

EFFECTIVE EDITING AND PROOFREADING ASSESSMENTS



ACADEMIC SKILLS WEBINAR PROGRAM

Learning Hub



We acknowledge the Traditional Custodians of country throughout Australia, on the land wherever you may be joining us from and recognise their continuing connection to land, waters, and culture.

We pay our respects to all elders past and present.

We recognise those whose ongoing effort to protect and promote Aboriginal and Torres Strait Islander cultures will leave a lasting legacy for all future Australians.



WEBINAR GOALS

During this webinar you will learn how to:

1. edit your assessments
2. proofread your assessments
3. apply feedback to improve future assessments

WHERE AM I AT WITH EDITING AND PROOFREADING?

I am very
confident

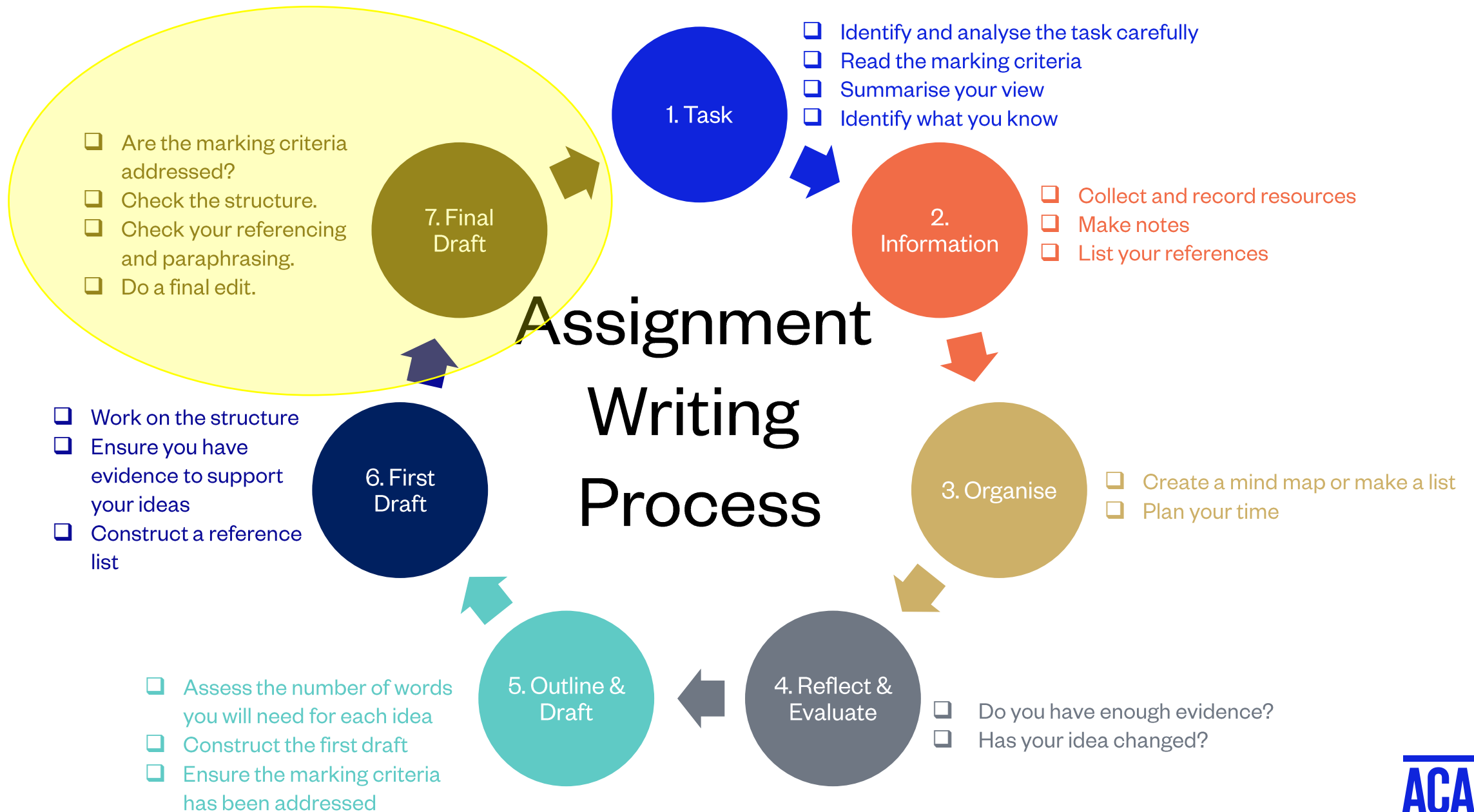
1

I am fairly
confident

2

I am not
confident

3



WHY EDIT AND PROOFREAD

Editing and proofreading:

- Putting the finishing touches on your assessment
- Reviewing **WHAT** you are saying and **HOW** you are presenting it
- **Editing:** content, structure and style
- **Proofreading:** spelling, punctuation and grammar
- Help you earn extra marks (CR vs D, D vs HD)
- Best done over multiple rounds



EDITING – ROUND ONE

Content

- Have I answered the assessment question fully?
 - Examine the question again and ensure all parts have been responded to
 - Check the marking criteria to see how marks are allocated
- Have I developed my ideas sufficiently?
- Am I meeting the word count requirements?



MEETING THE WORD COUNT

What to do if you are under the minimum required words:

