



MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC
RESEARCH

HASSIBA BENBOUALI UNIVERSITY OF CHLEF
FACULTY OF FOREIGN LANGUAGES
DEPARTMENT OF ENGLISH

METHODS OF SELF PROOFREADING

Master 02: General and Comparative Literature
By: Nacéra BENALI REGUIEG

METHODS OF SELF-PROOFREADING

COURSE OUTLINE

Course Title: Methods of Self Proofreading	
Instructor's name:	Nacèra BENALI REGUIEG
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BASIC INFORMATION

COURSE TITLE: Methods of Self Proofreading

SCORING PLAN

Credits: 04

Coefficient: 02

Scores: Students' scores will be based on a point system that includes the following:

100%: Tutorials (20 pts) including test (15 pts) and attendance (05 pts).

COURSE DESCRIPTION

This course is addressed to Master students specializing in General and Comparative Literature. It explains how to proofread a piece of writing in general and a master dissertation in particular. It also answers most of the questions students are likely to ask as they plan, draft, and revise their dissertations such as:

- What does proofreading mean?
- What is the difference between editing and proofreading?
- How can I proofread my dissertation?

Students will study what proofreading is and methods of self-proofreading. They will be provided with hints on how to proofread their master dissertations and a plethora of activities for practice.

RATIONALE

This course is intended to provide solid practice in proofreading a piece of writing. Emphasis will be placed on layout and design, title page, preliminary pages, bibliography, tables and graphs, structure, cohesion, punctuation, and grammar.

REQUIRED MATERIALS

Some materials are required including chiefly:

- ✓ Pdf documents and Word files;

- ✓ PowerPoint presentations;
- ✓ Portfolios;
- ✓ Assignment sheets.

COURSE OBJECTIVES: By the end of the subject students should be able to:

- 1) distinguish between editing and proofreading
- 2) recognize the importance of proofreading
- 3) identify types of errors
- 4) identify the methods of self-proofreading.
- 5) proofread their master dissertation

TOPICAL LESSONS OUTLINE

Lesson I. What is Editing,

- A. Small Mistakes, Huge Consequences
- B. Editing Definition
- C. Editing Levels
- D. Checklist

Lesson II. What is Proofreading?

- A. Proofreading Definition
- B. Why proofread?
- C. Goals of Editing and Proofreading
- D. Proofreading Strategies

Lesson III. Errors

- A. Types of Errors
- B. Common Errors
- C. Key Questions
- D. Checklist
- E. Tips for Better Proofreading

Lesson IV. How to Proofread a Dissertation

- A. What is Dissertation Proofreading?
- B. How Do You Proofread a Thesis?

C. Layout and Design, Title Page and Preliminary Pages

D. Bibliography, Tables and Graphs, Structure,

E. Cohesion, Punctuation, and Grammar

Lesson V. Methods of Proofreading

A. Direct Proofreading

B. Comparison Proofreading

C. The Experts' Approach

Lesson VI. Practice 01

A. MCQ

B. Key Answers

Lesson VII. Practice 02

A. Read then write the correct spelling

B. Read and highlight the three incorrect spellings

C. Punctuate sentences with apostrophes

D. Add commas to sentences

E. Correcting Spelling Mistakes.

F. Key Answers

Lesson VIII. Practice 03

A. Proofread sentences

B. Proofread a paragraph

C. Underline the mistake then correct it

D. Key Answers

Lesson IV. Practice 04

A. Choose a Master's dissertation and proofread it.

METHODS OF INSTRUCTION

Methods of instruction include the followings:

- Individual work, group discussion, and pair work
- Students' participation individually and in groups
- Test;
- Assignments

Attendance Policy

- Students have to arrive in class on time.
- Chronic lateness will affect the trainees' class participation scores.
- Unexcused absences will also affect class participation scores.

Introduction to the Course

Introduction to the Course

A dissertation is a huge task for anyone who has ever written one. It is the culmination of months, if not years, of research, writing, and editing. You might feel a tremendous sense of relaxation as soon as you type the last word. You are not finished, though! It is now time to move on to the second most difficult aspect of thesis writing: editing and proofreading. As you reread and rewrite different sections of your thesis, and your adviser provides feedback, it will undoubtedly go through multiple rounds of editing. But, even after all of that, thesis proofreading is still an important step. Is it that crucial to proofread your dissertation? What is the best technique to proofread your dissertation?

- Consider the situation a government got itself into when an unidentified congressional clerk was instructed to write:
 - *"All foreign fruit plants are free from duty."*
 - Instead, he wrote: *"All foreign fruit, plants are free from duty."*
- This one mistaken mark of punctuation cost the U.S. government \$2 million before a new session of Congress could rectify the error.

Lesson I. What is Editing

Lesson I. What is Editing

Level: Master 01 Comparative Literature

Components of the Lesson:

- A. Small Mistakes, Huge Consequences
- B. Editing Definition
- C. Editing Levels
- D. Checklist

Objectives of the Lesson:

- Identifying the consequences of small mistakes
- Defining Editing
- Recognizing the levels of editing
- Using a checklist for editing

Resources/Materials:

PPT Presentation

Lesson I. What is Editing

1.1. Editing

Editing and proofreading are two independent steps of the revision process, despite the fact that many individuals use the terms interchangeably. University students are unaware of the difference between editing and proofreading and which service they require. For writers and researchers, editing and proofreading yield distinct results, therefore potential students should be informed of the differences. Both require close reading, but they concentrate on distinct aspects of the writing and use different strategies.

1.2. Small Mistakes, Huge Consequences

Consider the last time you detected someone else making a casual writing error in a written communication to you. Perhaps a day and date did not line up: a meeting was scheduled for Wednesday, the 17th, but the 17th of the month was actually Tuesday; perhaps “you” was mistyped; perhaps a name was misspelled. What impact did that minor blunder have on you? One of three things is most likely to have occurred.

Perhaps you accepted the erroneous information, or at least a portion of it, without giving it much thought. You arrived for your meeting on Wednesday to discover that it had taken place the day before. That minor blunder has a significant impact on you!

Or maybe you saw the mistake and it threw you off. "Your support is imperative if we are to meet our goals." you would say if you stumbled over the you meant to be a your.

This effect is referred to as "semantic noise" by communication experts: some component of the language, intended to be an invisible medium for conveying the message, instead attracts

our attention away from the message. We focus on the noise (in this case, the misspelling) rather than the message, and the message loses its impact.

The final effect that a small error may have had on you is possibly the most damaging to the author: You made a quick judgment about the author as a result of it. At the very least, you came to the conclusion that he or she was sloppy, imprecise, or overworked. You may have even labeled the author incompetent if the inaccuracy is glaring or significant. You may have concluded, in the case of your misspelled name, that he or she simply does not care about you. The unfortunate reality is that basic proofreading errors always leave an impression, and it's never a positive one.

1.3. Editing Definition

“Before you Proofread, Edit”. Editing is a step in the redrafting process that involves reviewing the tone, structure, and substance of your assignment to verify that it follows a logical and coherent flow and conveys ideas clearly and academically. As soon as you finish your first draft, you should start editing. You go over your draft again to see whether it is well-organized if the transitions between paragraphs are fluid, and if your evidence backs up your claim.

1.4. Editing Levels

You have the option of editing on multiple levels:

1.4.1. Content

Have you completed all of the requirements of the assignment? Are your assertions true? Is your paper making an argument if it is required? Is the discussion complete? Is it true that all

of your assertions are true? Have you provided enough proof to back up each point? Is your entire paper relevant to the task and/or your overall writing goal?

1.4.2. Overall Structure

Are your paper's beginning and conclusion appropriate? Is your thesis presented properly in the introduction? Is it obvious how each paragraph in your paper's body relates to your thesis? Is there a logical order to the paragraphs? Have you used distinct paragraph transitions? Making a reverse outline of your paper after you've finished the first draft is one technique to examine its structure.

1.4.3. Structure within paragraphs

Is there a distinct topic sentence in each paragraph? Is each paragraph focused on a single key idea? In any of your paragraphs, are there any extraneous or missing sentences?

1.4.4. Clarity

Have you defined any key phrases that your reader might be unfamiliar with? Is each sentence's meaning clear? (One technique to answer this question is to read your article one sentence at a time, beginning at the end and working backward to avoid filling in content from previous sentences unconsciously.) Is it obvious to whom each pronoun (he, she, it, they, which, who, this, and so on) refers? Have you picked the right words to convey your thoughts? You should avoid employing words from the thesaurus that aren't part of your regular vocabulary because you might misunderstand them.

