

Editing Notebook Exercises 3-5

Av Use Active Voice Whenever Possible

- a. The evaluation was performed by us.
We performed the evaluation.
- b. Unless you pay me within three days, my lawyer will be contacted.
I will contact my lawyer unless you pay me within three days.
- c. Hard hats should be worn at all times.
Construction workers should wear hard hats at all times.
- d. It was decided to reject your offer.
The boss decided to reject your offer.
- e. Our test results will be sent to you as soon as verification is completed.
Our lab will send you the test results as soon as we verify your coverage.

Pv Use Passive Voice Selectively

- a. Joe's company fired him.
Joe was fired.
- b. A power surge destroyed more than two thousand lines of new applications program.
More than two thousand lines of new applications were destroyed in the storm.
- c. You are paying inadequate attention to worker safety.
Worker safety is receiving inadequate attention.
- d. You are checking temperatures too frequently.
The temperature is being checked too frequently.
- e. You did a poor job editing this report.
This report was poorly edited.

A smoke-filled room causes not only teary eyes and runny noses but also can alter people's hearing and vision, as well as creating dangerous levels of carbon monoxide, especially for people with heart and lung ailments, whose health is particularly threatened by secondhand smoke.

A smoke-filled room causes not only teary eyes and runny noses, but it also alters people's hearing and vision. It creates dangerous levels of carbon monoxide, especially for people with heart and lung ailments. Second hand smoke threatens these individuals' health in particular.

Example of Editing Application to Your Own Text

Use excerpt of your own writing—1 to 2 pages

Space text to allow for editing

Fix/correct following editing technique

Identify correct usage of editing/writing principle

Texas Tech University, L. Lennie Irvin, Draft v1.1 Chpt. 5, Sept. 2010

selective passive
essay success defines each of the four elements of the dynamic of reflection between drafts. Feedback is considered and either confirmed or negated in light of the writer's understanding of essay success. Writing issues *writers* are identified, considered, and accepted or rejected as a problem based upon this mental model of what constitutes essay success. *writers likewise make* Realizations expressed within reflections, likewise, are made based upon *their* understanding of essay success, and revision goals are all *they direct* directed toward reaching essay success. The writer's "idea" of essay success is the reference point around which all reflection works. Thus, whether a writer possesses a well-defined or an ill-defined grasp of essay success determines to a high degree if this reflection is productive or non-productive.

Fix passive voice

This insight into the significant role of the writer's conception of essay success aligns with a central conclusion made by researchers like Flower and Hayes who investigated the cognition of writing: that writers' representation or schema plays a controlling role in how they write. Anson *active* referred to it as the writers' mental model of writing, and believed the central goal of writing teachers should be to develop this mental model, even more than textual proficiency.

active voice

What then does the significance of the idea of essay success mean for Rhetorical Reflection? I believe there are two answers. The first is that ~~writers can be led astray with the wrong or missing conception of essay success, but can be led in the right direction with strong concepts of essay success.~~ The dynamic of reflection identified by this grounded theory research has charted out the mechanics of the reflective thinking occurring in Rhetorical Reflection; however, this dynamic leads to poor results when guided by an ill-defined grasp of essay success. Rhetorical Reflection chiefly is characterized by writers' efforts to "fit in bounds" *active* so teachers can support this reflective thinking by offering students what we might call a clear view of essay success through criteria, models, and feedback. Models, in particular, *active* operationalize these concepts for writers and provide a concrete basis for the comparison crucial to the double-movement of reflection. These concepts, it should be noted, include aspects of essay success that are more abstract and contingent. The

break up or re-structured sentence