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PLANNING AND REVISION CHECKLISTS

The following questions are a summary of the key points in Chapter 2, Composing, and Chapter 3, Writing Collaboratively. They provide a planning and revision checklist you can use when you are composing. Questions that apply to collaborative writing only are preceded by an asterisk.

Situational Analysis

- ★ Has the group appointed a recorder to capture the group's ideas during the planning process?
- What is your topic?
- Why are you writing about this topic? What is your purpose (or purposes)?
- What are your readers' educational levels? What are their knowledge and experience in the subject matter area?
- What will your readers do with the information? What is their purpose?
- Do your readers have any expectations as to style and tone (serious, light, formal)?
- What is your relationship to your readers? How will this relationship affect your approach to them?
- What are your readers' attitudes about what you are going to say?
- Do you have an international audience whose culture may differ from that of the United States?

Discovery

- What discovery approach can you use? Brainstorming? Using arrangement patterns? Other?
- Are there documents similar to the one you are planning that would help you?
- Do you have notes or journal entries available?
- What questions are your readers likely to want answered?
- Do you have all the information you need? If not, where can you find it? People? Library? Laboratory research? World Wide Web?

Arrangement

- Are there standard arrangement patterns that would help you—for example, instructions, argument, proposals?
- Will you need to modify any such standard pattern to suit your needs?
- Do you need a formal outline?
- When completed, does your organizational plan fit your topic, material, purpose, and audience?
- What headings and subheadings will you use to reveal your organization and content to your readers?
- Is everything in your plan relevant to your topic, purpose, and audience?
- Have you planned for graphics?
- If you have a formal outline, does it follow outlining conventions? Are entries grammatically parallel? Is each section divided into at least two parts? Have you used correct capitalization? Are entries substantive?
- ★ At the end of the planning process, does the group have an organizational plan sufficiently complete to serve as a basis for evaluation?

Drafting

- ★ How will the group approach the drafting stage? By dividing the work among different writers? By writing together as a group? By assigning the work to one person?
- ★ Has the group agreed on format elements such as spacing, typography, table and graph design, headings, and documentation?
- ★ Has the group set deadlines for the work to be completed?
- ★ Should the group appoint a coordinator for the project?
- Do you have a comfortable place to work?
- Where in your organizational plan can you begin confidently?

Revision

- Have you stated clearly and specifically the purpose of the report?
- Have you put into the report everything required? Do you have sufficient supporting evidence? Have you stated the implications of your information clearly?
- Are all your facts and numbers accurate?
- Have you answered the questions your readers are likely to have?
- Does the report contain anything that you would do well to cut out?
- Does your organization suit the needs of your content and your audience?
- Are your paragraphs clear, well organized, and of reasonable length? Are there suitable transitions from one point to the next?
- Is your prose style clear and readable?
- Is your tone appropriate to your audience?
- Have you satisfied the needs of an international audience?

- Are all your statements ethical? For example, have you avoided making ambiguous statements or statements that deliberately lead the reader to faulty inferences?
- Are your graphs and tables clear and accurate? Are they well placed? Do they present your information honestly?
- Is your document readable, accessible, and visually effective?
- Are there people you should share your draft with—for example, members of the target audience—before going on to a final draft?

Editing

- Have you checked thoroughly for misspellings and other mechanical errors?
- Have you included all the formal elements that your report needs?
- Are design elements such as headings, margins, spacing, typefaces, and documentation consistent throughout the draft?
- Are your headings and titles clear, properly worded, and parallel? Do your headings in the text match those in the table of contents?
- Is your documentation system the one required? Have you documented wherever appropriate? Do the numbers in the text match those in the notes?
- Have you keyed the tables and figures into your text, and have you sufficiently discussed them?
- Are all parts and pages of the manuscript in the correct order?
- Will the format of the typed or printed report be functional, clear, and attractive?
- Does your manuscript satisfy stylebook specifications governing it?
- Have you included required notices, distribution lists, and identifying code numbers?
- Do you have written permission to reproduce extended quotations or other matter under copyright? (Permission is necessary only when your work is to be published or copyrighted.)
- While you were composing the manuscript, did you have any doubts or misgivings that you should now check out?
- Have you edited your manuscript for matters both large and small?
- What remains to be done (such as proofreading the final copy)?

PROOFREADER'S SYMBOLS

^   Insert here the addition or correction indicated in margin.
out see copy Something omitted at point indicated in text; see copy.
            Take out; delete matter indicated.
            Close up; no space.
            Take out character indicated in text and close up.
            Insert a space here; increase spacing.
            Make a paragraph here.
            No new paragraph; run in same paragraph.

Transpose letters or words indicated in text.
Transpose these letters.
Transpose these words.
Marginal question to author.
sp   Spell out.
stet   Let it stand; restore crossed out letters or words.
. . . . Retain letters or words above these dots.
Insert comma.
Insert period.
Insert colon.
Insert semicolon.
Insert apostrophe.
Insert hyphen.
Insert question mark.
Insert quotation marks.
Insert exclamation mark.
Insert parentheses.
Insert brackets.
Move to right.
Move to left.
Raise.
Lower.
Upside down; reverse.
Character appears broken; check.
ital   Change to italic type.
rom   Change to roman type.
caps   Set in capitals.
sm caps   Set in small capitals.
lc   Set in lowercase.
(Under a letter or word) Set in italic type.
(Under a letter or word) Set in small capitals.
(Under a letter or word) Set in capitals.
(Under a letter or word) Set in boldface type.
Line up properly.
Straighten line.

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