1.4.5. Style

Have you employed the right tone (formal, informal, persuading, etc.) in your writing? Is it permissible for you to use gendered language (masculine and feminine pronouns like "he" or "she," phrases like "fireman" that contain "man," and words that some people wrongly assume only pertain to one gender—for example, some people assume "nurse" must refer to a woman)? Have you experimented with sentence length and structure? Do you have a habit of using the passive voice excessively? Are there a lot of superfluous terms in your work like "there is," "there are," "due to the fact that," and so on? Do you find yourself excessively repeating a powerful word (for example, a vivid primary verb)?

1.4.6. Citations

Have you properly referenced any quotes, paraphrases, or ideas you obtained from sources? Is the format of your citations correct?

You will usually make significant adjustments to the content and wording of your work as you edit at each of these levels. Keep an eye out for error trends; knowing what kinds of errors you are prone to will come in handy, especially if you're working on a long document like a thesis or dissertation. You can build ways for recognizing and fixing future instances of a pattern once you've detected it. For example, if you see that each paragraph frequently discusses multiple different themes, you can go through your paper and underline the main terms in each paragraph, then divide the text into sections.

1.5. Checklist

Level	Questions	Check
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Content	<p>Have all elements of the assignment brief, learning outcomes and marking criteria been met?</p> <p><input type="checkbox"/> Is all information contained within the assignment directly relevant to the question?</p> <p><input type="checkbox"/> Is your assignment within the word count? You can usually go 10% over or 10% under the overall word count</p>	
Expression	<p>Are the introduction and conclusion both suitable? i.e. does the introduction provide an overview of your intentions within your assignment and does the conclusion draw together the main points you have made?</p> <p><input type="checkbox"/> Does each paragraph express one main point or idea and successfully link to the next paragraph so there is a logical train of thought running throughout the assignment?</p> <p><input type="checkbox"/> Has similar information been kept together?</p> <p><input type="checkbox"/> Are sentences easy to follow or too long and wordy?</p>	

Use of supporting evidence	<p>Have you paraphrased and summarised ideas in your own words much more than you have quoted?</p> <p><input type="checkbox"/> Have you acknowledged the authors of the theories, ideas or concepts you have used in your work?</p> <p><input type="checkbox"/> Have you used appropriate and up-to-date resources?</p> <p><input type="checkbox"/> Have quotations been copied down correctly?</p>	
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Lesson II. What is Proofreading

Lesson II. What is Proofreading?

Level: Master 01 Comparative Literature

Components of the Lesson:

- A. Proofreading Definition
- B. Why proofread?
- C. Goals of Editing and Proofreading
- D. Proofreading Strategies

Objectives of the Lesson:

- Defining proofreading
- Identifying the importance of proofreading
- Distinguishing between the goals of editing and goals of proofreading
- Recognizing the strategies of proofreading

Resources/Materials:

PPT Presentation

Lesson II. What is Proofreading

2.1. Proofreading

Proofreading is the last step in the editing process, and it focuses on minor problems like misspellings and grammatical and punctuation mistakes. After you've completed all of your other editing modifications, proofread your work. Proofreading is the process of fixing grammatical, spelling, punctuation, and other linguistic issues on the surface of a document.

Proofreading includes examining the substance and appearance of your written work for problems in typing, spelling, and grammar, as well as ensuring that it is formatted to satisfy the criteria of a module or Lesson. Proofreading is an important last step in the assignment writing process that should not be missed since a poorly presented piece of work might result in a grade reduction.

2.2. Why Proofreading?

The content is crucial. However, whether you like it or not, the appearance of a document has an impact on how others perceive it. You do not want thoughtless typos to distract your reader from what you are trying to communicate after you have worked hard to develop and deliver your thoughts. It is important to pay attention to the small elements that can help you establish a strong first impression.

Most individuals proofread for only a few minutes, hoping to catch any obvious faults that pop out at them. A short and cursory reading, on the other hand, often misses a lot, especially if you've worked long and hard on a paper. It is preferable to work with a clear strategy that allows you to look for specific types of faults in a systematic manner.

Sure, it takes a little longer, but it will be worth it in the end. You can worry less about editing when writing your early drafts if you know you have a good approach to spot flaws when the paper is virtually finished. This improves the efficiency of the entire writing process.

Try to keep the editing and proofreading processes separate. When you are editing an early draft, you do not want to be bothered with thinking about punctuation, grammar, and spelling. If you are worrying about the spelling of a word or the placement of a comma, you are not focusing on the more important task of developing and connecting ideas.

2.3. Goals of Editing and Proofreading

Editing	Proofreading
<ul style="list-style-type: none"> “ Clarity of thought. “ Attention to the reader's needs. “ Clear expression of the document's purpose. “ Accuracy of information. “ Appropriateness of tone. “ Effective use of language (word choice, etc.). 	<ul style="list-style-type: none"> “ Spelling. “ Punctuation. “ Capitalization. “ Typographical errors. “ Correct and consistent use of language. “ Adherence to an established style and format. “ Professional appearance.

“ Conciseness.	
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2.4. Proofreading Strategies

Some of the tactics listed below are likely ones you already employ. Experiment with several strategies until you find one that works for you. The key is to keep the process organized and focused so that you can catch as many errors as possible in the shortest amount of time.

1. You should not rely solely on spell checkers. These are useful tools, but they are not without flaws. Because spell checkers have a limited dictionary, certain words that appear to be misspelled may simply not be remembered. Furthermore, spell checkers will not capture misspellings that result in the formation of another valid term. The spell checker will not identify an error if you type "your" instead of "you're," "to" instead of "too," or "there" instead of "their."
2. Even more problematic are grammar checkers. Because these algorithms only have a limited number of rules, they are unable to detect every problem and frequently make mistakes. They also neglect to provide detailed arguments as to why a sentence should be altered. You may want to use a grammar checker to assist you spot run-on sentences or excessive use of the passive voice, but you must be able to assess the input it provides.
3. At a time, proofread for only one type of error. You risk losing focus if you try to detect and revise too many items at once, and your proofreading will suffer as a result. If you are not checking punctuation and spelling at the same time, it's simpler to miss grammar mistakes. Furthermore, certain strategies that work well for detecting one type of error may not capture another.

4. Read slowly and thoroughly. Try reading aloud to compel yourself to say each word and to hear how the words blend together. You may skim over errors or make unconscious repairs if you read silently or too rapidly.
5. Divide the text into separate sentences. This is yet another method for ensuring that you read each sentence thoroughly. Simply press the return key after each period to start a new phrase on each line. Then go over each sentence one by one, looking for any problems in grammar, punctuation, or spelling. If you are working with a printed copy, try isolating the line you are working on with an opaque object like a ruler or a piece of paper.
6. Every punctuation mark should be circled. This pushes you to examine each one individually. Ask yourself if the punctuation is correct as you circle.
7. Read the paper backwards. Reverse the direction of the paper. This method is useful for double-checking spelling. Start with the final word on the previous page and work your way backwards, reading each word one at a time. Because the content, punctuation, and grammar will be meaningless, you will be solely concerned with the spelling of each word. You can also check grammar by reading backwards, sentence by sentence; this will keep you from becoming sidetracked by content flaws.
8. Proofreading is a skill that takes time to master. You are not only looking for problems you have seen before; you are also learning to spot and fix new ones. This is where dictionaries and handbooks come in handy. As you proofread, keep the ones you find useful close at hand.
9. Ignorance may be wonderful, but it will not help you improve your proofreading skills. You will often notice things that do not seem quite right, but you will not always know what is wrong. A term appears to be misspelled, yet the spell checker failed to detect it.

You believe a comma is required between two words, but you are not sure why. Should "that" be used instead of "which"? Look something up if you are unsure about something.

10. As you establish and practice a methodical strategy, the proofreading process gets more efficient. You will learn to recognize the sections of your own writing that require extra attention, and knowing that you have a reliable approach for detecting faults will allow you to concentrate more on developing your thoughts while crafting the paper.