- Did I cover all parts of the assessment question?
- Did I define all the key concepts?
- Did I provide examples or apply the ideas to practice?
- Did I provide evidence from the literature to support my claims?
- Did I discuss the significance of the ideas?

Useful questions to ask yourself:

How do I know this?
(evidence)

So what?
(significance or application)

Would someone not studying
my unit understand this?

MEETING THE WORD COUNT

What to do if you are over the maximum allowed words:

- Is all my content relevant to the assessment question?
- Have I gone off track in certain sections?
- Am I repeating myself anywhere?
- Could I say things more concisely?
- Am I over-citing in-text?

Example of over-citation:

According to Watkins, peer support is crucial in preventing bullying (Watkins, 2009).

Saying it more concisely:

Inexperienced counsellors have limited experience. They do not have the freedom to take on complex cases on their own.



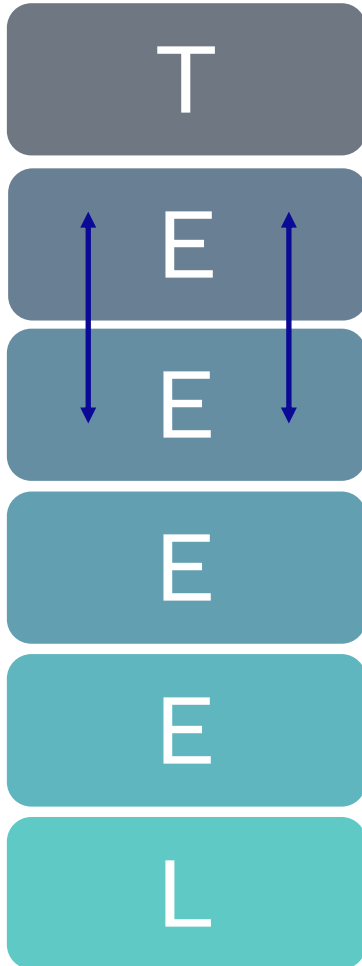
Inexperienced counsellors often do not have the freedom to take on complex cases on their own.

EDITING – ROUND TWO

Flow and cohesion

- Does each paragraph have one main idea?
- Does each paragraph have a clear topic sentence that relates to the structure?
- Are my topic sentences supported by evidence and examples?
- Have I summarised and referenced theory?
- Do my paragraphs link together? If I read just the introduction, the topic sentence and the conclusion do I get a clear picture of the ‘answer to the question’?
- Am I using [academic writing](#) – does my writing have a formal tone?

