

Clemson University
Manuscript Review Office

Example Manuscript

Updated: January 2008

Please note that throughout this manuscript, **required formatting elements** are noted by **orange** boxes.

Aesthetic suggestions are noted in black boxes. These suggestions are not required, but by following them, you will greatly enhance the appearance and readability of your document.

The text is centered on the page with 1.25 inch margins on all four sides.

Required

THEORIZING THE AUTHOR/FORMAT EDITOR RELATIONAL DYNAMIC:
A STUDY OF THE MANUAL MANUSCRIPT REVIEW
PROCESS AT CLEMSON UNIVERSITY

Each section is single spaced

Required

A Thesis
Presented to
the Graduate School of
Clemson University

There is the same amount of space above and below each divider line.

Required

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
Professional Communication

Only the month and year you graduate are included in the date.

Required

by
Sally Ann Schwartz
May 2008

Accepted by:
Dr. Susan Hilligoss, Committee Chair
Dr. Michael Neal
Dr. Joseph Sample

1st level headings are formatted in such a way so that they stand out from other levels of headings.

Required

We suggest that 1st level headings be formatted with all caps.

ABSTRACT

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas consequat, pede quis porttitor dapibus, risus orci varius augue, et luctus velit libero ac pede. Aenean viverra porta leo. Quisque dignissim augue ac lectus. Sed lacus leo, vulputate a, tristique non, blandit ac, est. Proin tristique vulputate erat. Cras at arcu. Aliquam erat volutpat. Phasellus quis erat ut nibh dictum rhoncus. Vivamus vitae sem sed justo egestas elementum. Praesent posuere porta lectus. Praesent semper neque id tellus. Nunc malesuada tempus lectus. Donec diam sem, sollicitudin vel, feugiat id, molestie at, ligula.

Nulla lobortis purus vitae urna. Phasellus pharetra est laoreet urna. Donec vitae magna nec nisi eleifend malesuada. In facilisis ultricies quam. Donec sem mauris, adipiscing sed, interdum in, porttitor et, tellus. Nunc hendrerit imperdiet lacus. Cras sed neque. Suspendisse vestibulum metus a tortor. Curabitur orci dui, egestas ac, porttitor quis, suscipit sed, ligula. Curabitur enim ligula, suscipit vel, sodales nec, elementum vel, augue. Nam neque. Donec molestie. Integer et augue non ligula dignissim scelerisque. Sed hendrerit ante a augue.

Duis laoreet. Suspendisse dapibus. Integer auctor fermentum risus. In hac habitasse platea dictumst. Nunc non leo scelerisque magna feugiat egestas. Nulla facilisis lobortis dolor. Donec commodo sapien ut turpis. Aliquam ut sem. Suspendisse potenti. Phasellus vitae augue. Vivamus blandit augue at orci. Ut posuere lacinia augue. Lorem ipsum dolor sit amet, consectetur adipiscing elit. In et arcu. Aenean at lectus in lectus fermentum rhoncus. Suspendisse vitae diam in ipsum varius fermentum.

Nunc ut odio vel dolor porta elementum. Suspendisse rutrum malesuada ipsum. Ut viverra augue at neque faucibus molestie. Donec vitae turpis facilisis purus convallis nonummy. Vestibulum accumsan, ligula vitae suscipit posuere, erat est ultricies velit, ac rhoncus nulla erat eu sapien. Donec elit dui, volutpat vel, porta eget, gravida vitae, dolor. Mauris imperdiet, ante vitae vehicula consectetur, diam ante congue mi, eu pharetra ipsum lacus in tortor. Curabitur eget massa. Morbi commodo, augue in mollis ultricies, tortor metus ultricies tortor, sed dapibus elit enim id mauris. Donec ultricies. Praesent cursus sagittis justo. Praesent tempus scelerisque eros. Aliquam augue ipsum, porttitor et, vulputate id, lobortis eget, erat.

This 1st level heading is formatted the same as the 1st level heading on the abstract. Make sure that your heading formatting **remains consistent throughout the manuscript.**

Required



DEDICATION

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vivamus lobortis quam ut massa. Nunc pede tellus, sagittis vitae, feugiat eu, feugiat vitae, enim. Fusce feugiat sem eget libero. Ut metus eros, commodo quis, fermentum sit amet, suscipit non, risus. Ut congue urna in dui. Proin diam odio, iaculis ut, adipiscing in, consequat id, erat. Nulla elit. Pellentesque massa lectus, euismod ac, suscipit sit amet, ullamcorper vitae, ante. Sed porttitor, libero vel consequat vehicula, lectus magna pellentesque mauris, sit amet tempus purus tortor eu tortor. Donec tincidunt dui ac nulla. In placerat. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Nulla euismod, nisl a convallis luctus, lacus enim tempor nibh, ac iaculis purus nunc at sem.

ACKNOWLEDGMENTS

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nulla luctus. Etiam mi massa, vehicula iaculis, dignissim vitae, vulputate sed, ante. Etiam felis ante, pretium ut, lobortis nec, consectetur et, magna. Nulla nec augue. Phasellus gravida volutpat orci. Vestibulum congue, velit nec porttitor posuere, diam ipsum ultrices tellus, vel fermentum magna pede sed quam. Fusce quis pede. Phasellus auctor sodales eros. Nam non sapien. Nulla facilisis magna ut lorem. Etiam pretium, sem vel condimentum lacinia, turpis felis tristique purus, eu mattis turpis nisl sed purus. Nulla cursus turpis et risus. Praesent consectetur dolor vitae ante. Cras venenatis. Maecenas bibendum scelerisque tortor. Integer dapibus augue eu ante. Sed facilisis, orci vel congue viverra, eros metus dignissim nibh, a nonummy lacus erat mollis diam.

Aliquam erat volutpat. Fusce bibendum felis eget turpis. Fusce et tellus. Nullam et augue quis justo tincidunt pharetra. Donec non dui. Suspendisse ligula felis, pulvinar eget, cursus sit amet, sodales eu, ipsum. Mauris orci. Vivamus tristique porttitor augue. Maecenas laoreet. Curabitur accumsan, tortor eu bibendum adipiscing, ipsum ipsum hendrerit lacus, a commodo sem ante consectetur nisl. Integer aliquet nunc egestas nunc. Maecenas nec dolor et magna pellentesque ultricies.

