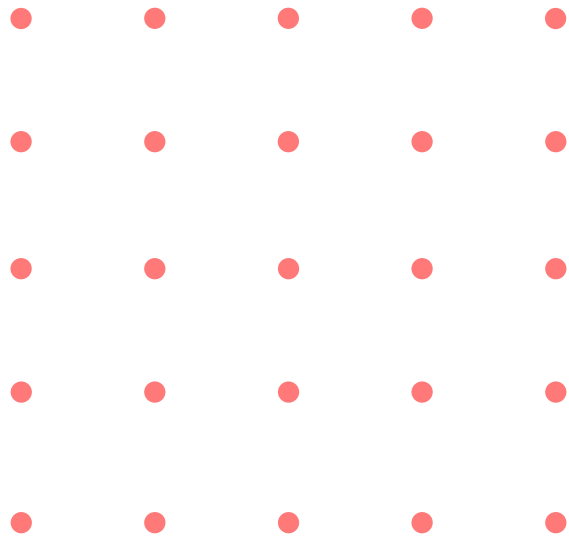





Editing &
Proofreading
Basics:



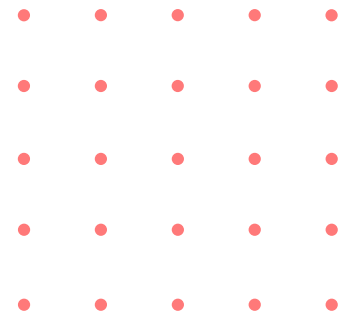
Higher-Order
Concern vs.
Lower-Order
Concern



Overview



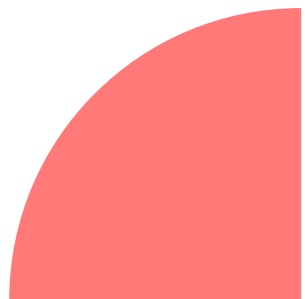
A **Higher-Order Concern (HOC)** is a global issue; it is any aspect of the writing that interferes with coherence and understanding of the author's message.



This includes:

- Thesis, purpose statement, or hypothesis
- Audience & purpose
- Organization

A **Lower-Order Concern (LOC)** is a sentence-level issue that may be saved for the end of the editing and proofreading process.



This includes:

- Sentence structure
- Punctuation, word choice, and spelling
- Sources/Citation



Higher-Order Concern (HOC)

Thesis, Purpose Statement, or Hypothesis

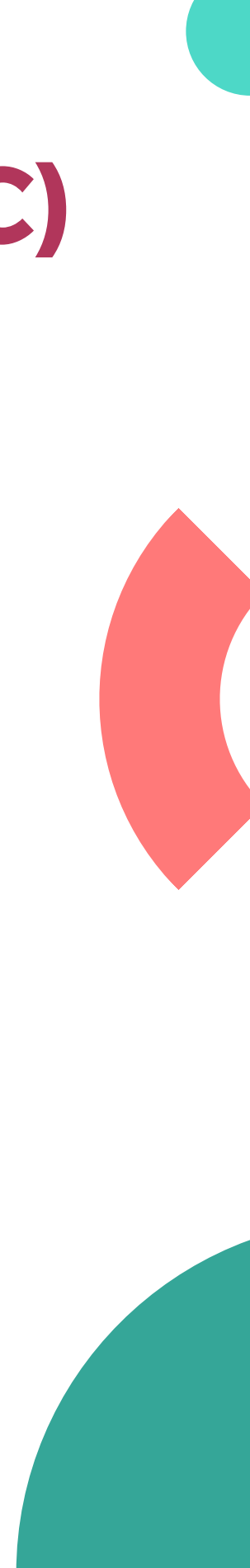
- Does the paper have a **clearly stated central idea**?
- Can you offer a **one-sentence explanation or summary** of what the paper is about?
- After **reading the first paragraph or two**, can you tell what the paper will discuss?

Audience & Purpose

- Do you have an **appropriate audience** in mind? How could you persuade them to be interested in your ideas?
- Does the **apparent purpose** of the essay **match** the **assignment**?

Organization

- Are your ideas **organized logically**? Consider making a **reverse outline** to check if the organization is logical.
- Can you identify the **topic sentence** in every paragraph? Do they provide a clear idea of what will be discussed?



HOC Cont'd

Support/Development

- Are your paragraphs **developed enough**? (i.e. do your paragraphs provide *just* the right amount of information?)
- Where could you **add more** description, details, explanations, etc.?

Lower-Order Concern (LOC)

Sentence structure/grammar, punctuation, word choice, spelling

- Don't have someone to help you proofread/edit with you? **Read the paper aloud and verbatim** to hear and read for any errors.
- Are there sentence-level **patterns of errors**? -- focus on identifying a **few** sentence-level patterns of errors and correcting them.
- Use a **writing handbook** to learn how to correct common errors such as sentence fragments.
- Use a **thesaurus** to vary your word choice.
- Use **spell-check** to correct your spelling.
- Are you having trouble staying focused and identifying items to proofread/edit? **Take a break** from your writing (it can be 15 minutes, a day, or longer), and then review your writing again with a fresh perspective.

Sources/Documentation

- Are the in-text citations properly integrated? Review for use of **signal phrases and adequate analysis**.
- Not sure if your citations are correct? Use a **citation style guide/handbook** or **online resource** to double-check for citation errors.



Final Reminders

- Use this infographic as a **checklist as you brainstorm/outline, while you're writing your paper, and at the end of your paper**
- **Begin the writing process as soon as possible** so you have plenty of time to take breaks, review your paper frequently, and not become overwhelmed. Consider creating a writing timeline to break your writing into sections.
- **Keep all your resources and sources with you at all times**, including keeping class notes, articles, grammar handouts, etc. to remind yourself to use them and reduce the time you spend searching for information.