Lesson III. Errors

Lesson III. Errors

Level: Master 01 Comparative Literature

Components of the Lesson:

- A. Types of Errors
- B. Key Questions
- C. Checklist
- D. Tips for Better Proofreading

Objectives of the Lesson:

- Identifying types of errors
- Asking the key questions for proofreading
- Using a check list to spot errors
- Recognizing tips for proofreading

Resources/Materials:

PPT Presentation

Lesson III. Errors

3.1. Types of Errors

- Spelling - words students know quite well but they've made a careless mistake on.
- Punctuation – especially in the following instances.
- Using commas instead of full stops.
- “Thanks for your help, Can you come back on Monday?”
- “ We are open 24 hours, We look forward to seeing you.”
- “We bought his album, It was very good.”
- Mistakes with apostrophes.
- “its” instead of “it’s”
- “your” instead of “you’re”
- “wont” instead of “won’t”
- Using the wrong word.
- "there" instead of "their"
- Writing "alot" when you really mean "a lot" (there's no such word as "alot").
- “draw” instead of “drawer”

3.2. Common Errors

1. Creating unfinished sentences or combining them incorrectly with the following :

a. Sentence Fragment: The sentence does not contain either the subject or the verb, or contains an incomplete thought:

Examples:

When you write an essay. (Incomplete thought)

Peter, the son of a fisherman. (No Verb)

Went shopping. (No subject)

b. Fused Sentence: The placement of two sentences together, as if they were one sentence.

Example

The new wave is not new it is a repetition of old ideas.

(Full stop, colon, semicolon, or comma followed by coordinating conjunction needed after new)

2. Comma splice, dash splice: Two sentences incorrectly joined by a comma – a ‘run-on’ sentence and quite common, but grammatically wrong.

Examples 1:

The new wave is not new, it is something old. (Full stop, colon or semicolon needed instead of comma)

Examples 2:

I always find writing essays difficult, I usually leave them to the last minute. (Full stop, colon, semicolon or conjunction such as ‘therefore’ needed instead of comma).

➔Fixing Comma Splices

Consider the following comma splice:

Adidas is concerned, the 'new wave' is not really new.

This may be corrected in the following ways depending upon your **meaning**:

✓ **Rewrite as two sentences:**

*Adidas is concerned. The new wave is not really new.

(Indicates two separate, relatively independent thoughts)

✓ **Use a colon instead:**

*Adidas is concerned: the 'new wave' is not really new.

(Indicates what follows the colon is of particular importance or defines, lists or gives further details on what precedes it)

✓ ***Use a semicolon:**

Adidas is concerned; the new wave is not really new.

(Indicates two closely related thoughts of equal importance)

✓ ***Use a conjunction:**

Adidas is concerned, but the new wave is not really new.

(Meaning indicated by the conjunction chosen)

✓ ***Use a dependent clause:**

Adidas is concerned that the new wave is not really new.

3. Misuse or omission of the possessive apostrophe. Distinction between plurals, possessives and contractions.

· Example of possessive: Jekyll's house, **not Jekylls house**

· Example of plural: The cinema of the 1950s, **not The cinema of the 1950's**

· Example of contraction: It's often said, **not Its often said**

- Singular possessives ending in 's'. Here, there are two options; 'James' car' or 'James's car'.

4. Spelling errors

- Typographical errors (teh for the)
- Homonyms (words which sound the same but are spelt differently - and therefore mean something different.
- Authors' names
- British v. American spellings (e.g. labour, labor; centre, center etc; When quoting word for word, however, you must remain faithful to the original spellings
- Characters within novels
- Technical terms (e.g. prosopopoeia, dysthymia)
- Frequently misspelled words (e.g. grammar, accommodation)

5. Use paragraphs appropriately

- Paragraphs should be unified; that is, they should cover only one topic
- Paragraphs should be coherent; that is, they should develop ideas in a logical way
- Paragraphs should make use of argument (logical reasoning, comparison and contrast) and evidence (facts, incidents, examples, quotations).

6. Use commas only where there is a natural pause when read

✓ Setting off introductory material

- However, I am of a different opinion. (Introductory word)
- Depending on his condition, he may have to remain in hospital overnight. (Introductory dependent clause

✓ Items in a list

- He bought chillies, avocados, salsa and tortillas. (A list of nouns, adjectives etc where ‘and’ replaces the final comma)

- It was an anachronistic, stylised costume. (A series of adjectives preceding a noun or noun phrase)

✓ **Connecting independent clauses**

- I went to the store, and I bought a copy of The Full Monty. (Independent clauses joined by and, but, or, for, nor, so, yet – the so-called Oxford comma (before ‘and’) is optional)

✓ **Setting off non-essential elements**

- My uncle, who fought in the Great War, is over 100 years old. (Non-essential)

- The relative who fought in the Great War was my uncle. (Essential)

7. Use tenses consistently and according to convention

- Use past tenses when referring to historical events: ‘Coleridge wrote The Ancient Mariner in 1797.’

- Consider analyzing texts and studies as if they occur in the present: ‘The study maintains there is no benefit to separate injections for measles and mumps.’

8. Follow the conventions for capitalization. So, initial capital letters for:

- the names of continents, countries, towns, historical events: Africa, the Industrial Revolution, the Romantic Period...

- the names of proper adjectives: English, European...

but **not directions (east, west) or seasons (summer, winter), unless they refer to particularly named regions e.g.: ‘In the West, computers dominate.’**

9. Make appropriate word choices

- Know the proper meanings and usage of technical terms
- Know common word pair errors, e.g. 'lose' and 'loose'
- Avoid informalities - not 'Immunization is really brilliant' but 'Immunization is effective'
- Do not use slang, 'regional' or sub-standard English: e.g. 'youse', 'ain't' or 'I aren't'

10. Consider avoiding split infinitives

- 'To go boldly where no one has gone before' **not** 'To boldly go where no one has gone before.'

11. Use colon, semicolon and dash correctly

- Use a semicolon to separate two sentences of equal importance but very closely related:
'I would like to go home now; my daughter would like to go home, too.'

12. Watch for subject - verb agreement.

A misspelling and a punctuation error **are to be found in each of these sentences.**

Note also that words such as 'data', 'criteria' and 'phenomena' are plural; thus:

- The data suggest that...
- 'Criteria such as [...] are just as important to ...' but
- 'This criterion is ...' when referring to one criterion only.

13. Watch for noun-pronoun agreement.

Learn to locate this common error. A singular pronoun **cannot refer to a plural noun or a plural pronoun to a singular noun. For example:**

- 'A student needs a card before they can enter the library.' is wrong: it should be,
- 'A student needs a card before he or she can enter the library.' or, the less cumbersome plural form,
- 'Students need a card before they can enter the library'

An exception to this is the so-called ‘collective noun’, for example:

- ‘Arsenal are winning easily; they are playing the better football.’

But one should say:

- ‘The government is considering ...’

14. Avoid the use of:

- superfluous vocabulary which adds nothing to the meaning - redundant verbiage - e.g. to meet (up with), to miss (out on), to continue (on with), to return (back) etc etc. These are often acceptable spoken English but **not academic English**
- colloquial expressions (e.g. ‘go down’) instead of a more academic one (e.g. ‘reduce’ or ‘decrease’)

3.3. Key Questions

- Are there any spelling errors?
- Are full stops, commas, colons, semicolons, etc., used correctly?
- Have words that sound like one another but have different meanings, such as there, their, and they’re, been used correctly?
- Have quotation marks and apostrophes been used appropriately?
- Are there any double spaces, particularly after full stops?

Examples

Example 1

I see that your have taken the last fence post and put it on the garden fire. When can you furnish the job

Where the errors are:

I see that **your** have taken the last fence post and put it on the garden fire. When can you **furnish** the job

What it should look like:

I see that you have taken the last fence post and put it on the garden fire. When can you finish the job?

Example 2**Look at the following and find 8 errors.**

Did somebody tell you practice made perfect? Thats only if your practicing it right. Each time you spell a word wrong, you're 'practicing' the wrong spelling. So, if your not shore how to spell the word, find out, *then* practise that spelling. Keep an ongoing notebook of works, so you've got your own personnel dictionary and you can see your progress. Start small, thought!

Correct Copy

Did somebody tell you practice makes perfect? That's only if you're practising it right. Each time you spell a word wrong, you're 'practising' the wrong spelling. So, if you're not sure how to spell the word, find out, **then** practise that spelling. Keep an ongoing notebook of words, so you've got your own personal dictionary and you can see your progress. Start small, though!

