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GUIDE FOR STUDENTS TO EDIT EACH OTHERS AND THEIR OWN WORK

Read through the essay once and say what your first impression of the essay is. Do you think the question has been answered? Give some reasons for your answer.

Read through the essay again and from a close reading, do the following activities.

1. Make a list of the main points or ideas (there should be at least one per paragraph).

2. Are there adequate reasons or examples given to back up each of the main points you have identified ?

YES / NO

Explain your answer by giving two good examples and two bad examples.

3. Do you think the paragraphs are logically arranged, that is, do the ideas follow each other logically in order to answer the question ?

YES / NO

Explain your answer by giving an example of both good practice and bad practice.

4. Is there any section or paragraph that you feel contains irrelevant or unnecessary information or examples? If so, please underline (in pencil) those parts as well as parts that you feel have been repeated or are unnecessary. Place an asterisk (*) in the margin where you have underlined the section.
5. Do you have any suggestions for how the essay could be restructured, e.g. changing certain paragraphs around or combining others? If you do, please number the paragraphs in pencil and explain how you would re-arrange them.

INTRODUCTION

Discuss with the group what you consider to be a good introduction to this essay. e.g. If it defines the topic, explains how the question is going to be answered or makes an impact on the reader. An introduction does not have to contain all of these points and it may differ from question to question.

6. Do you think this essay has a good, forceful introduction using the above criteria?

YES / NO

Explain your answer.

CONCLUSION

Discuss with the group what you consider to be a good conclusion to this essay. e.g. If it sums up all the main points or shows how the question has been answered.

7. Do you think this essay has a good conclusion using the criteria you have discussed ?

YES / NO

Explain your answer.

8. Now that you have spent some time commenting on this essay, do you agree with your first impression of it ?

YES / NO

If not, explain why.

9. Any other comments or questions to assist the student in changing the essay ?

EDITING CHECKLIST

NAME :

ESSAY TITLE :

TICK THE TWO LANGUAGE AREAS YOU HAVE DEALT WITH (refer to the appendix)

- 1. Wrong tense.
- 2. Lack of agreement between subject and verb.
- 3. Long sentences.
- 4. Incomplete sentences.
- 5. Clumsy sentences.
- 6. Singular and plural.

TUTOR'S COMMENTS :
.....
.....
.....

SUGGESTED LANGUAGE AREA TO FOCUS ON NEXT TIME :
.....
.....
.....
.....
.....

1. Wrong Tense.

- a) Factories produced too much for the people and as a result they (Britain and France) have to look for markets for their manufactured goods. This time they have to look for markets which they can control without any hindrance.
- b) France further colonise the Ivory Coast.
- c) In 1789 Britain undergoes industrialization.
- d) Britain doesn't stop slavery because of humanitarian reasons.
- e) Some traders favour direct intervention..
- f) The Europeans, mainly Britain and France, scramble for West Africa.
- g) Governments intervened to make sure trade is not disturbed.
- h) The reasons why the two powers extend their authority became clear.
- i) The whole plan succeed because of the improvements brought about by the second Industrial Revolution.
- j) Europeans had to went out of Europe in search of markets for their goods.

2. Lack of agreement between subject and verb.

- a) People usually fails to adjust themselves in new situation, therefore the crime rate increase.
- b) There was five main aspects of this struggle.

- c) There were malpractice such as diluting palmoil.
- d) Some authors argues that
- e) Exports of West Africa was palmoil, ground-nuts and palm-kernels.

3. Long Sentences.

- a) The industrial revolutions which swept Europe led to European countries seeking outlets for their products and source for raw materials, this outward movement of both Britain and France to seek outlets
- b) This economic crisis led to the Great Depression of 1875 - 1900 when looking at the policy of Britain's chief aim in West Africa was to maintain free trade without political involvement and to persuade France and Germany to do the same, as Britain was likely to dominate
- c) However, slavery brought profits which developed Britain industrially, but under capatalism, where a worker needs to get a wage so as to keep the system going, slavery became unprofitable.

*** (Be careful not to change the meaning when you devide these sentences). ***

- d) Germany was highly industrial and had started scrambling for colonies, so with the fear that these newcoming nations would colonise all the countries where her markets are and that would retard her economy, she started scrambling for them to secure her markets.

- c) Europeans demanded that goods to be delivered by the middleman
- d) In these territories, France had territories which made her to be rich.
- e) Then the two powers competing among themselves in which initially they had no clear-cut polity when beginning to trade.
- f) The French case its very different and complex.

6. Singular and plural.

- a) Europeans began moving inland. These caused much resistance from Africans.
- b) Owing to imperialism, more territory were colonised.
- c) Then, the crisis in W. Africa began on how this prices were going to be shared
- d) New ways of reviving the social system were a priority. This ways were promoted by the trade with West Africa...
- e) These problem continued to exist.
- f) The fourth problems that Europeans faced was

EDITORS NAME : _____

1. Give 3 examples of bad practice in _____ and suggested changes.

a) i Example

ii Changed sentence

b) i Example

ii Changed sentence

c) i Example

ii Changed sentence

2. Give 3 examples of bad practice in _____ and suggest changes.

a) i Example

ii Suggested changes

b) i Example

ii Suggested changes

c) i Example

ii Suggested changes

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