BODY PARAGRAPH FORMULA



Topic Sentence – state main idea

Evidence 1 = Academic reference 1

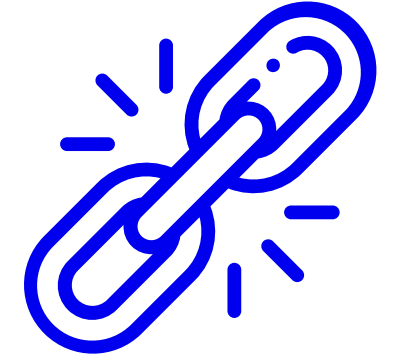
Elaborate/Explain = your analysis of reference 1 with the main idea

Evidence 2 = Academic reference 2 = add more weight or contrast
(Similarly, or However,...)

Analysis of reference 1 and 2 with the main idea

Concluding sentence / Link – conclude this idea and connect this paragraph to the next one

LINKING WORDS



ACTIVITY

Deconstruct this paragraph

One explanation for rising divorce is changes in laws relating to marriage. Bilton et al. (2007) argue that increased rates of divorce do not necessarily indicate that families are now more unstable. It is possible, they claim, that there has always been a degree of marital instability. They suggest that changes in the law have made a significant impact, because they have provided unhappily married couples with “access to a legal solution to pre-existent marital problems” (p. 301). Similarly, Madden (2013) believes that changes in divorce rates can be best explained in terms of changes in the legal system. Whilst these studies indicate that changes in the law have increased divorce rates in that divorce has become more accessible, these explanations do not address the reasons for couples seeking divorce. Thus, the problem with these explanations is that they do not consider why these laws have changed in the first place. It could be argued that reforms to family law, as well as the increased rate of divorce that has accompanied them, are the product of more fundamental changes in society.

Deconstruct this paragraph

One explanation for rising divorce is changes in laws relating to marriage. Bilton et al. (2007) argue that increased rates of divorce do not necessarily indicate that families are now more unstable. It is possible, they claim, that there has always been a degree of marital instability. They suggest that changes in the law have made a significant impact, because they have provided unhappily married couples with “access to a legal solution to pre-existent marital problems” (p. 301). Similarly, Madden (2013) believes that changes in divorce rates can be best explained in terms of changes in the legal system. Whilst these studies indicate that changes in the law have increased divorce rates because divorce has become more accessible, these explanations do not address the reasons for couples seeking divorce. Thus, the problem with these explanations is that they do not consider why these laws have changed in the first place. It could be argued that reforms to family law, as well as the increased rate of divorce that has accompanied them, are the product of more fundamental changes in society.

Deconstruct this paragraph

One explanation for rising divorce is changes in laws relating to marriage.

Bilton et al. (2007) argue that increased rates of divorce do not necessarily indicate that families are now more unstable. It is possible, they claim, that there has always been a degree of marital instability. They suggest that changes in the law have made a significant impact, because they have provided unhappily married couples with “access to a legal solution to pre-existent marital problems” (p. 301). Similarly, Madden (2013) also believes that changes in divorce rates can be best explained in terms of changes in the legal system. Whilst these studies indicate that changes in the law have increased divorce rates because divorce has become more accessible, these explanations do not address the reasons for couples seeking divorce. Thus, the problem with these explanations is that they do not consider why these laws have changed in the first place....

Insert further analysis of this point – what does access to a legal solution imply? Elaborate on this idea.

How does Madden explain the rise of divorce in terms of changes in the legal system? Extend this further.

PARAGRAPH STRUCTURE

For more information on how to write a well-structured paragraph please watch:

Paragraphs That Pop

<https://vimeo.com/203379906>

PROOFREADING – ROUND ONE

Formatting

- Have I followed the [ACAP presentation requirements](#) checklist?

Grammar, spelling, sentence structure, punctuation

- Run paper through a spell- and grammar-checker
- Print it out and read it aloud, pause at commas, stop at full stops
- Have a friend or family member read it if you can't access a feedback service
- Look at [sentence length](#), would some sentences be clearer if they were broken into two? Could some sentences be combined to be more direct?
- Are any of your sentences [missing information](#)? They should be able to stand alone and make sense.



Note. From Research Leap, 2020,
(<https://researchleap.com/product/proofreading/>).CC BY 2.0

IMPROVING YOUR SENTENCES

How would you improve these sentences?

