Editing vs. Revision

<table>
<thead>
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<th>Editing</th>
<th>Revision</th>
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<td>Is on a sentence level, addressing problems with spelling, grammar, punctuation, or word choice.</td>
<td>Deals with the paper as a whole, considering strengths and weaknesses, arguments, focus and organization, support, and voice, as well as mechanical issues.</td>
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<td>Is one-sided. The editor writes comments and corrections on the paper and returns the paper to the writer.</td>
<td>Is dialogue-based. The purpose or revision is to ask questions, expanding ideas and challenging arguments which require discussion between the writer and the reader.</td>
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<td>Is hierarchical. An editor looks for &quot;mistakes&quot; and &quot;fixes&quot; them. An editor places value on writing (such as a grade), focuses on the paper as a product.</td>
<td>Is non-hierarchical. Offering questions and making observations allow the writer and reader to hold separate and valid opinions. The purpose of discussion is to expand and clarify ideas rather than &quot;correct&quot; them.</td>
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<td>Focuses on the writer in the process of writing and increasing the writer's understanding of the paper's strengths and weaknesses.</td>
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<td>Clarifies and focuses the writer's arguments by defining terms, making concessions and counter-arguments, and using evidence. This may involve moving or removing entire paragraphs, extending or narrowing ideas, rewriting vague or confusing text, and adding to existing paragraphs.</td>
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Adapted from: http://slc.berkeley.edu/editing-vs-revision

UCSC MA/C Application Essays:

Statement of Purpose
- Your preparation and qualifications
- Why you want the MA/credential -- how it will help you meet your goals

Personal History
- Experiences, challenges, opportunities that affected your academic journey
- How you will contribute to diversity in the teaching field (or to supporting diversity?)
- How you might serve underrepresented students with your degree

There’s the potential for a lot of overlap, so you will want to pick and choose what goes where to have the most impact without repeating content.
Together, these essays should show

1. **How you are prepared to be successful in their program**
   ○ Talk like an educator using formal academic language to describe your experience (when appropriate)

2. **How you are a good fit for them (how your goals and theirs intersect)?**
   ○ Interest in advancing equity in society? What populations are you interested in serving/working with?

3. **How will they help you meet your goals?**
   ○ What will you learn that you don't already know?

**Agenda:**
1. Community ground rules
2. Partner up
3. Read partner’s work
4. Discussion w/partner
5. Strategize your next steps
6. Discussion as group

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**Helpful editing guidelines for after you revise:**
- Vary sentences and sentence beginnings.
- Avoid Passive voice -- replace “to be” verbs with direct action verbs
- Check word choice
- Stay consistent with tense. Default to writing in the present tense, while only switching to past tense for anecdotes or future tense when describing future plans and goals.