



**LANGUAGE EDITING CHECKLIST**

Always allow yourself time to do **one final check** of your written work.

After finishing writing, don't re-read your text immediately; put some time and space between yourself and what you have written—a few days is best— but if that is not possible, at least half a day.

**When you do come back to your writing, use this list to help you check it.**

Make a plan....	What do I do?	Is it done?
1. Know what is expected	• Have I answered the task	
	• Have I addressed each of the criteria	
2. Check the content for relevance	• Does the whole text make sense when I read it aloud	
	• Does each paragraph contribute to the whole text:	
	– does it introduce the paragraph topic	
	– does it communicate an understanding of the topic	
	– does it build on what we know about the topic	
	– does it establish what is already known about the topic	
	– does it identify an issue or controversy about the topic	
	– does it define/describe/exemplify something about the topic	
	– does it use evidence from authoritative sources to support the theory, concept, fact, practice or approach	
	– does it give a contrasting point of view	
	– does it conclude something about the topic	
	• Do my sentences make sense when I read them aloud	
	• Does my introduction and conclusion 'match'	
	<b>In my introduction:</b>	
– have I made a focused statement about the topic		
– have I shown the reader the position I will be arguing or explaining		
– have I guided the reader to knowing how the text will develop		

	<p><b>In my conclusion:</b></p> <ul style="list-style-type: none"> <li>– have I done what I said I was going to do (as stated in the introduction)</li> </ul>	
	<ul style="list-style-type: none"> <li>– have I summarised the main arguments I presented in the text</li> </ul>	
	<ul style="list-style-type: none"> <li>– have I restated and confirmed my thesis</li> </ul>	
	<ul style="list-style-type: none"> <li>– have I made an overall conclusion</li> </ul>	
	<ul style="list-style-type: none"> <li>– have I indicated the significance of the theory, concept, practice, approach</li> </ul>	
	<ul style="list-style-type: none"> <li>– have I introduced any new information (no new information should be presented here)</li> </ul>	
	<ul style="list-style-type: none"> <li>– have I made any recommendations</li> </ul>	
<b>3. Check the Style</b>	<ul style="list-style-type: none"> <li>• Have I consulted my subject outline</li> <li>• Have I consulted my style guide (APA, Chicago, Harvard, MLA, AMA [Vancouver], etc.)</li> </ul>	
<b>4. Check the Language</b>	<ul style="list-style-type: none"> <li>• Have I been as clear, direct and concise as possible with what I wanted to say: <ul style="list-style-type: none"> <li>– have I used objective language</li> <li>– have I spelled out words in full before I use the acronym (the initial parts of the phrase or word–i.e. WHO)</li> <li>– have I avoided contractions</li> <li>– have I removed slang and jargon</li> </ul> </li> <li>• Have I made the best /precise word choice</li> <li>• Have I used an active voice</li> <li>• Have I used my profession's / discipline-specific language as needed / appropriate</li> <li>• Have I used non-discriminatory language (ethnicity, gender, age, disability)</li> <li>• Have I taken out the unnecessary words</li> <li>• Have I used heurisms (I think, I feel, I believe) to express an opinion <b>(only used in reflective writing)</b></li> <li>• Are each of my sentences a complete thought and contain a subject and a verb</li> <li>• Do my subjects and verbs agree (singular subject–singular verb; plural subject–plural verb)</li> <li>• Am I using the appropriate verb tense in my text</li> <li>• Am I using the correct sequence of tenses within the sentence</li> </ul>	

5. Ask for guidance	<ul style="list-style-type: none"> <li>Have I asked for a fresh pair of eyes to read my text: <ul style="list-style-type: none"> <li>– have I asked my parent/partner/friend to read what I've written (if they ask 'what do you mean....?' or 'I don't understand', then this is a hint you need to revise your writing for clarity or additional information)</li> <li>– have I asked an elderly relative or friend for feedback (an older person's insight is invaluable—grammar was explicitly taught at school a number of years ago)</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Have I asked for clarification of my assignment (direct questions as needed to tutorial leader/lecturer/PASS leader)</li> </ul>	
	<ul style="list-style-type: none"> <li>Have I asked my peer/colleague for feedback</li> </ul>	
	<ul style="list-style-type: none"> <li>Have I asked a Peer Advisor for feedback</li> </ul>	
	<ul style="list-style-type: none"> <li>Do I need to meet with a Learning Advisor</li> </ul>	

**Useful links:**

- Link to the Learning Centre:  
<https://www.jcu.edu.au/students/learning-centre/develop-your-english>

(From here, download the Editing, and Proofreading pdfs.)

**Other links:**

- The University of Glasgow [ARIES- *Assisted revision in English Style*]:  
<http://www.arts.gla.ac.uk/STELLA/briantest/web/aries/>
- The University of Toronto [Hit Parade of Errors in Grammar Punctuation and Style]:  
<http://www.writing.utoronto.ca/advice/style-and-editing/hit-parade-of-errors>
- The University of Sussex [Critical thinking Checklist]:  
<http://www.sussex.ac.uk/s3/?id=91>