The counsellor was quiet. The client was talking.

choppy, no flow

Whenever the client was talking, the counsellor was quiet.

fragment, does not stand on its own

Several key factors have been linked to mental health problems. Some of which are lifestyle related.

Several key factors have been linked to mental health problems, some of which are lifestyle related.

The policy did not effectively reduce homelessness, it needs to be revised.

run-on, comma splice

The policy did not effectively reduce homelessness. Therefore, it needs to be revised.

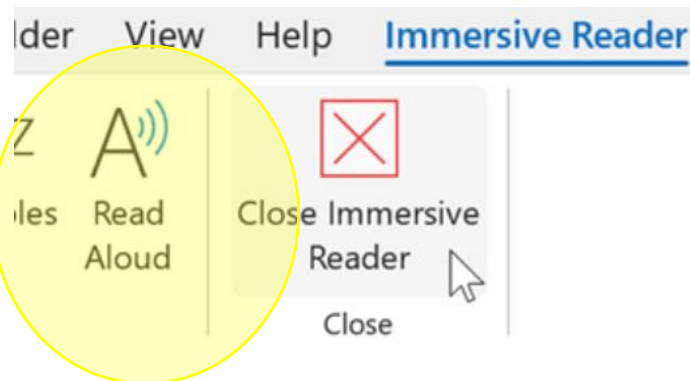
DIGITAL TOOLS FOR EFFECTIVE PROOFREADING

Make sure the spell checker in your MS Word is [set to Australian English](#).

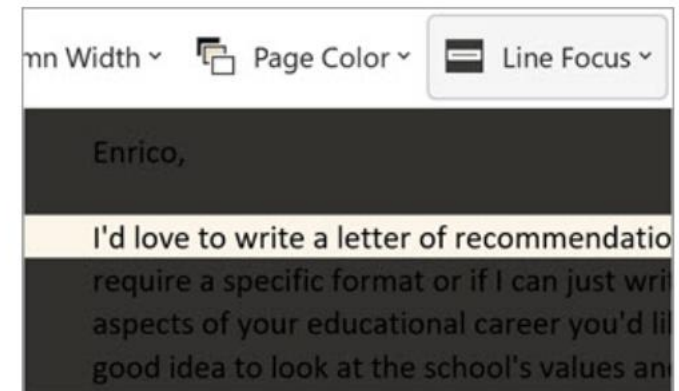
Use Grammarly to help polish your sentences.

Use [Immersive Reader](#) in Microsoft Word.

- Read Aloud function to help with editing
- Change the appearance of your document to aid proofreading



Line Focus removes distractions so that you can move through a document line by line. Adjust the focus to put one, three, or five lines in view at a time.



Source: Microsoft. *Use Immersive Reader in Word.*

STUDIOSITY

- an online learning advice and assignment feedback service
- available to ACAP students through unit class spaces
- register with your student email log-in
- receive feedback on your draft within 24 hours

Learn more about getting feedback via Studiosity:

<https://support.studiosity.com/en/articles/489263-writing-feedback-how-it-works>

The Studiosity logo features the word "Studiosity" in a bold, black, sans-serif font. A yellow pencil is positioned diagonally above the letter 'i', with its tip pointing towards the top right.

Assessments

Need fast feedback on your assessment? [Click here to access Studiosity!](#)

Unit Assessment Information and Submission



In this section, you will find all the information you need about the assessment in this unit. Each assessment has its own information page, an 'assessment discussion forum' for questions and answers, and a dropbox to submit your assessments and assessment resources. All the instructions for submission are available via the 'Submit Assessment' link.

Get fast feedback on your assignments with ACAP x Studiosity!

[Click here to get fast feedback on your assignment with Studiosity](#)

The ACAP logo consists of the letters "ACAP" in a bold, blue, sans-serif font. A horizontal bar is positioned above the letter "P".