3.4. Checklist

Grammar		check
Spelling	<ul style="list-style-type: none"> • Do not rely on the spellchecker in Word - this will not pick up “typos” such as from/form or been/bean. • Use a dictionary to check spellings and any specialised terminology- do not guess at a spelling. • Ensure the correct usage of words such as to, too or two. 	
Tenses	<ul style="list-style-type: none"> • Does the subject match the verb? • Are tenses used consistently within sentences? • Have apostrophes, full stops, commas and colons been used correctly? 	
Language	<ul style="list-style-type: none"> • Have capitals been used where necessary? For example, for personal names, organisations or the start of a sentence. • Have some words been used frequently within a paragraph or an essay? If so, search for synonyms for alternative words to use. • Is the language suitable for an academic essay? • Has objective language been used where appropriate for 	

	<p>example, ‘this essay will describe’ rather than ‘I am going to describe’?</p> <ul style="list-style-type: none"> • Have contractions been avoided for example, cannot instead of can’t? • Have rhetorical questions been avoided unless appropriate to the module content? • Have acronyms such as NHS been spelled out in full on first use? • Have colloquialisms been avoided and more formal language been used instead for example, ‘in the 19th century’ rather than ‘in the olden days?’ 	
Referencing		
Correct style	Are you using the correct style? Check your assignment guidelines for which style you should use.	
Consistent	Is the referencing consistent?	
Quotations	Have quotations been fully referenced? i.e. have you included quotation marks and page numbers if	

	appropriate?	
Bibliography	<ul style="list-style-type: none"> • Have you included all the items you have cited in your text? • Are the references complete? 	
Presentation		
Line spacing	Does the assignment require particular line spacing?	
Margins	Are there any requirements regarding margins?	
Font size/type	Do you need to use a particular font size or type?	
Typing errors	Have all corrections been made in the final version?	
Feedback		
	<p>Have you taken account of feedback and ensured that you have not</p> <p>repeated any errors or omissions made in previous assignments?</p>	

3.5. Tips for Better Proofreading

1. **Print Work** - It is easier to read and check for errors on paper than on a computer screen.

2. **Recurring Errors** - If you are aware that the same errors recur within an assignment, create a list of these and make a conscious effort to look out for them.
3. **Read Aloud** - This will highlight sentence structure and increase your awareness of the flow of the essay, and of any sentences that are too long or too short. It will also give you an idea of whether a sentence makes sense and if there is the right amount of punctuation.
4. **Ask Someone to Read your Work** - They will be seeing your work for the first time and will be more likely to pick up any errors.
5. **Proofread Separately** – Check for one issue at time for example, grammar, referencing, and presentation.
6. **Read One Line At A Time** – This will help your concentration. Cover up any sentences below the one you are reading

Lesson IV. How to Proofread a Dissertation:

Lesson IV. How to Proofread a Dissertation

Level: Master 01 Comparative Literature

Components of the Lesson:

- A. What is Dissertation Proofreading?
- B. How Do You Proofread a Thesis?
- C. Layout and Design, Title Page and Preliminary Pages
- D. Bibliography, Tables and Graphs, Structure,
- E. Cohesion, Punctuation, and Grammar

Objectives of the Lesson:

- Describing what is meant by dissertation proofreading
- Explaining how to proofread a dissertation
- Managing how proofread layout and design, title page , preliminary pages ,bibliography, tables and graphs, structure, cohesion, punctuation, and grammar

Resources/Materials:

PPT Presentation

Lesson IV. How to Proofread a Dissertation:

4.1. What is Dissertation Proofreading?

Proofreading is a different process in which you go over a text carefully to confirm its technical accuracy. After you have completed all of your key content edits, you should proofread your thesis. This will help you save time and effort. Why review a section that will be erased later, after all? If you proofread before you finish editing, you may have to go back and proofread additional portions that were added or altered while you were editing. Proofreading of your thesis should be done only after you have finished revising for the last time.

Thesis proofreading should double-check that your word choice is right, in addition to technical accuracies such as spelling, grammar, punctuation, and formatting. Proofreading your thesis will also allow you to check for clarity and typographical problems one last time. Finally, thesis proofreading will ensure that your word choices, abbreviation usage, and capitalization are consistent throughout your document. Proofreading your thesis is important because any faults in a written document make it appear less professional and trustworthy. When it comes to academic circles, this is especially true. Although we focus on English proofreading in this essay, keep in mind that thesis proofreading is important regardless of the language in which your work was written.

4.2. How Do You Proofread a Thesis?

You have a few options when it comes to proofreading your thesis in English. The first approach is to proofread your thesis on your own. This will save you money, but it will also take a lot of time and effort. Proofreading your own work, thesis or otherwise is always difficult since

you will bring your own bias to the table as a writer. You authored it yourself, and you know exactly what you meant to express. As a result, it's quite easy to overlook your own mistakes. Many thesis writers choose to use thesis-proofreading services because of this. If you are not a native English speaker, you may find that hiring thesis proofreading services to undertake English proofreading is your best alternative. English proofreading is challenging for native speakers as well, and thesis proofreading services generally hire professional dissertation editors who can give you excellent assistance.

Because your thesis is likely to be lengthy, it may be easier to proofread it in chunks rather than all at once. More importantly, do not try to proofread your thesis right after you finish the final draft. Before you start proofreading, you need as much time and space as possible between you and your thesis. Put your thesis on the shelf for at least 72 hours, preferably a week, before beginning the thesis proofreading procedure if you are not using thesis proofreading services. You will be able to look at it with fresh eyes, and you'll be more likely to notice any mistakes you've made.

4.3. What Should I Look for When Proofreading?

Anyone performing their own thesis proofreading should start by making a list of things to look through. The following are examples of common mistakes to look for:

- Inconsistent use of British and American English (especially common among non-native speakers)
- Mistakes in spelling (spell check is useful but will not catch everything)

- Typographical errors (abort instead of about is a horrible mistake that spell check will miss!)
- Abbreviations that are not consistent (U.S. vs. US)
- Errors in punctuation (improper use of apostrophes, inconsistent use of the Oxford comma, en dashes instead of em dashes)
- Errors in grammar (incorrect use of a/an/the, pluralization, and so on.)
- Formatting

Lesson V. Methods of Proofreading

Lesson V. Methods of Proofreading

Level: Master 01 Comparative Literature

Components of the Lesson:

- A. Direct Proofreading
- B. Comparison Proofreading

Objectives of the Lesson:

- To define Direct Proofreading and Comparison Proofreading
- To distinguish between Direct Proofreading and Comparison Proofreading

Resources/Materials:

PPT Presentation

Lesson V. Methods of Proofreading

How you approach proofreading determines how successful you will be.

5.1. Basic Methods

If you are a normal business professional, you will use one of two main proofreading strategies in various situations and at various phases of the proofreading process. In most proofreading situations, you will start by doing a direct proofread, also known as non-comparison or dry proofreading, which is making changes while only looking at one document.

If you follow the experts' suggestion and proofread on paper first, you may need a comparison proofread, which involves comparing two documents, one on paper and the other on screen, and marking or modifying one (for example, the on-screen version) to match the other (e.g., the paper version with your changes).

5.2. Direct Proofreading

Direct proofreading, working alone and on a single document, will most likely use the most of your proofreading time. Moreover, there is no single best strategy that two skilled proofreaders agree on. However, some features of their methodologies are shared. On the following topics, the experts agree:

- It is nearly impossible to proofread rapidly and accurately. Read slowly and methodically to get the most out of your proofreading.
- To catch everything, proofreading should be done in phases, with each stage focused on a different area of the work.

- It is difficult to proofread your own work since you are more likely to see what you intended to write rather than what is really on the page. Always give yourself time to edit and proofread.
- It may be inconvenient to proofread on paper, but you will catch more errors, faster, and with less effort. "I will catch errors on paper that I will never catch on-screen," freelance editor and writer Helen O'Guinn said, expressing the concerns of most experts.
- Using the spell-check option on your computer before you begin will help you save a lot of time.
- Using electronic grammar checkers is usually ineffective. Even papers that most people regard to be well-written, such as The Gettysburg Address, are judged poorly written if we follow the opinion of most grammar-checking software now available.

5.3. Comparison Proofreading

When it comes to comparative proofreading, having an extra tool or two can help you detect all of the mistakes. The ruler-like instructions on the plastic document holders that attach to your computer will help you stay on track. These are minor expenditure that is well worth the money if you conduct a lot of comparison proofreading.

On a flat surface, a ruler can at the very least assist in the same task. Isolate specific lines of the revised document a few at a time by placing the papers as close together as possible. If you are working on a second document that is not on the computer, a pencil, finger, or a second ruler can help you stay your place. When working on your second project on the computer, use your cursor and the screen or document window's characteristics to assist you focus on a tiny section of the document at a time.

