-tense form of *be* (*am, is* or *are*) is not quite so simple. See the chart on the previous page for both present- and past-tense forms of *be*.

ESL CAUTION: Do not use -s form of a verb that follows a helping verb as *can, must, or should*.

Major uses of the comma

BEFORE A COORDINATING CONJUNCTION JOINING INDEPENDENT CLAUSES

No grand idea was ever born in a conference, but a lot of foolish ideas have died there. —F. Scott Fitzgerald

AFTER AN INTRODUCTORY CLAUSE OR PHRASE

If thought corrupts language, language can also corrupt thought. —George Orwell

BETWEEN ALL ITEMS IN A SERIES

All the things I really like to do are either immoral, illegal, or fattening. —Alexander Woollcott

BETWEEN COORDINATE ADJECTIVES

There is a mighty big difference between good, sound reasons and reasons that sound good. —Burton Hillis

TO SET OFF NONRESTRICTIVE ELEMENTS

Silence, which will save me from shame, will also deprive me of fame. —Igor Stravinsky

Evaluating a Web site

It is a fairly quick and easy job to track down numerous potentially useful sources on the World Wide Web. Evaluating those sources, however, requires additional time. Be sure to take the following steps when working with Web sources.

AUTHORITY

Can you determine the author of the site? Is the author of the site knowledgeable and credible? Does the site offer links to the author's home page, résumé, or e-mail address?

OBJECTIVITY

Who, if anyone, sponsors the site? Note that a site's domain name always specifies the type of group hosting the site: commercial (.com), educational (.edu), organizational (.org), governmental (.gov), military (.mil), or network (.net).

AUDIENCE AND PURPOSE

Who is the intended audience of the site? Why is the information available: to argue a position? to sell a product? to inform readers?

DOCUMENTATION

On the Internet, traditional methods of documentation are often replaced with links to original sources. Whenever possible, check out a linked source to confirm its authority.

QUALITY OF PRESENTATION

Consider the design and navigation of the site. Is it well laid out and easy to use? Do its links work, and are they up-to-date and relevant? Is the material well written and relatively free of errors?

Reviewing a research paper: Global revisions

FOCUS

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

ORGANIZATION

- Can readers follow the organization? Would headings help?
- Do topic sentences signal new ideas? Do transitions help readers move from one major group of paragraphs to another?
- Are ideas presented in a logical order?

CONTENT

- Is the supporting material persuasive? Are the arguments strong enough to stand up to arguments of those who disagree with the thesis?
- Are the parts proportioned sensibly? Do the major ideas receive enough attention?
- Is the draft concise—free of irrelevant, unimportant, or repetitious material?

STYLE

- Is the voice appropriate— not too chatty, too stuffy, or too timid?
- Are the sentences clear, emphatic, and varied?

Reviewing a research paper: Use of sources

USE OF QUOTATIONS

- Is quoted material enclosed within quotation marks (unless it has been set off from the text)?
- Is quoted language word-for-word accurate? If not, do brackets or ellipsis marks indicate the changes or omissions?
- Does a clear signal phrase (usually naming the author) prepare readers for each quotation?
- Does a parenthetical citation follow each quotation?

USE OF SUMMARIES AND PARAPHRASES

- Are summaries and paraphrases free of plagiarized wording—not copied or half-copied from the source?
- Are summaries and paraphrases documented with parenthetical citations?
- Do readers know where the material being cited begins? In other words, does a signal phrase mark the beginning of the cited material unless the context makes clear exactly what is being cited?

USE OF STATISTICS AND OTHER FACTS

- Are statistics and facts (other than common knowledge) documented with parenthetical citations?
- If there is no signal phrase, will readers understand exactly which facts are being cited?