Ut nulla purus, commodo vel, ultricies in, gravida sed, nisi. Mauris rhoncus orci ac augue. Cras nunc dui, bibendum at, egestas vel, mollis nec, massa. Phasellus nonummy accumsan nisl. Nulla sit amet mi. Etiam sapien lacus, iaculis quis, posuere ut, tristique eget, velit. Pellentesque ut justo sit amet ligula bibendum euismod. Proin eu magna. Donec vestibulum lacinia quam. In ac mauris sed metus congue tempor. Sed

facilisis, justo ut faucibus fringilla, nisi lacus commodo neque, ut rutrum elit massa vel nisl. Phasellus non est sit amet justo bibendum porttitor.

Nulla sollicitudin augue at orci. Donec eget nulla. Pellentesque pretium dolor quis sapien. Praesent turpis dui, vulputate ac, laoreet sed, ultricies in, nibh. Maecenas tortor turpis, molestie in, auctor in, suscipit a, nisl. Donec at ante. Nam et sapien nec eros viverra feugiat. Morbi sem. Mauris id metus. Donec feugiat est vel mi. Vestibulum fringilla. Fusce vel massa. Vestibulum suscipit, est id commodo ullamcorper, justo dolor fringilla felis, sit amet placerat risus elit condimentum nibh.

Nulla fringilla, dui scelerisque fringilla commodo, velit turpis convallis ipsum, eu fermentum orci purus quis risus. Pellentesque leo. Phasellus at nisi et felis tempor ultricies. Sed posuere. Sed cursus varius turpis. In id diam quis arcu vulputate mollis. Donec vehicula accumsan diam. Vestibulum sed felis et lacus adipiscing feugiat. Vestibulum semper urna id justo. Fusce dignissim vestibulum urna. Sed pellentesque, augue nec auctor suscipit, nisl enim bibendum dui, sed dapibus diam elit nec mauris. Duis euismod orci sit amet sapien. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nulla hendrerit faucibus dolor. Praesent eu nunc. Sed eu magna. Aliquam quam purus, convallis faucibus, consectetur quis, viverra et, neque.

Ellipses all go to the page number and are consistently spaced. (Note: Go to “format” then “tabs” and set a right-aligned tab at 5.85” with an ellipses leader.)

Required

TABLE OF CONTENTS

Strong Suggestion: Include “Page” over your page numbers to keep this section consistent with the lists of tables and figures.

	Page
TITLE PAGE	i
ABSTRACT	ii
DEDICATION	iv
ACKNOWLEDGMENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	x
 CHAPTER	
1. INTRODUCTION	1
Academic Editing Overview	3
Delivery and Format Editing at Clemson University’s Graduate School	16
Electronic Editing	24
Research Questions	32
RESEARCH DESIGN AND METHODS	34
Importance of the Study	34
Purpose of the Study	34
Explanation of Research Design	35
Delimitations of the Study	36
Institutional Review Board (IRB) Approval Information	36
Justification for and Overview of the Methodological Decisions and Their Limits	37
Summary of Methods	50
3. RESULTS	51
Discourse/Text Analysis	51
Interviews	55
Survey	57
Conclusion of Results	73

All major 1st level headings are included.

Required

2nd level headings are also included, but 3rd level headings are not.

When entries are longer than 4.5 inches, they are split onto two lines and the 2nd line is indented.

Strong Suggestion: Headings are continued on top of second page. By following this suggestion, you will be increasing the visual consistency of your document.

Table of Contents (Continued)

Page

4. CONCLUSIONS AND DISCUSSION	75
Answering the Research Questions	75
Connections and Conclusions	88
Recommendations for the Graduate School at Clemson University	91
Theoretical Implications and Recommendations For Further Research.....	95
APPENDICES	97
A: Dragga and Gong’s Editing Process Model.....	98
B: Manuscript Review Sign-In Data Sheet for Students	100
C: Institutional Review Board (IRB) Application and Attachments	101
REFERENCES	115

The header row with “Table” and “Page” is included on every page of this section and is formatted consistently with other similar sections (like the list of figures).

LIST OF TABLES

Formatting of ellipses is consistent with Table of Contents and other lists.

Required

Required

Table	Page
3.1 Results from Tallying the Checkmarks Made by Format Editors on the MRC’s	52
3.2 Results of Application of Format Editor’s Discursive Comments to a Modified Kostelnick Visual LanguageMatrix	54
3.3 Results of the Survey Question: “What is your age?”	58
3.4 Results of the Survey Question: “What is your gender?”	58
3.5 Results of the Survey Question: “What degree are you pursuing?”	59
3.6 Results of the Survey Question: “If earning a master’s, will you be writing a thesis?”	59
3.7 Results of the Survey Question: “In what major will you be earning your degree?”	60
3.8 Results of the Survey Question: “What is your native language?”	61
3.9 Results of the Survey Questions: “How frequently do you use MICROSOFT WORD?” and “Do you use MICROSOFT WORD’S comments feature?”	62
3.10 Results of the Survey Questions: “How frequently do you use ADOBE ACROBAT”, “Do you use ADOBE ACROBAT’S comments feature?”, and “How often do you receive comments in ADOBE ACROBAT?”	62
3.11 Results of the Survey Question: “What is your attitude toward Academic writing (in general)?”	63
3.12 Results of the Survey Question: “If you are writing a thesis or dissertation, what is your attitude toward it?”	64
3.13 Results of the Survey Question: “Do you think you are a good Editor of your own writing?”	65

Strong Suggestion: “List of Tables (Continued)” heading is consistent with Table of Contents and other lists. This will increase the visual consistency of your manuscript and assist with readability.