Proofreading with a partner is also a possibility. One person reads from the revised document, punctuation and all, while the other person makes adjustments on a second copy or on the computer. Although partner proofreading necessitates more labor, it may be well worth the effort. Because two persons can identify problems more quickly, proofreading becomes less of a chore.

5.4. The Experts' Approach

When professional proofreaders do direct proofreading, they usually follow these steps:

1. Slowly read the entire document (or a significant portion of a bigger document) once, looking for general content and purpose.

Through this point, merely look at the paper to see if it is understandable. Does it make sense to you, even if an editor has previously reviewed it? Would it make sense to the person who receives it? Is it easy to transition from one thought to the next? Make a note of any rough patches or regions that raise issues, but do not try to fix every minor flaw. Stop here if you are proofreading for someone else and direct any questions to the editor or author.

2. Read the document aloud and even more slowly this time, fixing any flaws you detect.

You may need to isolate yourself to read aloud (which is a good idea in any case), but nothing beats it for catching mistakes.

Reading aloud will aid you in catching mistakes in sentence structure, syntax, punctuation, word choice, excessive repetition, typographical problems, and even tone.

Much of these problems should have been discovered during the editing stage, but as a proofreader, you are looking for anything that was overlooked during the preceding stage.

3. Read the document a third time, this time silently, focusing on any potential problems.

At this point, the proofreader's purpose is to go word for word and letter for letter through the text, dissecting it rather than comprehending it. For instance,

- Incorrect months, days, or years in dates.
- Errors in columns of numbers.
- Proper names that have been misspelled (especially of people, organizations, or product or program names).
- Typos hard to catch because our brains usually allow us to see what we want to see (for example, a for and, or for of, to for the, and you for your).
- Mistakes in punctuation (e.g., overuse of commas and underuse of apostrophes and hyphens).
- Some words are capitalized wrongly.
- Frequently misunderstood terms (e.g., affect versus effect).
- Inconsistent subjects and verbs, usually found in long sentences, even if they sound OK.
- Verb tenses that are not consistent (e.g., past tense to present).
- Sequences that are incorrectly numbered.
- Charts or graphs with missing titles, labels, or legends.
- References that are linked (e.g., page numbers on a table of contents page, footnotes and their notations).

- Document parts that are missing (e.g., the date or return address on a letter).
- Abbreviations, space, and format are all inconsistent.

At this stage, proofreaders should look for inconsistencies in the use of proper names, appropriate use of trademarks and copyrights, inconsistent or missing references, inconsistencies in the use of headings, fonts, boldface, and italics, and other issues that are not as common but are still important to be aware of.

4. Reverse the document and read it backwards.

5. Scan the document from a safe distance. Some of the most egregious faults can go undetected unless you take a step back and assess the overall appearance and efficacy of a page or document. What sort of impact does it have? Does it appear to be appealing to read? (Long paragraphs, for example, rarely inspire people to read.) Is the information that the intended reader will seek easy to find? Is it possible for it to be even more so? Are there any evident gaps in the paper (for example, a return address or a date)?

Lesson VI. Practice 01

Lesson VI. Practice 01

Level: Master 01 Comparative Literature

Components of the Lesson:

A. MCQ

B. Key Answers

Resources/Materials:

PPT Presentation

Task: MCQ

1. Identify the sentence that uses capitalization correctly.

- a. Paul O'Neill and Bono toured Africa.
- b. Paul o'Neill and Bono toured Africa.
- c. Paul O'neill and Bono toured Africa.
- d. Paul O'Neill and Bono toured africa.

2. Which of the following sentences is punctuated correctly?

- a. Happily we all ate, ice cream.
- b. Happily we all ate ice cream.
- c. Happily, we all ate ice cream.
- d. Happily we, all ate ice cream.

3. Which of the following sentences is punctuated correctly?

- a. I am meeting Mr. Gordon on Tues at 9:15 A.M.
- b. I am meeting Mr Gordon on Tues. at 9:15 A.M.
- c. I am meeting Mr. Gordon on Tues at 9:15 A.M.
- d. I am meeting Mr. Gordon on Tues. at 9:15 A.M.

4. Identify the correct verb for the blank in the following sentence.

Pete Krebs and his band _____ for their tour of Europe later today.

a. leaves

b. leave

5. Identify the correct pronoun for the blank in the following sentence.

Everyone should be able to fix _____ own car.

a. his or her

b. their

6. Choose the best conjunction to combine this sentence pair.

We can fly to Orlando. We can drive.

a. and

b. but

c. or

d. because

7. Identify the correct word for the blank in the following sentence.

Irina made the job look so _____.

a. easy

b. easily

8. Identify the sentence that uses capitalization correctly.

- a.** We went to Albany, New York to speak to governor Pataki.
- b.** We went to Albany, new york to speak to governor Pataki.
- c.** We went to albany, New York to speak to Governor Pataki.
- d.** We went to Albany, New York to speak to Governor Pataki.

9. Which of the following sentences is a complete sentence?

- a.** Tuned the guitar.
- b.** Spoke at a rally.
- c.** Vic cooked the rice.
- d.** Because the invitation was lost.

10. Which of the following sentences is punctuated correctly?

- a.** When the sun reflects off the water, it shines in my eyes, too.
- b.** When the sun reflects off the water it shines in my eyes, too.
- c.** When the sun reflects off the water, it shines in my eyes too.
- d.** When the sun, reflects off the water, it shines in my eyes, too.

11. Which of the underlined words in the following sentence could be edited without changing the meaning?

My friend thinks love is a basic and fundamental human need.

- a.** my
- b.** thinks
- c.** basic and
- d.** human

12. Which of the following sentences uses the active voice?

- a.** It was suggested that we adjourn the meeting.
- b.** Pedro was told not to worry about making mistakes in his first draft.
- c.** The champagne for the anniversary party was provided by the restaurant.
- d.** Terry bought a very thoughtful gift.

13. Identify the correct word for the blank in the following sentence.

His hand was _____ burned.

- a.** bad
- b.** badly

14. Identify the correct contraction for the blank in the following sentence.

_____ Maria have a car?

- a.** Don't

b. Doesn't

15. Which of the following sentences is correctly punctuated?

- a.** Over the bridge. The wind is stronger.
- b.** The apple pie tasted good, so we each ordered a second piece.
- c.** The television show, starred Erik Estrada.
- d.** Green.My favorite color.

16. Which of the following sentences is punctuated correctly?

- a.** In the marina sail boats, motor boats and fishing boats are moored.
- b.** In the marina, sail boats, motor boats, and fishing boats, are moored.
- c.** In the marina, sail boats, motor boats, and fishing boats are moored.
- d.** In the marina sail boats, motor boats, and fishing boats, are moored.

17. The following sentence pair can be revised into one better sentence. Choose the sentence that is the best revision.

The clown is funny. The clown is in the car.

- a.** The clown is in the car, and the clown is funny.
- b.** The clown is funny and is in the car.
- c.** In the car, the clown there is funny.

d. The clown in the car is funny.

18. Identify the correct pronoun for the blank in the following sentence.

_____ and I ought to go home.

a. She

b. Her

19. Identify the sentence that uses capitalization correctly.

a. On Wednesday, it was my birthday, so we went to La Palapa restaurant to celebrate.

b. On wednesday, it was my birthday, so we went to La Palapa restaurant to celebrate.

c. On Wednesday, it was my birthday, so we went to La Palapa Restaurant to celebrate.

d. On Wednesday, it was my Birthday, so we went to La Palapa Restaurant to celebrate.

20. Which of the following sentences uses the passive voice?

a. I will return the video tomorrow.

b. It was a movie about a city girl who is adopted by a farm couple.

c. She grows up in the country.

d. What she learns on the farm changes her forever.

21. Which of the underlined words in the following paragraph is a transition word?

The bicycle race takes place annually in California. The riders have to prepare by training in high altitudes, riding in the heat, and, finally, practicing together as a team. If they do not communicate well with each other, their chances of winning are slim.

- a.** annually
- b.** finally
- c.** if
- d.** well

22. Identify the correct verb for the blank in the following sentence.

The chorus _____ during the intermission.

- a.** sings
- b.** sing

23. Which of the following sentences is punctuated correctly?

- a.** Have you ever jumped from an airplane.
- b.** Have you ever jumped from an airplane?
- c.** Have you ever jumped from an airplane!
- d.** Have you ever jumped, from an airplane.

