

THE “DO-IT-YOURSELF” (DIY) RESOURCE

If you are unable to book an appointment with a writing coach (or would prefer not to work with a coach at this time), here are some tips and tricks you can do to get your paper ready for submission!

Part of the process of becoming a stronger self-editor is learning to understand, identify, and apply certain patterns in your writing.

NOTE: Consider checking out “[Stronger Self-Editor](#)” before diving into this resource as it lays out the foundation for the points covered here.

CHECK

1. **Make sure you are following the [assignment prompt](#).** Additionally, check any other material your professor may provide (ex., a rubric or the syllabus) and compare your work to it as you follow these next steps.
2. **Evaluate your [thesis statement](#).** Does it have a claim that directly answers the assignment prompt and an organizing principle that clearly lays out the points you cover throughout your paper?
3. **Analyze your [body paragraphs](#).** Make sure each of your body paragraphs centers around a specific topic. Is that topic presented in the first sentence of your paragraph? Does it tie back to your thesis statement?
4. **Read through your conclusion.** Does it (briefly) summarize your entire paper and restate your thesis (not verbatim)? Can you clearly tell what you were writing about? Does it wrap your paper up well, or will it leave your reader hanging?
5. **Check your formatting.** If you are unsure if it is on track, Academic Coaching offers numerous resources just on formatting that are all free and available for you to use [at this link](#).

READ ALOUD

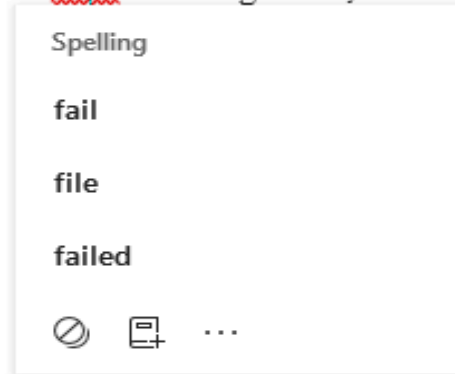
1. **Read your paper aloud.** Do this slowly and carefully as if you were reading it to someone else. Look for areas that could flow better or be condensed.
2. **Take a breath before you read a lengthier sentence.** If you can finish reading the sentence aloud before or at the same time you draw a new breath, the sentence is probably a safe length. However, if you catch yourself stopping mid-sentence to draw another breath, chances are the sentence is too long.

LOOK CLOSELY

1. **Look out for misspelled words.** If you are using a Word or Google document, *pay attention to any red underlines* as these point out misspelled words that you might want to consider fixing. Hover over these words to get the correct spelling and/or a list of alternate words you can use.

Word:

She did not want to faile this assignment, so she studied hard.

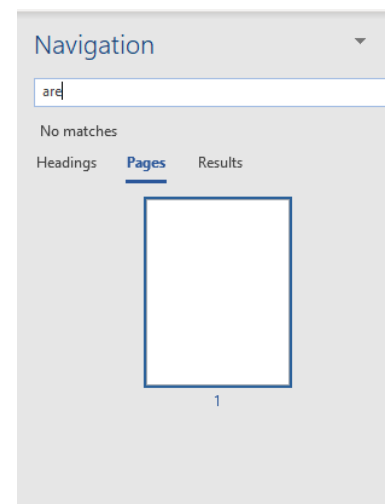


Google Docs:



She did not want to faile this assignment, so she studied hard.

2. **Use the “find” feature in Word.** If you were tasked with writing an academic summary or another assignment that requires you to write only in the [active voice](#) without to-be verbs or contractions, use the find feature in Word to ensure you followed directions. You can access this feature by clicking on the bottom left-hand corner of your screen where it says “page # of #.” Then, type the word you are looking for (you can even do a simple search on apostrophes!) in the “Navigation” bar and scroll through your document to catch any highlighted areas.
3. **Examine your [punctuation](#).** Are all of your commas, periods, dashes, parentheses, brackets, semicolons, and/or colons used appropriately?



PLAN

What next? After completing all of the previous steps, consider what your confidence level is and your plan of action going forward. Do you feel ready to submit your paper? Often, students can feel tempted either to under or over-edit their papers; avoid damaging your hard work with needless edits. After ensuring that your assignment follows the guidelines in the prompt, syllabus, and rubric and that you have caught and fixed the basic errors pointed out by Word (or Google), submit it.

[PRACTICE NOW](#)