**3- Reviewing**

This step is composed of two stages which are:

**3-1 Revision**

Revising is the first stage that should be accomplished firstly, when the writer starts reviewing his/her paragraph. At this level paragraph’s unity and coherency have to be checked and corrected.

Paragraphs should have both coherence and unity. A paragraph with **unity** develops a single idea thoroughly and links it to the rest of the paper. Paragraph **coherence** is achieved when sentences are ordered in a logical manner and when clear transitions link sentences.

**3-1-1 Paragraph unity:**

* Develop a paragraph around a major idea.
* Express this idea in the topic sentence.
* Make the relationship between the main idea of the paragraph and the thesis of the paper clear.
* Don’t assume that the reader will “get it.” Spell it out for him/her.
* Support the main idea of the paragraph with details.
* Eliminate sentences that do not support the main idea. Alternately, you may revise the main idea to include those sentences.

Look at the following examples from a paper that has the thesis: “Despite the amount of foreign aid pouring in, social conditions in Zeeland remain bleak because the aid is used for military purposes.”

**Example 1 (without unity)**

Robert Bee wrote, “The Zeeland massacre illustrates the need for greater control and vigilance.” This is related to the thesis. Some 20,000 people disappeared from the villages. Financial mishandling can lead to great misfortune. Corruption in the government was exposed repeatedly to no avail. A police force, under orders to eliminate suspected terrorists, grabbed political dissidents and their families.

**Example 2 (unified)**

The pogrom of May 3, 1987 exemplifies how foreign aid funds were appropriated for repressive rather than social development purposes. On that day, some 20,000 people were abducted from villages in the countryside, charged as traitors and summarily executed. Then governor-for-life Zeely Zeelafsun had recently used $5 billion in aid to create a standing paramilitary police force. Without some restrictive control over the aid, human rights organizations were unable to prevent the buildup and unleashing of this disaster. Robert Bee, the director of the Development as Freedom Foundation wrote, “The Zeeland massacre illustrates the need for greater control and vigilance.”

In the first paragraph it is hard to tell what the topic sentence is, let alone how all the sentences belong together. The reader is not informed who Robert Bee is. The words “related to” in the second sentence don’t give the reader any sense of what the relationship is. The second paragraph provides a tight topic sentence that links the main idea of the paragraph to the central argument of the paper. It eliminates details that do not fall under the topic and adds details that are relevant to the reader’s understanding of the events and their relation to foreign aid.

**3-1-2 Paragraph Coherence:**

Decide on an order for your sentences that will best develop the paragraph’s main idea. Your supporting sentences are raw materials. They will not make sense to a reader unless they are put in order. This order could be based on several factors:

* **Chronological sequence.** This is useful for describing a sequence of events.
* **Modified chronology.** Sometimes a major idea presented early in a paragraph can be supplemented with necessary background information.
* **Spatial position of different objects.** This method is useful for description.
* **‘Conversation’ between different experts.** By moving between a series of key positions, a writer can establish a sense of dialogue and develop a complex argument.
* **Logical form of argument.** Some form of logical proof, like a syllogism, can serve as the basis for order.

Once you have put your sentences in order, express the connections between them with transitional words or phrases. Think of these as signposts to guide the reader through your paragraph. They should be clear.

**Examples (transitions in bold):**

**1) Chronological Sequence**

**Topic sentence:** Our journey was filled with misfortune and luck.

**After the car broke**, we had to walk several miles.

**Having eaten little for lunch**, we were soon wearied.

**While we wanted to continue toward town**, we had to rest.

**It was at that moment** that a trucker offered us a ride.

**2) Expert Conversation**

***Topic sentence:*** Karl Marx and Michel Foucault produced influential and superficially similar but ultimately conflicting understandings of the way that power struggles determine truth.

* **Marx, writing in the mid-nineteenth century, asserted** that truth was the product of conflicts between classes, or groups of people positioned differently in historical economic power arrangements.
* **While agreeing with** Marx’s recognition of the way that power struggles and history alter truth, Foucault was more skeptical about Marx’s identification of classes as the primary actors in the struggle.
* **Instead**, Foucault suggested that an examination of the claims made about sexuality and appropriate punishments revealed a complex give and take between various social groups and interests, all of which sought to establish dominance by controlling meaning.
* Marxist critics of Foucault **argue in response** that removing the focus from class eliminates a broad view of social conflict necessary to seeing how economic and political changes shape our everyday understanding.

**Ensuring Coherence**

There are several ways to create connections between ideas in your paragraph. Here are some suggestions:

**1. Repeat key words and phrases.** This can be a powerful way to make a point. Consider this excerpt from Rev. Martin Luther King’s famous “I Have a Dream” speech at the 1963 March on Washington for Jobs and Freedom, in which he uses parallel structure:

*I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.*

*I have a dream that one day this nation will rise up and live out the true meaning of its creed: “We hold these truths to be self-evident, that all men are created equal.”*

*I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.*

*I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.*

*I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today.*

**2. Use synonyms**, as in this example, where King uses both repetition (“Let freedom ring”) and synonyms (for “mountains”):

*And if America is to be a great nation, this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania. Let freedom ring from the snow-capped Rockies of Colorado. Let freedom ring from the curvaceous slopes of California. But not only that: Let freedom ring from Stone Mountain of Georgia. Let freedom ring from Lookout Mountain of Tennessee. Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.*

**3. Use pronouns** to refer to antecedents, as King does here; this can be more elegant than just repeating the key words and phrases:

*I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.*

**4. Use demonstratives** (this, that, these, those) as adjectives or pronouns, as King does here:

*I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.*

*I have a dream that one day this nation will rise up and live out the true meaning of its creed: “We hold these truths to be self-evident, that all men are created equal.”….*

*This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood.*

 **5. Use transitions.** Transition words and phrases will help you to make sure your essay has coherence. Also called signal words/phrases or signposts, these help to guide your readers. Transitions connect your related ideas; they can also show your reader that you are starting a new topic, giving an example, adding information, explaining causes and effects, and so on. Using the correct transition word or phrase in a sentence can make your writing much clearer. Try the activity below to think of possible transitions.

**Note:** Not every sentence needs a transition word. As you practice, you will become more comfortable with deciding when you need a transition word and when you do not.