List of Tables (Continued)

Table	Page
3.14 Comparison of Attitude Toward Academic Writing and Graduate Major Category	66
3.15 Comparison of Attitude Toward Academic Writing and Degree Pursued.....	66
3.16 Comparison of Attitude Toward Academic Writing and Gender	67
3.17 Results of the Survey Questions: “Would you attend a seminar that would teach you the Graduate School’s manuscript formatting requirements?” and “Would you download an online tutorial that would teach you the Graduate School’s formatting requirements?”	68
3.18 Results of the Survey Question: “Are you aware that the Graduate School’s formatting guide currently exists on line?”	69
3.19 Results of the Survey Question: “Are you/will you be using the Graduate School’s formatting guide?”	69
3.20 Results of the Survey Question: “Would you use an approval page template provided by the Graduate School if you knew its exact location and how to use it?”	71
4.1 Modified Kostelnick Matrix with Percentage Display	79

This section and all other lists are formatted consistently with ellipses, headers, and spacing.

Required

LIST OF FIGURES

Figure		Page
1.1	Project Development and In-House Production Process Model By Carolyn Rude.....	4
1.2	The Manuscript Review and Negotiation Process at Clemson University, a diagram.....	23
1.3	The Electronic Manuscript Review and Negotiation Process a Clemson University, a diagram.....	27
2.1	Manuscript Review Checklist Form Used by the Graduate School at Clemson University.....	39
2.2	Kostelnick’s Visual Language Matrix	42
2.3	Question List Sent to Past Format Editors as an Electronic Interview	44
2.4	Page One of the Survey Sent to Graduate Students.....	47
2.5	Page Two of the Survey Sent to Graduate Students	48
2.6	Page Three of the Survey Sent to Graduate Students	48

This is the last page of the front matter, and, thus, is the last page with Roman numeral page numbering. Insert a section break here to ensure that chapter 1 begins on page “1.” (Note: go to “insert” then “break” and select “continuous” under section break.)

Required

Format of 1st level heading is consistent with front matter

Required

Text in the front matter is justified and this text is consistent with that. (Note: if you prefer not to justify your text, that is ok, but be consistent throughout the manuscript.)

Required

CHAPTER ONE

INTRODUCTION

lor sit amet, consectetur adipiscing elit. Nulla luctus. Etiam mi massa, vehicula iaculis, dignissim vitae, vulputate sed, ante. Etiam felis ante, pretium ut, lobortis nec, consectetur et, magna. Nulla nec augue. Phasellus gravida volutpat orci. Vestibulum congue, velit nec porttitor posuere, diam ipsum ultrices tellus, vel fermentum magna pede sed quam. Fusce quis pede. Phasellus auctor sodales eros. Nam non sapien. Nulla facilis magna ut lorem. Etiam pretium, sem vel condimentum lacinia, turpis felis tristique purus, eu mattis turpis nisl sed purus. Nulla cursus turpis et risus. Praesent consectetur dolor vitae ante. Cras venenatis. Maecenas bibendum scelerisque tortor. Integer dapibus augue eu ante. Sed facilis, orci vel congue viverra, eros metus dignissim nibh, a nonummy lacus erat mollis diam.

Aliquam erat volutpat. Fusce bibendum felis eget turpis. Fusce et tellus. Nullam et augue quis justo tincidunt pharetra. Donec non dui. Suspendisse ligula felis, pulvinar eget, cursus sit amet, sodales eu, ipsum. Mauris orci. Vivamus tristique porttitor augue. Maecenas laoreet. Curabitur accumsan, tortor eu bibendum adipiscing, ipsum ipsum hendrerit lacus, a commodo sem ante consectetur nisl. Integer aliquet nunc egestas nunc. Maecenas nec dolor et magna pellentesque ultricies.

Ut nulla purus, commodo vel, ultricies in, gravida sed, nisi. Mauris rhoncus orci ac augue. Cras nunc dui, bibendum at, egestas vel, mollis nec, massa. Phasellus nonummy accumsan nisl. Nulla sit amet mi. Etiam sapien lacus, iaculis quis, posuere ut, tristique eget, velit. Pellentesque ut justo sit amet ligula bibendum euismod. Proin eu

magna. Donec vestibulum lacinia quam. In ac mauris sed metus congue tempor. Sed facilisis, justo ut faucibus fringilla, nisi lacus commodo neque, ut rutrum elit massa vel nisl. Phasellus non est sit amet justo bibendum porttitor.

Nulla sollicitudin augue at orci. Donec eget nulla. Pellentesque pretium dolor quis sapien. Praesent turpis dui, vulputate ac, laoreet sed, ultricies in, nibh. Maecenas tortor turpis, molestie in, auctor in, suscipit a, nisl. Donec at ante. Nam et sapien nec eros viverra feugiat. Morbi sem. Mauris id metus. Donec feugiat est vel mi. Vestibulum fringilla. Fusce vel massa. Vestibulum suscipit, est id commodo ullamcorper, justo dolor fringilla felis, sit amet placerat risus elit condimentum nibh.

Nulla fringilla, dui scelerisque fringilla commodo, velit turpis convallis ipsum, eu fermentum orci purus quis risus. Pellentesque leo. Phasellus at nisi et felis tempor ultricies. Sed posuere. Sed cursus varius turpis. In id diam quis arcu vulputate mollis. Donec vehicula accumsan diam. Vestibulum sed felis et lacus adipiscing feugiat. Vestibulum semper urna id justo. Fusce dignissim vestibulum urna. Sed pellentesque, augue nec auctor suscipit, nisl enim bibendum dui, sed dapibus diam elit nec mauris. Duis euismod orci sit amet sapien. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nulla hendrerit faucibus dolor. Praesent eu nunc. Sed eu magna. Aliquam quam purus, convallis faucibus, consectetur quis, viverra et, neque.

Quisque malesuada erat id dolor. Phasellus sit amet lectus. Donec scelerisque mi id enim. Nunc dignissim augue vel felis. Cras id metus eget sapien nonummy cursus. Quisque id est vitae mi auctor egestas. Vivamus ac neque. Vestibulum risus diam, nonummy et, dignissim quis, egestas eu, diam. Pellentesque scelerisque tempus purus.

Vestibulum et diam eget felis volutpat convallis. Integer id massa et mauris malesuada imperdiet. Integer ut quam.

