One of the most important areas of instruction for international students in college is academic writing. In this study I am evaluating how successful the completion of multiple error logs applied to sequential drafts of various essay prompts is as a tool for revision. The researched population includes international students, at the intermediate course level, whose primary language is not English. Analysis of students’ writing focuses on improvements in lexical cohesiveness through conjunctions and reiterations. The results of this study will suggest the use of error logs as a pedagogical tool in academic ESL classes.