Theme 13: The Product

Editing skills

When you are preparing a written assessment, there are a number of requirements and academic standards that you must adhere to, including: deadlines, a word limit, formatting requirements, clear organisation of ideas, logical structure and referencing conventions.

With so much to consider, it can be difficult to start writing. It can therefore be useful to make a clear separation between the processes of ‘writing’ and ‘editing’.

**Task 1**

Organise the skills in the box below into ‘writing’ and ‘editing’ skills.

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| creating improving an immediate, but naïve product critiquing  adding and removing making a mess feeling objective recording  presenting a subsequent, refined product including tidying up later  feeling closely involved reviewing exploring refining |

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| --- | --- |
| Writing may involve | Editing may involve |
|  |  |

**Task 2**

It is necessary to edit your writing more than once in order to consider all the changes you may wish to make. The University of Leicester (2009) suggests that there are five steps in the editing process. Look at the five different editing steps below and write down at least one example of what you could edit in each category.

**Step 1: Editing for academic rigour**

**Step 2: Reducing redundancy**

**Step 3: Editing for consistency**

**Step 4: Signposting and linking**

**Step 5: Proof reading**

**Task 3**

Consider feedback you have received on your written work so far during your studies. Which of the above editing skills do you think may have improved the quality of your work?

Adapted from: University of Leicester (2009) *The art of editing* [online]. Available at: <https://www2.le.ac.uk/offices/ld/resources/writing/writing-resources/editing> [Accessed 26 June 2019]

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