24. Which of the following sentences is punctuated correctly?

- a. With the zookeepers help it's time for the tiger to have its meal.
- b. With the zookeeper's help, its time for the tiger to have its meal.
- c. With the zookeeper's help it's time for the tiger to have it's meal.
- d. With the zookeeper's help, it's time for the tiger to have its meal.

25. Circle the letter of the sentence that begins with a phrase modifier.

- a. In northern Spain, the architecture is fantastic.
- b. We made tamales all day.
- c. Am I the only person who carries a lunchbox to work?
- d. Derek drank his coffee with cream, sugar, and one cube of ice.

26. Which of the following sentences *does not* use informal language?

- a. It doesn't seem like the water tower is humongous.
- b. Later in the set, the band really started jammin'.
- c. He built the bed in woodshop class three years ago.
- d. We were hamstrung because the other members of the group were unprepared.

27. Which of the following sentences is punctuated correctly?

- a. Emiliano Zapata, a revolutionary Mexican leader, is an important historical figure.
- b. Emiliano Zapata a revolutionary Mexican leader is an important historical figure.

c. Emiliano Zapata, a revolutionary Mexican leader is an important historical figure.

d. Emiliano Zapata a revolutionary Mexican leader, is an important historical figure.

28. Identify the sentence that uses capitalization correctly.

a. Our whole family will travel to Atlanta this summer to watch the U.S. nationals.

b. Our whole family will travel to Atlanta this summer to watch the U.S. Nationals.

c. Our whole family will travel to atlanta this summer to watch the U.S. Nationals.

d. our whole family will travel to Atlanta this summer to watch the U.S. Nationals.

29. Identify the correct word for the blank in the following sentence.

He is a _____ hard guy to get to know.

a. real

b. really

30. Identify the correct pronoun for the blank in the following sentence.

Do you want to go to the beach with my sister and _____?

a. I

b. me

31. Which of the following sentences is punctuated correctly?

a. The singer asked, "Have you heard 'To Sir, with Love' "?"

- b. The singer asked “Have you heard ‘To Sir, with Love’?”
- c. The singer asked, “have you heard ‘To Sir, with Love’?”
- d. The singer asked, “Have you heard ‘To Sir, with Love’?”

32. Which of the following sentences uses a conjunction correctly?

- a. But I want to go to the party!
- b. We played kickball I never kicked the ball.
- c. Tabitha left the flowers on the doorstep so Penny would see them.
- d. He washed the plate to put it away.

33. Which of the following sentences is punctuated correctly?

- a. The breakfast burritos in Austin, Texas can be very hot and spicy.
- b. The breakfast burritos in Austin, Texas can be very hot, and spicy.
- c. The breakfast burritos, in Austin, Texas can be very hot and spicy.
- d. The breakfast burritos in Austin, Texas, can be very hot and spicy.

34. Identify the correct word for the blank in the following sentence.

I cannot sing very _____.

- a. good
- b. well

35. Identify the correct verb for the blank in the following sentence.

All of the seagulls, including the brown and white one, _____ to catch the bread in the air.

a. tries

b. try

36. Identify the correct words for the blanks in the following sentence.

We were _____ with the salad _____.

a. threw, all ready

b. threw, already

c. through, all ready

d. through, already

37. Identify the correct word for the blank in the following sentence.

My mechanical pencil uses very thin pencil _____.

a. led

b. lead

38. Which of the underlined words in the following sentence is an unnecessary qualifier?

I am not quite sure if the guitar is out of tune or if it is the piano.

- a. not
- b. quite
- c. out
- d. or

39. Identify the correct word for the blank in the following sentence.

Between oil paintings or sculptures, I like sculptures _____.

- a. more
- b. most

40. Which of the underlined words in the following sentence is a transition word?

While the sun was still out, our group made it to the campsite; meanwhile, Hal's group hiked to the top of the ridge.

- a. while
- b. still
- c. meanwhile
- d. hiked

41. Identify the purpose of a composition with the following title:

“The History of the Internet”

a. persuasive

b. expository

c. narrative

d. descriptive

42. Circle the letter for the topic sentence in the following paragraph.

a. Even big recording stars can have difficulty with their record labels.

b. Take Prince, for example.

c. The story is that he changed his name to a symbol in order to get out of a bad record contract.

d. He continues to make music today in his recording studio in Minneapolis.

43. Identify the italicized phrase in the following sentence as a participial phrase, a gerund phrase, an infinitive phrase, or an appositive phrase.

Acting like it did not matter, John sat in another seat.

a. participial phrase

b. gerund phrase

c. infinitive phrase

d. appositive phrase

44. Which of the following sentences uses the active voice?

- a. Several blocks were used by the children to make the tower.
- b. The children used several blocks to make the tower.
- c. To make the tower, several blocks were used.
- d. The tower was made using several blocks.

45. Which of the following sentences is punctuated correctly?

- a. The sixty-three year old mobile uses twenty-four three-ounce weights.
- b. The sixty three year old mobile uses twenty-four three-ounce weights.
- c. The sixty-three year old mobile uses twenty-four three ounce weights.
- d. The sixty-three-year-old mobile uses twenty-four three-ounce weights.

46. Identify the type of order used in the following paragraph: chronological order, order of

importance, spatial order, or order of familiarity. The carnival had so many different sights to see. First, we went to the Haunted Mansion. Then, we tried to win a prize on the midway. Finally, we rode the Ferris wheel while the sun was setting. After dark, we watched the fireworks from the dock.

- a. chronological order
- b. order of importance
- c. spatial order

d. order of familiarity

47. Identify the correct verb for the blank in the following sentence.

Neither the dentist nor her patients ever _____ the old magazines.

a. reads

b. read

48. Identify whether the following sentence is fact or opinion.

Sport fishing should be illegal.

a. fact

b. opinion

49. Identify the correct words for the blanks in the following sentence.

We have our mid-winter _____ starting next _____.

a. brake, week

b. brake, weak

c. break, week

d. break, weak

50. Identify the appropriate language to use for the following situation:

a cover letter to a prospective employer

a. formal

b. informal

KEY ANSWERS

1. a.	15. b.	29. b.
2. c.	16. c.	30. b.
3. d.	17. d.	31. d.
4. b.	18. a.	32. c.
5. a.	19. c.	33. a.
6. c.	20. b.	34. b.
7. a.	21. b.	35. b.
8. d.	22. a.	36. d.
9. c.	23. b.	37. b.
10. a.	24. d.	38. b.
11. c.	25. a.	39. a.
12. d.	26. c.	40. c.
13. b.	27. a.	41. b.
14. b.	28. b.	42. a.

43. a.

46. a.

49. c.

44. b.

47. a.

50. a.

45. d.

48. b.

Lesson VII. Practice 02

Lesson VII. Practice 02

Level: Master 01 Comparative Literature

Components of the Lesson:

- A. Read then write the correct spelling
- B. Read and highlight the three incorrect spellings
- C. Punctuate sentences with apostrophes
- D. Add commas to sentences
- E. Correcting Spelling Mistakes

Resources/Materials:

PPT Presentation

Practice Question 1

- Get students to read this aloud if possible!
- Now ask them to write it again with the correct spelling.

Aoccdrnig to rsceearh at an Elingsh uinervtisy, it deosn't mttar in waht oredr the ltteers in a wrod are, the olny iprmoetnt tihng is that the frist and lsat ltteer are in the rghit pclae. The rset can be a toatl mses and you can sitll raed it wouthit a porbelm. Tihs is bcuseae we do not raed ervey lteter by it slef but the wrod as a wlohe.

Practice Question 2

Read the following introduction to a story and highlight the three incorrect spellings.

It was an extremely cold day. Everyone was in black. The cars were black to. Their were people standing like statues, positioned in groups, waiting for the coffin. Crows where flying in the sky. It was an unnaturally sombre occasion.

Practice Questions 3

Punctuate the following sentences with apostrophes according to the rules for using the apostrophe.

1. Sheilas '39 Austin 10 Cambridge is her proudest possession.
2. The dogs bark was far worse than its bite.
3. Theyre not afraid to go ahead with the plans, though the choice is not theirs.
4. The man whose face was tan said that he had spent his two weeks holiday in the South of France.
5. My address has three 7s, and Tims phone number has four 2s.
6. Its such a beautiful day that Ive decided to take a sun bath.
7. The rabbit had its right foreleg caught securely in the traps jaws.
8. Didnt he say when he would arrive at Joke and Vics house?
9. Our neighbours car is an old Ford Prefect and its just about to fall apart.
10. In three weeks time we'll have to begin college again.
11. Didnt you hear that theyre leaving tomorrow?
12. Whos the partys candidate for mayor this year?
13. The moons rays shone feebly on the path, and I heard the insects'chirpings and whistlings.
14. I found myself constantly putting two cs in the word process.
15. She said the watch Jack found was hers, but she couldnt identify the manufacturers

name on it.