Pellentesque mauris sapien, tempus non, interdum id, commodo sed, magna. Aliquam ligula pede, feugiat eget, posuere mattis, commodo nec, pede. Sed lacus. Phasellus posuere imperdiet libero. Maecenas id nulla. Proin elementum. Nam ante elit, congue ut, malesuada dictum, sagittis quis, lacus. Nunc rutrum porttitor turpis. Nam libero. Donec adipiscing sollicitudin mauris. Duis aliquam accumsan ante. In hac habitasse platea dictumst. Curabitur accumsan, tortor eu bibendum adipiscing, ipsum ipsum hendrerit lacus, a commodo sem ante consectetur nisl. Integer aliquet nunc egestas nunc. Maecenas nec dolor et magna pellentesque ultricies. Ut nulla purus, commodo vel, ultricies in, gravida sed, nisi.

2nd level Academic Editing Overview

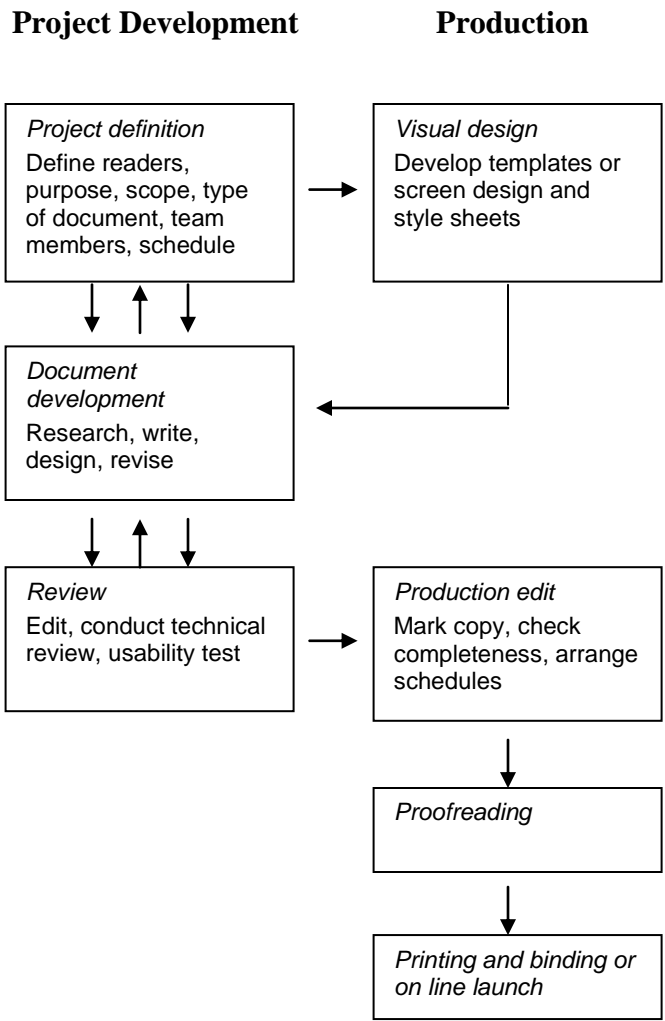
3rd level Editing Defined

Aliquam erat volutpat. Fusce bibendum felis eget turpis. Fusce et tellus. Nullam et augue quis justo tincidunt pharetra. Donec non dui. Suspendisse ligula felis, pulvinar eget, cursus sit amet, sodales eu, ipsum. Mauris orci. Vivamus tristique porttitor augue. Maecenas laoreet. Curabitur accumsan, tortor eu bibendum adipiscing, ipsum ipsum hendrerit lacus, a commodo sem ante consectetur nisl. Integer aliquet nunc egestas nunc. Maecenas nec dolor et magna pellentesque ultricies. Curabitur accumsan, tortor eu bibendum adipiscing, ipsum ipsum hendrerit lacus, a commodo sem ante consectetur nisl. Integer aliquet nunc egestas nunc. Maecenas nec dolor et magna pellentesque ultricies.

Note: Even though there are 3rd level headings in this manuscript, they are not included in the Table of Contents. This helps with the readability of the Table of Contents.

Ut nulla purus, commodo vel, ultricies in, gravida sed, nisi. Mauris rhoncus orci ac augue. Cras nunc dui, bibendum at, egestas vel, mollis nec, massa. Phasellus nonummy accumsan nisl. Nulla sit amet mi. Etiam sapien lacus, iaculis quis, posuere ut, tristique eget, velit. Pellentesque ut justo sit amet ligula bibendum euismod. Proin eu magna. Donec vestibulum lacinia quam. In ac mauris sed metus congue tempor. Sed facilisis, justo ut faucibus fringilla, nisi lacus commodo neque, ut rutrum elit massa vel nisl. Phasellus non est sit amet justo bibendum porttitor.

Nulla sollicitudin augue at orci. Donec eget nulla. Pellentesque pretium dolor quis sapien. Praesent turpis dui, vulputate ac, laoreet sed, ultricies in, nibh. Maecenas tortor turpis, molestie in, auctor in, suscipit a, nisl. Donec at ante. Nam et sapien nec eros viverra feugiat. Morbi sem. Mauris id metus. Donec feugiat est vel mi. Vestibulum fringilla. Fusce vel massa. Vestibulum suscipit, est id commodo ullamcorper, justo dolor fringilla felis, sit amet placerat risus elit condimentum nibh.



The format of all figures/tables and captions must be consistent throughout the manuscript. The spacing above and below each figure/table must also be consistent.

Required

Figure 1.1: Project Development and In-House Production Process Model by Carolyn Rude

Quisque malesuada erat id dolor. Phasellus sit amet lectus. Donec scelerisque mi id enim. Nunc dignissim augue vel felis. Cras id metus eget sapien nonummy cursus. Quisque id est vitae mi auctor egestas. Vivamus ac neque. Vestibulum risus diam, nonummy et, dignissim quis, egestas eu, diam. Integer dapibus augue eu ante. Sed facilisis, orci vel congue viverra, eros.

