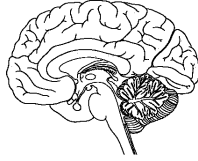


# The BIG Picture

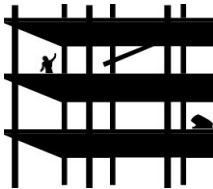
## THESIS or TOPIC SENTENCE

Do you have a main idea expressed in a single sentence? Can you point it out to someone else? Is your main idea in the right place where a reader should expect it?



## SUPPORT

What evidence have you provided to *prove* your main idea? Is it enough? Can you add more? Do all of your sentences or paragraphs provide solid, convincing back up to what you say in your main idea? How? Are all your supporting paragraphs equally weighted?



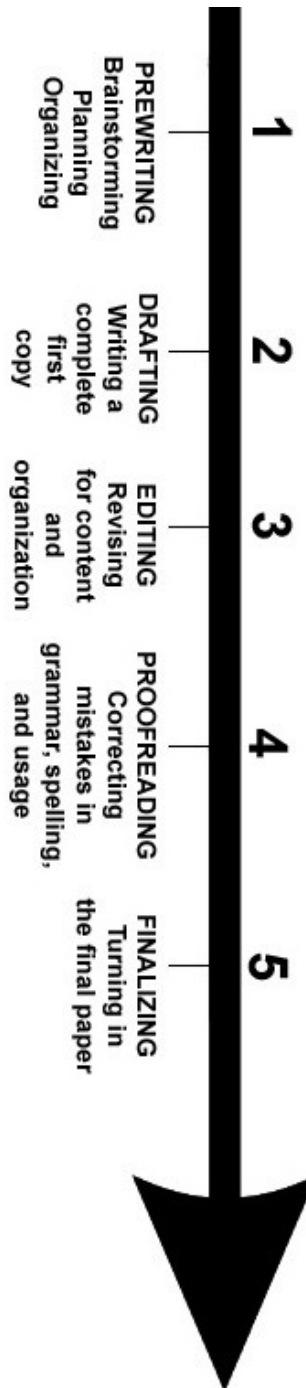
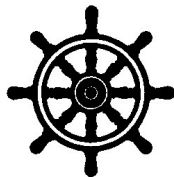
## ORDER

Is there a clear order (sense of organization) for what evidence you provide? What kind of order did you use? Do you provide an introduction and conclusion? Do you provide bridges (transitions) when you shift ideas, or are there gaps between your thoughts?



## CONTROL

Do your sentences read smoothly, or are they confusing? Are they too short or too long or too difficult to read?



# The Writing Process



## Editing Guide for Your Papers



Seminole Community College

Altamonte Springs 407 404 6050  
 Oviedo 407 971 5044  
 Sanford/Lake Mary 407 708 2102  
<http://www.scc-fl.edu/academicsuccess/writing>

## How to edit effectively... every time

### HEAR IT!

Read your paper out loud to yourself  
--but softly not to disturb others.  
You will "hear" many errors that you  
overlook reading silently.



**ALWAYS  
PROOFREAD!**

You may  
something  
out!

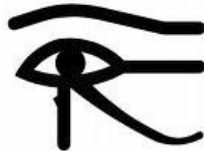
### MAKE TIME!

You must deliberately set aside  
time for proofreading, just as you  
set aside time for writing. Ideally,  
leave as much time as you can  
between drafting a paper and  
editing and proofreading it. This

lets you truly see the paper with fresh eyes from a  
more objective perspective. Read your paper for one  
error at a time rather than reading your paper just once  
and trying to catch all of your errors in a single sitting.

### GET FOCUSED!

Read the paper *backward* from  
the end back to the beginning.  
This helps you concentrate on  
sentences and words. Use two  
pieces of blank white paper to  
cover all but one sentence at a  
time. This helps keep you from  
being distracted by other sentences.



FRANCOIS SARTON



### KNOW YOURSELF!

Know and keep a list of errors you  
make often so that you know what  
to edit in your papers.

### SUBJECT-VERB AGREEMENT

In each sentence, find the subject and find the verb that goes with it. The subject and verb should match in number, meaning that if the subject is plural, the verb should also be plural and a singular subject should match with a singular verb.

#### Agreement error:

Each of the antique chairs **have** the charm Molly looks for in her home.

#### Corrected:

Each of the antique chairs **has** the charm Molly looks for in her home.

### FRAGMENTS

Does every sentence have a subject and complete verb? Does each sentence make sense by itself?

#### Fragment:

To read the history about when Chuck Yeager broke the sound barrier in the Bell X-1 rocket jet.

#### Corrected:

I was excited to read the history about when Chuck Yeager broke the sound barrier in the Bell X-1 rocket jet.

### RUN-ONS

Have you run sentences together that should be separate or joined using conjunctions, commas, or semicolons?

#### Run-on:

Gary left school before he completed his degree but he is still a successful entrepreneur.

#### Corrected:

Gary left school before he completed his degree, but he is still a successful entrepreneur.

### COMMA SPLICES

Have you run sentences together with only a comma?

#### Comma splice:

Linda missed class for two weeks, she has a lot of make-up work to do.

#### Corrected:

Linda missed class for two weeks; she has a lot of make-up work to do.

### MIXED CONSTRUCTIONS

Make sure that your sentences do not start with one sentence structure and shift to another.

#### Mixed construction:

Because their food is too hot to eat is the reason why the children cry.

#### Corrected:

Because their food is too hot to eat, the children are crying.