16. Little girls clothing is on the first floor, and the mens department is on the second.

17. Whenever I think of the stories I read as a child, I remember Cinderellas glass slipper and Snow Whites wicked stepmother.

18. We claimed the picnic table was ours, but the Smiths' children looked so disappointed that we found another spot.

19. Its important that the kitten learns to find its way home.

20. She did not hear her childrens cries.

Practice questions 4

Add commas to the following sentences to ensure they make sense:

1. Duncan was also smiling but his was an apologetic smile.
2. He parked up stood and walked briskly to Room 74.
3. The vehicle was full of tourists mostly in pairs or family groups talking and laughing some moaning about the flight a baby crying and a child chattering excitedly.
4. She got up walked over to Johanna and hugged her hunched shoulders.

5. The little village renowned for its fine strawberry fields is alive with irrigation and manual watering.
6. On one shoulder I hitched the strap of a small black handbag and on the other the holdall.
7. The evidence of mounting student debt with the worst off shouldering a disproportionate share of the burden will inflame controversy over plans to permit universities to introduce top-up fees.
8. Their bathing costumes are drenched with water their feet muddy from the field.
9. It had wooden handles brass bolsters and lining and an inlaid shield.
10. The trees formed a barrier probably to stop cars driving too close to a grassy sloping bank which fell abruptly from the carpark to the road below.
11. Suddenly as I stared into the distance I felt strangely alone melancholy and disconsolate.
12. In order to access our fuel search simply register your name and email address.
13. She took off her shoes jumped into the water grabbed the bundle and heaved it into the boat.
14. And now almost sixty years after its grand opening in 1935 that very same beauty salon has been restored
15. He grabs his jacket and car keys puts his mobile phone in his pocket and drives to the local pub.

16. This forced the switch rail to move to the right leaving little room for the train's wheels making a derailment almost inevitable.
17. However to ensure that these have cleared in the USA please present this cheque on or after 8 December.
18. Thinking herself alone she opened the letter.
19. Born in Krakow Poland in 1870 32-year-old Helena Rubinstein who had studied medicine and dermatology emigrated to Australia where she opened her first shop.
20. Since the drug usually lacks colour odour and taste and dissolves quickly a victim can ingest it unknowingly.

Practice questions 5

The following list contains words that are all incorrectly spelled. Have a go at correcting them in the space provided.

1. Practice (to)
2. Withhole
3. Occured
4. Inovative

5. Benefitted
6. Principal (belief)
7. Incurr
8. Grevance
9. Conceede
10. Transffered
11. Competant
12. Calender
13. Warantee
14. Akwuire
15. Liase
16. Trulie
17. Expedit
18. Discreete (separate)
19. Afect
20. Acomodation

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Practice Questions 6

The following pieces of advice contain words that are all incorrectly spelled. Have a go at correcting them.

Advice on what to do in the event of an accident

- You may not want to think about the worst when driving, but how meny of us actualy no what to do if we are involved in a acident?
- Hopfully well never need to find out but just in case the worst does happen, carrentals.co.uk offers sum tips on wot to do after an accident.
- Cheque four injurees: After an accident your first priority should be to check yourself, any passengers and any other drivers for sines of injury – your health is mutch more important than any damage to vehicules.
- Call for help: If anyone is injured cheque the ABC of first ade – airway, breathing, and circulasion. Make shore someone calls for a ambalanse and keep any casualtees warm and imobalised.
- Report the accident: No matter how miner you may think the accident is, always report it to the police strate away so that you have an offishal record of the incident.
- Move cars: Drivers involved in minor accidents with no serious injuries should move cars to the side of the rode and out of the way of the oncoming trafic.

- If they cannot be moved drivers and passengers should remain in the cars with seatbelts fastened until help arrives. Turn on hazard warning lights and put out cones or warning triangles. Make a note of any specific damage to all cars.

KEY ANSWERS

Answers to Practice Question 2

It was an extremely cold day. Everyone was in black. The cars were black **too**. **There** were people standing like statues, positioned in groups, waiting for the coffin. Crows **were** flying in the sky. It was an unnaturally sombre occasion.

Answers to Practice Questions 3

1. Sheila's '39 Austin 10 Cambridge is her proudest possession.
2. The dog's bark was far worse than its bite.
3. They're not afraid to go ahead with the plans, though the choice is not theirs.
4. The man whose face was tan said that he had spent his two weeks' holiday in the South of France.

5. My address has three 7s, and Tim's phone number has four 2s.
6. It's such a beautiful day that I've decided to take a sun bath.
7. The rabbit had its right foreleg caught securely in the trap's jaws.
8. Didn't he say when he would arrive at Joke and Vic's house?
9. Our neighbour's car is an old Ford Prefect and it's just about to fall apart.
10. In three weeks' time we'll have to begin college again.
11. Didn't you hear that they're leaving tomorrow?
12. Who's the party's candidate for mayor this year?
13. The moon's rays shone feebly on the path, and I heard the insects' chirpings and whistlings.
14. I found myself constantly putting two c's in the word process.
15. She said the watch Jack found was hers, but she couldn't identify the manufacturer's name on it.
16. Little girls' clothing is on the first floor, and the men's department is on the second.
17. Whenever I think of the stories I read as a child, I remember Cinderella's glass slipper and Snow White's wicked stepmother.
18. We claimed the picnic table was ours, but the Smiths' children looked so disappointed

that we found another spot.

19. It's important that the kitten learns to find its way home.

20. She did not hear her children's cries.

Answers to Practice Questions 4

1. Duncan was also smiling, but his was an apologetic smile.
2. He parked up, stood, and walked briskly to Room 74.
3. The vehicle was full of tourists, mostly in pairs or family groups, talking and laughing, some moaning about the flight, a baby crying and a child chattering excitedly.
4. She got up, walked over to Johanna and hugged her hunched shoulders.
5. The little village, renowned for its fine strawberry fields, is alive with irrigation and manual watering.
6. On one shoulder I hitched the strap of a small, black handbag; and on the other, the holdall.
7. The evidence of mounting student debt, with the worst off shouldering a disproportionate share of the burden, will inflame controversy over plans to permit universities to introduce top-up fees.
8. Their bathing costumes are drenched with water, their feet muddy from the field.

9. It had wooden handles, brass bolsters and lining, and an inlaid shield.
10. The trees formed a barrier, probably to stop cars driving too close to a grassy, sloping bank, which fell abruptly from the carpark to the road below.
11. Suddenly, as I stared into the distance, I felt strangely alone, melancholy and disconsolate.
12. In order to access our fuel search, simply register your name and email address.
13. She took off her shoes, jumped into the water, grabbed the bundle and heaved it into the boat.
14. And now, almost sixty years after its grand opening in 1935, that very same beauty salon has been restored
15. He grabs his jacket and car keys, puts his mobile phone in his pocket, and drives to the local pub.
16. This forced the switch rail to move to the right, leaving little room for the train's wheels making a derailment almost inevitable.
17. However, to ensure that these have cleared in the USA, please present this cheque on or after 8 December.
18. Thinking herself alone, she opened the letter.
19. Born in Krakow, Poland in 1870, 32-year-old Helena Rubinstein, who had studied

medicine and dermatology, emigrated to Australia where she opened her first shop.

20. Since the drug usually lacks colour, odour, and taste and dissolves quickly, a victim can ingest it unknowingly.

Answers to Practice Questions 5

1. Practise (to)
2. Withhold
3. Occurred
4. Innovative
5. Benefited
6. Principle (belief)
7. Incur
8. Grievance
9. Concede

10. Transferred
11. Competent
12. Calendar
13. Warranty
14. Acquire
15. Liaise
16. Truly
17. Expedite
18. Discrete (separate)
19. Affect
20. Accommodation

Answers to Practice Questions 6

- You may not want to think about the worst when driving, but how **many** of us **actually** **know** what to do if we are involved in **an** **accident**?