Academic Writing and Editing as Scholarly Negotiation

Aliquam erat volutpat. Fusce bibendum felis eget turpis. Fusce et tellus. Nullam et augue quis justo tincidunt pharetra. Donec non dui. Suspendisse ligula felis, pulvinar eget, cursus sit amet, sodales eu, ipsum. Mauris orci. Vivamus tristique porttitor augue. Maecenas laoreet. Curabitur accumsan, tortor eu bibendum adipiscing, ipsum ipsum hendrerit lacus, a commodo sem ante consectetur nisl. Integer aliquet nunc egestas nunc. Maecenas nec dolor et magna pellentesque ultricies. These negotiations are results of the student-scholar's manuscript's rhetorical situation. Lloyd Bizter best defines *rhetorical situation* as a combination of the understanding of the potentially complex audience to be addressed (their needs, attitudes, and knowledge), constraints limiting the discourse, and the exigencies requiring the discourse to come into being (3). A firm understanding of the rhetorical situation by the student-scholar results in a stronger justification for the knowledge he/she wishes to construct.

Note that the formatting and spacing of the headings is consistent with the other sections of the manuscript.

CHAPTER TWO

1st level

RESEARCH DESIGN AND METHODS

Importance of the Study

2nd level

Required

Nulla sollicitudin augue at orci. Donec eget nulla. Pellentesque pretium dolor quis sapien. Praesent turpis dui, vulputate ac, laoreet sed, ultricies in, nibh. Maecenas tortor turpis, molestie in, auctor in, suscipit a, nisl. Donec at ante. Nam et sapien nec eros viverra feugiat. Morbi sem. Mauris id metus. Donec feugiat est vel mi. Vestibulum fringilla. Fusce vel massa. Vestibulum suscipit, est id commodo ullamcorper, justo dolor fringilla felis, sit amet placerat risus elit condimentum nibh. Ut nulla purus, commodo vel, ultricies in, gravida sed, nisi. Mauris rhoncus orci ac augue. Cras nunc dui, bibendum at, egestas vel, mollis nec, massa. Phasellus nonummy accumsan nisl. Nulla sit amet mi. Etiam sapien lacus, iaculis quis, posuere ut, tristique eget, velit. Pellentesque ut justo sit amet ligula bibendum euismod. Proin eu magna. Donec vestibulum lacinia quam. In ac mauris sed metus congue tempor.

Purpose of the Study

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nulla luctus. Etiam mi massa, vehicula iaculis, dignissim vitae, vulputate sed, ante. Etiam felis ante, pretium ut, lobortis nec, consectetur et, magna. Nulla nec augue. Phasellus gravida volutpat orci. Vestibulum congue, velit nec porttitor posuere, diam ipsum ultrices tellus, vel fermentum magna pede sed quam. Fusce quis pede. Phasellus auctor sodales eros. Nam non sapien. Nulla facilisis magna ut lorem. Etiam pretium, sem vel condimentum lacinia, turpis felis

tristique purus, eu mattis turpis nisl sed purus. Nulla cursus turpis et risus. Praesent consetetur dolor vitae ante. Cras venenatis. Maecenas bibendum scelerisque tortor. Integer dapibus augue eu ante. Sed facilisis, orci vel congue viverra, eros metus dignissim nibh, a nonummy lacus erat mollis diam.

Aliquam erat volutpat. Fusce bibendum felis eget turpis. Fusce et tellus. Nullam et augue quis justo tincidunt pharetra. Donec non dui. Suspendisse ligula felis, pulvinar eget, cursus sit amet, sodales eu, ipsum. Mauris orci. Vivamus tristique porttitor augue. Maecenas laoreet. Curabitur accumsan, tortor eu bibendum adipiscing, ipsum ipsum hendrerit lacus, a commodo sem ante consetetur nisl. Integer aliquet nunc egestas nunc. Maecenas nec dolor et magna pellentesque ultricies.

Explanation of Research Design

Nulla fringilla, dui scelerisque fringilla commodo, velit turpis convallis ipsum, eu fermentum orci purus quis risus. Pellentesque leo. Phasellus at nisi et felis tempor ultricies. Sed posuere. Sed cursus varius turpis. In id diam quis arcu vulputate mollis. Donec vehicula accumsan diam. Vestibulum sed felis et lacus adipiscing feugiat. Vestibulum semper urna id justo. Fusce dignissim vestibulum urna. Sed pellentesque, augue nec auctor suscipit, nisl enim bibendum dui, sed dapibus diam elit nec mauris. Duis euismod orci sit amet sapien. Lorem ipsum dolor sit amet, consetetur adipiscing elit. Nulla hendrerit faucibus dolor. Praesent eu nunc. Sed eu magna. Aliquam quam purus, convallis faucibus, consetetur quis, viverra et, neque. Ut nulla purus, commodo vel, ultricies in, gravida sed, nisi. Mauris rhoncus orci ac augue. Cras nunc dui, bibendum at, egestas vel, mollis nec, massa.

Nulla sollicitudin augue at orci. Donec eget nulla. Pellentesque pretium dolor quis sapien. Praesent turpis dui, vulputate ac, laoreet sed, ultricies in, nibh. Maecenas tortor turpis, molestie in, auctor in, suscipit a, nisl. Donec at ante. Nam et sapien nec eros viverra feugiat. Morbi sem. Mauris id metus. Donec feugiat est vel mi. Vestibulum fringilla. Fusce vel massa. Vestibulum suscipit, est id commodo ullamcorper, justo dolor fringilla felis, sit amet placerat risus elit condimentum nibh.

Delimitations of the Study

Proin interdum sapien. Nam aliquet sollicitudin justo. Vestibulum tincidunt purus vel nibh. Maecenas semper, massa in consetetur sodales, leo erat nonummy lacus, vel luctus turpis orci sed orci. Proin sollicitudin pellentesque ante. Phasellus quis libero. Ut neque turpis, gravida et, vehicula ut, blandit nec, tortor. Phasellus tincidunt mattis velit. Fusce odio. Class aptent taciti sociosqu ad litora torquent per conubia nostra, per inceptos hymenaeos. Maecenas id turpis. Quisque lacinia fermentum tortor. Integer mattis, leo a hendrerit hendrerit, velit turpis lacinia lectus, id iaculis nibh dolor a tortor. Phasellus mattis, nibh ut mollis commodo, dui massa accumsan erat, vehicula pretium massa velit vitae mi. Aenean vel odio. Integer lacinia, diam eu viverra tempus, ligula elit auctor orci, sed dictum enim sem auctor leo. In hac habitasse platea dictumst. Cras risus. Fusce sodales. Phasellus nulla mi, pellentesque a, convallis id, porttitor sit amet, pede. Donec varius ultricies libero. Suspendisse tempor neque eu purus.