PROOFREADING AND ACADEMIC INTEGRITY

What can and can't be done by someone else when proofreading your draft

Can	Can't
Identify spelling, grammar and punctuation issues. This could include highlighting long and confusing parts of text	Rewrite sentences Add or alter content, including ideas and arguments Translate text
Identify formatting and layout errors including referencing, tables, diagrams and charts	Edit references, tables or formatting. Check/correct calculations, facts or labels
Use comments / highlighting to identify errors	Use track changes to make changes or rewrite text

PROOFREADING – ROUND TWO

Referencing

- Are all my in-text references in the reference list? (use Ctrl+F)
- Are all my reference list entries in-text?
- Have I included the live links where needed?
- Have I used italics correctly?

Check your in-text citations and reference list formatting using the ACAP Library referencing guide:

<https://libguides.navitas.com/apa7>

Similarity report - use Turnitin report to check and amend references

TURNITIN

If you are unsure about how to use Turnitin, please join us for a live webinar or watch this video:

Understanding Turnitin

<https://vimeo.com/203391109>

THE NEXT TIME ROUND: MAKING USE OF FEEDBACK

Why is feedback so important?

It helps you identify where you are going well.

It helps you identify what you need to improve on.

It can improve your next draft or assessment task.

It helps you to develop useful skills in both an academic context and beyond.



TIPS FOR MAKING THE MOST OF FEEDBACK

1. Note what you have done well.
2. Note the areas that need improvement.
3. Stick to the formula when completing other assignments.
4. Arrange an appointment with your Educator if you need more guidance.
5. Contact an Academic Skills Advisor.
6. Seek feedback during the development of your work.



FEEDBACK ACTION PLAN

Unit/Module	
Assessment title	
Mark awarded	
What are the main points in this feedback?	
What things attracted positive feedback?	
What things attracted negative feedback?	
How can I use this feedback in a future assessment?	
What things do I need to do or follow up, and by when?	
Any other thoughts?	

Download from:

<https://sls.navitas-professional.edu.au/making-use-feedback-0>

GENERAL TIPS

1. Allow a full day for proofreading.
2. Try to do it when your mind is fresh.
3. Take off your content hat and put on your attention to detail hat.
4. In your final check, tick off each section of the marking criteria to make sure you have covered all the content areas.
5. Break the task up into chunks.
6. Reward yourself with a walk, coffee, hot chocolate and pastries!
7. Remember editing and proofreading is time-consuming and harder to do when we are tired and stressed so plan time for it and be kind to yourself.

WHERE AM I AT NOW WITH EDITING AND PROOFREADING?

I am very confident

1

I am more confident

2

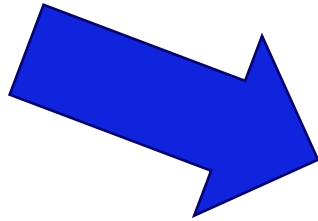
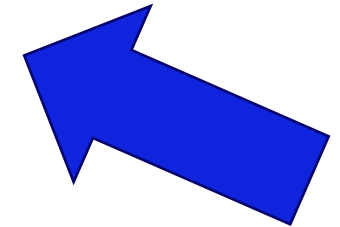
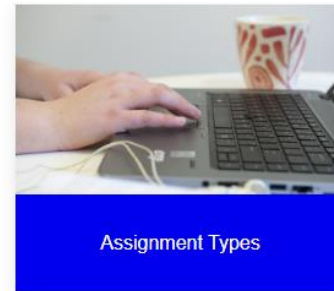
I am still unsure

3

WHO CAN HELP ME?

Questions about my assignment and class content	Questions and advice about how to develop study skills and improve my academic writing	Timetable, Attendance, Enrolment, Course Planning, Extension, Special Consideration, Accessibility, Counsellor	Class Space, Login, Email, Office 365	Fees
Your educator	Academic Skills Advisor	The Student Engagement Team	IT support	Fees & Loans
<ul style="list-style-type: none"> • Q/A Discussion forum • Direct message • In the class space • Email educator 	LearningHub@acap.edu.au	Email: studentcentral@acap.edu.au Phone: 1800 061 199 Online Chat Service: via student portal or ACAP website	Email: helpdesk@acap.edu.au	feesandloans@acap.edu.au

ACADEMIC SKILLS RESOURCES



<http://sls.navitas-professional.edu.au/>

THANK YOU

CONTACT:

Student Learning Support

ACAP Australian
College of
Applied
Professions