- Hopefully we'll never need to find out but just in case the worst does happen, carrentals.co.uk offers some tips on what to do after an accident.
- Check for injuries: After an accident your first priority should be to check yourself, any passengers and any other drivers for signs of injury – your health is much more important than any damage to vehicles.
- Call for help: If anyone is injured check the ABC of first aid – airway, breathing, and circulation. Make sure someone calls for an ambulance and keep any casualties warm and immobilised.
- Report the accident: No matter how minor you may think the accident is, always report it to the police straight away so that you have an official record of the incident.
- Move cars: Drivers involved in minor accidents with no serious injuries should move cars to the side of the road and out of the way of the oncoming traffic.
- If they cannot be moved, drivers and passengers should remain in the cars with seatbelts fastened until help arrives. Turn on hazard warning lights and put out cones or warning triangles. Make a note of any specific damage to all cars.

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Lesson VIII. Practice 03

Lesson VIII. Practice 03

Level: Master 01 Comparative Literature

Components of the Lesson:

- A. Proofread sentences
- B. Proofread a paragraph
- C. Underline the mistake then correct it

Resources/Materials:

PPT Presentation

Proofreading Tasks

Exercise 1

Proofread the following sentences

1. Fred loves to tease Ethel and Lucy loves to tease Desi.
2. Because I was on a strict diet, I only ate the cake.
3. I cannot understand what happens to Pip.
4. Ethel broke the car, which is why Fred will not talk to her.
5. After we had left for Paris Englewood was thrown into grief.
6. Timmy blocked the kick with his face and did not know whether to cheer or to cry.
7. Natalie a skillful bus driver avoided all the traffic.
8. The family liked swimming at the beach and to run on the trails.
9. Each of the players know how to beat the competition.
10. I know to give the gift to whomever opens the door.

Exercise 2

Proofread the following paragraph

Guy de Maupassant

High school students are probably most familiar with author Guy de Maupassant as a short story writer. De Maupassant was a good friend of the novelist Gustave Flaubert; in fact, his' writing style is like Flaubert's. As a child, De Maupassant often observed the worst side of society and later he used that in his stories. His short stories are memorable for their ironic endings in which the main characters beliefs are turned upside down. In "the Necklace, for example, he describes a minor official and his wife who reduce themselves to poverty by repaying a debt. After years of hardship, they learn that the debt was all together unnecessary. De Maupassant's novels, like his stories, are simple realistic, and pessimistic. In one novel, for instance, the central character is an

unethical journalist which succeeds despite his dishonesty. De Maupassant allows himself to feel compassion for only the poor and powerless. The vain, foolish or selfish he portrays with merciless clarity.

Exercise 03: Underline the mistake then correct it

My sister's home on Jefferson Street is terrably noisy. Every five minutes or so a monster jet takes off from the nearby airport and its screeching silences everyone until it passes overhead. So many people travel these days that its difficult to get tickets for certain flights. I'D like to go too Colorado for the summer. Then, too, their is the noise from the heavy traffic in front of the house. I wish they would get a new shopping center for this area. Last and worst, there is the noise from the bulldozing for the new apartment building project in back of my sisters house. You can believe it. My sisters home is a noisy place.

Exercise 04: Underline the mistake then correct it

Recently, there is a great debate about whether English exit test should be introduced to test English standard of the university graduates. In fact, the reason for setting English exit test is that the English standard of Hong Kong university student are declining. The government wants to set a test to motivate the undergraduate students to improve English in the university. However, the government seem to have ignored the drawbacks of the test. In fact, the students do not like exams. What the students would do is to drill the examination skills and forget the goal of learning English. As a result, the English standard of university student will not be raised by the test. Secondly, they seem to have ignored that the workload of the university students are very heavy. They do not have enough time to drill the English. If the test establishes, this may greatly affect their major studies.

Thirdly, they seem to have equalized the English test result as the English standard. Though the one who score good results in the test could be better in English, this does not mean that the one who get a lower mark is the poorest. Therefore, the test may not be reliable.

To sum up, the exit test should not be established due to the above drawback. Instead, more opportunity to use English naturally should be created on campus to help the students improve English standard.

KEY ANSWERS

Exercise 1

1. Fred loves to tease Ethel and Lucy loves to tease Desi.

No, this is a compound comma error. The sentence should read: Fred loves to tease Ethel, and Lucy loves to tease Desi.

2. Because I was on a strict diet, I only ate the cake.

No, this is a misplaced modifier. The sentence should read: Because I was on a strict diet, I ate only the cake.

3. I cannot understand what happens to Pip.

Yes, this sentence is correct.

4. Ethel broke the car, which is why Fred will not talk to her.

No, this is a pronoun reference error. The word 'which' does not have an antecedent. The sentence should read: Because Ethel broke the car, Fred will not talk to her.

5. After we had left for Paris Englewood was thrown into grief.

No, this is an introductory comma error. The sentence should read: After we had left for Paris, Englewood was thrown into grief.

6. Timmy blocked the kick with his face and did not know whether to cheer or to cry.

Yes, this sentence is correct.

7. Natalie a skillful bus driver avoided all the traffic.

No, this is an interrupter comma error. The sentence should read: Natalie, a skillful bus driver, avoided all the traffic.

8. The family liked swimming at the beach and to run on the trails.

No, this is a parallelism error. The sentence should read: The family liked swimming at the beach and running on the trails.

9. Each of the players know how to beat the competition.

no, this is a subject/verb agreement error. The subject of 'know' is 'Each,' which is singular. The sentence should read: Each of the players knows how to beat the competition.

10. I know to give the gift to whomever opens the door.

No, this is a pronoun case error. Because 'whoever' is the subject of the clause 'whoever opens the door,' the pronoun should be in the nominative case. The sentence should read: I know to give the gift to whoever opens the door.

Exercise 2

High-school students are probably most familiar with author Guy de Maupassant as a short story writer. De Maupassant was a good friend of the novelist Gustave Flaubert; in fact, **his** writing style is like Flaubert's.

As a child, De Maupassant often observed the worst side of **society**, and later he used that in his stories. His short stories are **memorable** for their ironic endings in which the main character's beliefs are turned upside down. In **"The Necklace,"** for example, he describes a minor official and his wife who reduce **themselves** to poverty by repaying a debt. After years of hardship, they learn that the debt was **altogether** unnecessary.

De Maupassant's novels, like his stories, are **simple**, realistic, and pessimistic. In one novel, for instance, the central character is an unethical journalist **who** succeeds despite his dishonesty. De Maupassant allows **himself** to feel compassion for only the poor and powerless. The vain, **foolish**, or selfish he portrays with merciless clarity.

Exercise 3

My sister's home on Jefferson Street is terribly noisy. Every five minutes or so, a monster jet takes off from the nearby airport, and its screeching silences everyone until it has passed. Then, too, there is the noise from the heavy traffic in front of the house. Last and worst is the noise from the bulldozing for the apartment complex in the back of her house. My sister's home is definitely a noisy place.

Exercise 4

Recently, there is a great debate about whether **(an)** English exit test should be introduced to test **(the)** English standard of the university graduates. In fact, the reason for setting **(the)** English exit test is that the English standard of Hong Kong university student **(students)** are **(is)** declining. The government wants to set a test to motivate the undergraduate students to improve **(their)** English in the university. However, the government seem **(seems)** to have ignored the drawbacks of the test. In fact, the **(X)** students do not like exams. What the students would do is to drill the examination skills and forget the goal of learning English. As a result, the English standard of university student **(students)** will not be raised by the test. Secondly, they **(the government)** seem **(seems)** to have ignored that the workload of the university students are **(is)** very heavy. They do not have enough time to drill the **(their)** English. If the test establishes **(is established)**, this **(it)** may greatly affect their major studies.

Thirdly, they **(the government)** seem **(seems)** to have equalized the English test result as the English standard. Though the one who score **(scores)** good results **(a good result)** in the test could be better in English, this does not mean that the one who get **(gets)** a lower mark is the poorest. Therefore, the test may not be reliable.

To sum up, the exit test should not be established due to the above drawback **(drawbacks)**. Instead, more opportunity **(opportunities)** to use English naturally should be created on campus to help the students improve **(their)** English standard.

Lesson IV. Practice 04

Lesson IV. Practice 04

Level: Master 01 Comparative Literature

Components of the Lesson:

Choosing a dissertation and proofreading it

Objectives of the Lesson:

- To proofread a dissertation

Resources/Materials:

Dissertations

Exercise: (Assignment of about 15 days)

Check out a master's dissertation from the faculty library, then proofread it.

Use the following table:

Dissertation Title:				
Page	Line	Error	Type of Error	Correction

REFEFRENCES

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FURTHER READING AND PRACTICE

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