Institutional Review Board (IRB) Approval Information

Proin cursus ipsum a velit. Maecenas nec eros. Nulla lacus orci, suscipit at, sagittis non, interdum nec, elit. Pellentesque dignissim nisl sit amet nisi volutpat facilisis. Nunc vulputate, lorem vel laoreet scelerisque, dolor risus egestas purus, mattis fermentum quam tortor eget sapien. Vestibulum posuere lobortis eros. Sed in nulla non ante venenatis sollicitudin. Integer mollis pede. Cras ante lacus, dignissim in, dictum sit amet, placerat ullamcorper, est. Integer imperdiet vulputate tellus. Nullam laoreet.

Justification for and Overview of Methodological Decisions and Their Limits

Fusce sodales. Phasellus nulla mi, pellentesque a, convallis id, porttitor sit amet, pede. Donec varius ultricies libero. Suspendisse tempor neque eu purus. Nam justo ipsum, viverra sed, lobortis non, consequat vel, nisl. Sed dui ligula, pretium at, porttitor quis, consequat id, erat. Fusce at tellus. Duis ut lacus aliquet nisi interdum vulputate. Integer diam sem, vulputate sed, scelerisque quis, viverra id, nibh. Nunc tristique. Donec eget magna. Nunc a sem. Maecenas ac tortor et felis eleifend pulvinar. Nunc pulvinar vulputate arcu. Mauris nonummy, est id hendrerit pharetra, leo purus semper massa, et tempor ante elit nec elit. Duis enim. Integer a mi. Nunc consectetur, diam ut tincidunt placerat, sem elit suscipit ipsum, in bibendum ipsum ante vitae arcu. Etiam commodo lorem sit amet ante. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Suspendisse ipsum. Fusce pharetra diam et nibh. Suspendisse potenti. Morbi eget ipsum a velit ornare accumsan.

Note: This is the beginning of the back matter of your manuscript.

This is the divider page. It should be used when there is more than one appendix in your manuscript. The header, "APPENDICES" on this page is a 1st level heading.

Required

APPENDICES

1st level

Page numbers continue from the body text.

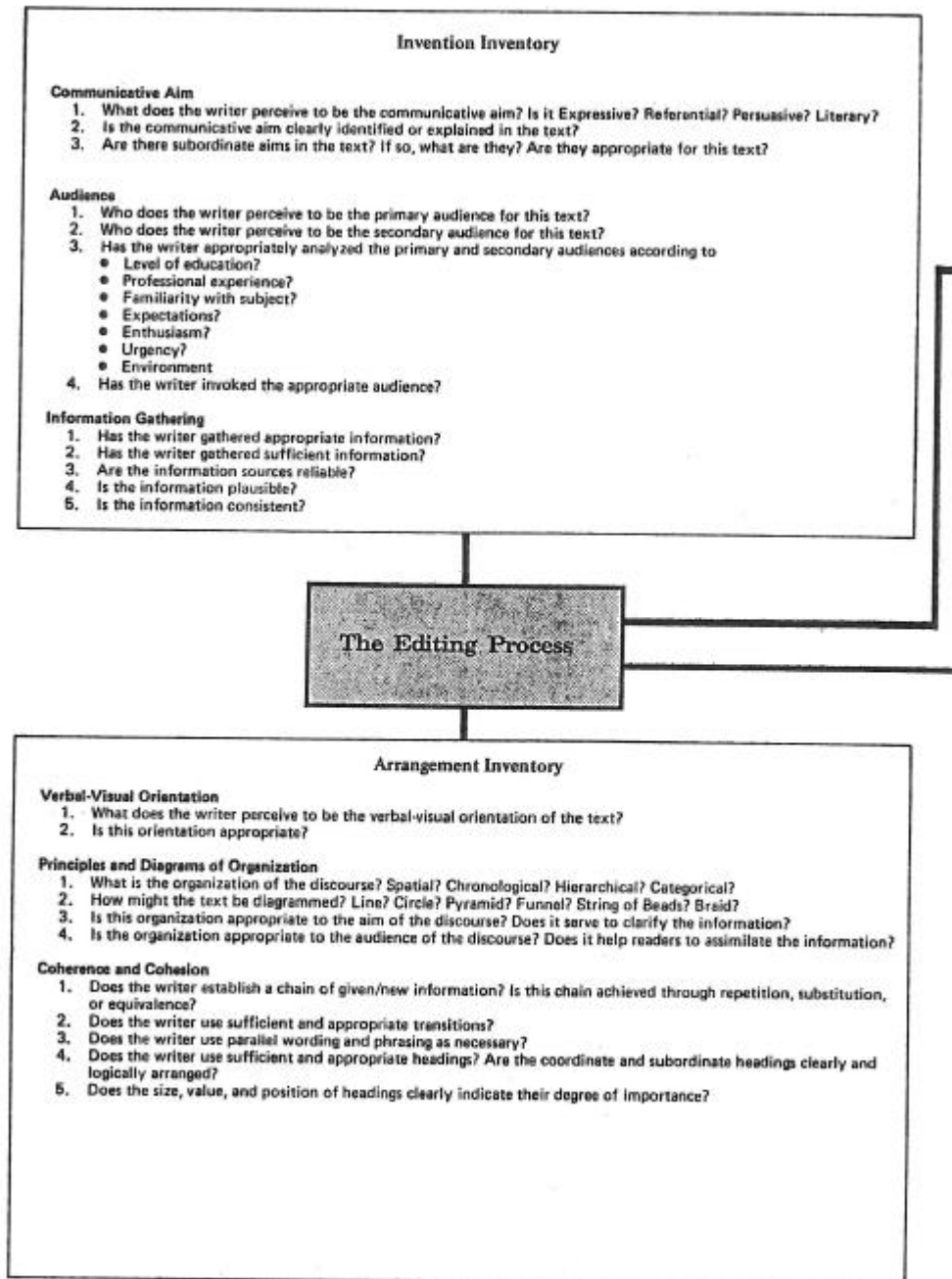
Required

Because the divider page has a 1st level heading on it, the headings for each appendix should be formatted consistently with your 2nd level headings.

Required

Appendix A

Dragga and Gong's Editing Process Model



Style Inventory

Verbal Propriety

1. What are the verbal style characteristics of discourse medium and participation, province, status, and modality?
2. What are the verbal style characteristics of individuality, dialect, time, and singularity?
3. Do the verbal style characteristics of discourse medium and participation, province, status, and modality dominate the verbal style characteristics of individuality, dialect, time, and singularity?
4. Is the verbal style consistent across the lexical, grammatical, and mechanical levels of the text?

Visual Propriety

1. What are the visual style characteristics of discourse medium and participation, province, status, and modality?
2. What are the visual style characteristics of individuality, dialect, time, and singularity?
3. Do the visual style characteristics of discourse medium and participation, province, status, and modality dominate the visual style characteristics of individuality, dialect, time, and singularity?
4. Is the visual style consistent across the lexical, grammatical, and mechanical levels of the discourse?

Delivery Inventory

Typography

1. What are the characteristics of the basic type design (i.e., serif/sans serif, x-height, counters, ascenders and descenders, thicks and thins, vertical stress)? What retinal variations of design occur? What is their significance (associative, selective, ordered)?
2. What is the basic point size of type? What retinal variations of size occur? What is their significance (selective, ordered, proportional)?
3. What is the basic style of type (i.e., bold, italic, underlined, outline, shadow, positive/negative images, chromatic/achromatic, upper/lower case)? What retinal variations of style occur? What is their significance (associative, selective, ordered, proportional)?
4. What is the basic horizontal and vertical spacing (i.e., line length, leading, alignment)? What retinal variations of spacing occur? What is their significance (associative, selective, ordered, proportional)?

Illustrations

Tables

1. What are the typographical characteristics of each table (i.e., design, size, style, and spacing)? What retinal variations of design, size, style, and spacing occur? What is their significance (associative, selective, ordered, proportional)?
2. What are the illustrative characteristics of each table (e.g., boxing, color, screens)? What retinal variations of the illustrative characteristics occur? What is the significance of the retinal variations (associative, selective, ordered, proportional)?

Figures

1. What are the illustrative characteristics of each figure (i.e., pictorial/non-pictorial)? What retinal variations of the illustrative characteristics occur? What is the significance of the retinal variations (associative, selective, ordered, proportional)?
2. What are the typographical characteristics of each figure (i.e., design, size, style, and spacing)? What retinal variations of design, size, style, and spacing occur? What is their significance (associative, selective, ordered, proportional)?
3. Do the illustrative and typographical characteristics of each figure communicate or reinforce a single and unified meaning?
4. Does each figure encourage viewing as opposed to reading? How is this achieved?

Page Design

1. What is the basic page grid? What retinal variations of this page grid occur (e.g., column number, column width, margin size)? What is the significance of the retinal variations (associative, selective, ordered, proportional)?
2. Which pages of the publication deserve the reader's initial attention? the reader's subsequent attention? Why? Do these pages solicit this attention? How?
3. Which illustrations on each page deserve the reader's initial attention? the reader's subsequent attention? Why? Do these illustrations solicit this attention? How?
4. Which blocks of typography on each page deserve the reader's initial attention? the reader's subsequent attention? Why? Do these blocks of typography solicit this attention? How?

Production

1. Does the printing process harmonize with the typography, illustrations, and page design?
2. Does the paper harmonize with the typography, illustrations, and page design?
3. Does the folding/binding process harmonize with the typography, illustrations, and page design?

Appendix C

Institutional Review Board (IRB) Application and Attachments

Application for Exemption Certification Clemson University Institutional Review Board (IRB)

<http://www.clemson.edu/research/orcSite/orcIRB.htm>

All research activities involving the use of human participants must be reviewed and approved by the Clemson University Institutional Review Board (IRB), unless the IRB determines that the research falls into one or more of the categories of exemption established by federal regulations.

A determination by the IRB that research is exempt does not absolve investigators from ensuring that the rights and welfare of human participants participating in research activities are protected, and that the methods used and information provided to gain participant consent are appropriate. Investigators may not solicit participation or begin data collection until they have received approval from the IRB or written concurrence that the research has been determined to be exempt.

Exempt applications are processed as received. There is no deadline for submitting exempt applications for review. Please allow seven to ten business days for processing.

If you have questions regarding the application process or the review of exempt protocols, please contact Laura Moll, IRB Coordinator, Office of Research Compliance, 223 Brackett Hall, Clemson, SC 29634-5704 (Phone: 864-656-6460; E-mail: lmoll@clemson.edu).

A complete application packet includes the following materials (check all that apply):

- Exemption Certification Form.
- Recruitment documents, if applicable (see question # 4).
- Letter(s) of support, if applicable (see question #4).
- Surveys, interview questions, tests, or data collection sheets, if applicable (see question #5).
- Informational letter or script, if applicable (see question # 8).

The Principal Investigator (PI) may submit this application by e-mail to Laura Moll (lmoll@clemson.edu) to qualify the application as a signed electronic submission. Alternatively, the application may be delivered in paper form with original signatures to the Office of Research Compliance, 223 Brackett Hall, Clemson, SC 29634-5704.

Exemption Certification Form

For office use only		Protocol Number: _____
<input type="checkbox"/> Validated Date: _____	▶	Research has been determined to be exempt under category: _____. Research may begin as of the date of determination listed below.
<input type="checkbox"/> Not validated	▶	The proposed research does not fall within the categories eligible for exemption. Submit an application for <input type="checkbox"/> Expedited or <input type="checkbox"/> Full committee review
Comments: _____		
Signature: _____		Date of determination: _____

▶ Research Title <small>(For class projects, include course number and title.)</small>	MAPC Thesis Research entitled "Theorizing the Author/Editor Relational Dynamic: An Analysis of the Manuscript Review Process at Clemson University"
--	---

▶ Principal Investigator	Name: Dr. Michael Neal	Phone: 864-656-6411
<input checked="" type="checkbox"/> Faculty <input type="checkbox"/> Other. Please specify.	Department: English	E-mail: mneal@clemson.edu
A student cannot be the PI.	Campus address (room, building, street address): 806 Strode Tower	
<input checked="" type="checkbox"/> I have completed the required human research protections training.	Signature: _____	Date: _____
		Fax: _____

▶ Co-Investigator	Name: Sally Ann Schwartz	Phone: [REDACTED]
<input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input checked="" type="checkbox"/> Graduate student <input type="checkbox"/> Undergraduate student <input type="checkbox"/> Other. Please specify.	Campus address (room, building, street address) or mailing address: 119-C University Village Drive Central, SC 29630	E-mail: sschwar@clemson.edu
<input type="checkbox"/> I have completed the required human research protections training.	Signature: _____	Date: _____
		Fax: _____

▶ Co-Investigator	Name: _____	Phone: _____
<input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Graduate student <input type="checkbox"/> Undergraduate student <input type="checkbox"/> Other. Please specify.	Campus address (room, building, street address) or mailing address: _____	E-mail: _____
<input type="checkbox"/> I have completed the required human research protections training.	Signature: _____	Date: _____
		Fax: _____

▶ Start and end dates	Anticipated start date: May 23, 2006. Anticipated end date: May 31, 2006
▶ Source of funding	The student completing the research will fund it

If you check Yes to any of the questions below, your research is not exempt. Do not complete the exempt application. Submit an expedited or a full committee review application.

If you check No to all of the questions below, your research may be exempt from IRB continuing review. Please continue with the exempt application.

Does any part of the research require that participants be deceived? Yes No

Will the research expose human participants to discomfort or stress beyond the levels encountered in daily life? Yes No

Will prisoners, persons incompetent to provide valid consent, pregnant women where pregnancy is the focus of the research, or fetuses be participants in the study? Yes No

The Federal Code [45 CFR 46 (46.101)] permits research activities in the following six categories to be exempted from continuing review by the IRB. Please check the exemption category for which you are applying.

Categories of Research Activities Exempt from Continuing Review	
<input type="checkbox"/>	<p>1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as:</p> <p>a. research on regular and special education instructional strategies, or</p> <p>b. research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.</p> <p>Note: The above exemption is applicable to mentally handicapped individuals only if the research involves no changes in the content, location, or procedures of instruction from those normally experienced by the participant.</p>
<input checked="" type="checkbox"/>	<p>2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, <i>unless</i>:</p> <p>(i) the information obtained is recorded in such a manner that human participants can be identified, directly or through identifiers linked to the participants; <i>and</i></p> <p>(ii) any disclosure of the human participants' responses outside the research could reasonably place the participants at risk of criminal or civil liability or be damaging to the participants' financial standing, employability, or reputation.</p> <p>Note: Survey and interview techniques which include minors are not exempt. Observation of the public behavior of minors, if the researcher is not a participant, is exempt.</p>
<input type="checkbox"/>	<p>3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under Category 2, if:</p> <p>a. the human participants are elected or appointed public officials or candidates for public office, or</p> <p>b. federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.</p>
<input type="checkbox"/>	<p>4. Research, involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that participants cannot be identified directly or through identifiers linked to the participants.</p> <p>Note: To qualify for this exemption, the data, documents, records, or specimens must be in existence before the project begins.</p>

This is the **last** section of the manuscript. (Note: the only exception to this is if you place works cited at the end of every chapter)

Required

Use a discipline-approved format for your citations.

Required

Do not use justified text for your works cited page (even if your body text is justified) because it compromises line spacing and inter-textual consistency.

WORKS CITED

The formatting of the heading is consistent with other 1st level headings.

Required

William W. Turechek. "The Risks and Rewards of Technical Writing." *Transactions on Professional Communication* 51 (1988): 122-127.

Offset entries with hanging indents or numbering.

Albers, Michael J. "The Technical Editor and Document Databases: What the Future Hold." *Technical Communication Quarterly* 9.2 (2000): 191-206.

Stephen. "Seeing the Text." *College Composition and Communication* 37.1 (1986): 66-78.

"The Shape of Text to Come: The Texture of Print on Screens." *College Composition and Communication* 44.2 (1993): 151-175.

Bitzer, Lloyd. "The Rhetorical Situation." *Philosophy and Rhetoric* 1.1 (1968): 1-14.

Burke, Kenneth. "From *Language as Symbolic Action*." *The Rhetorical Tradition: Readings from Classical Times to the Present*. Ed. Patricia Bizzell and Bruce Herzberg. Boston: Bedford/St. Martin's, 2001. 1340-1347.

Creswell, John. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 2nd Ed. London: Sage Publications, Inc, 2003.

Day, Robert. *How to Write and Publish a Scientific Paper*. Philadelphia: ISI Press, 1979.

Dayton, David. "Electronic Editing." *Technical Editing*. 4th Ed. Ed. Carolyn Rude. New York: Pearson Longman, 2006. 83-103.

—. "Electronic Editing in Technical Communication: A Survey of Practices and Attitudes". *Technical Communication* 50.2 (2003): 192-205.

—. "Electronic Editing in Technical Communication: Practices, Attitudes, and Impacts." PhD dissertation, Texas Tech University. August 2001. <www.spsu.edu/htc/dayton/dissertation>.

Websites are not blue or underlined.

Required

and Gwendolyn Gong. *Editing: The Design of Rhetoric*. Amityville: NY: Wood Publishing Company, Inc, 1989.

Duffy, Thomas M. "Designing Tools to Aid Technical Editors: A Needs Analysis." *Technical Communication* 42 (1995): 262-277.

No one entry is split between two pages. (Each page begins with a complete entry).

Required

"Editing and Document Review." *Technical Communication* 42

- Farkas, David, and Steven Poltrock. "Online Editing, Mark-up Models, and the Workplace Lives of Editors." *IEEE Transactions on Professional Communication* 38 (1995): 110-117.
- Fenno, Charles. "'But What if the Shoe Doesn't Fit?'" *Technical Communication* 34 (1987):146-149.
- Haas, Christina. *Writing Technology: Studies on the Materiality of Literacy*. Mahwah, NJ: Lawrence Erlbaum Associates, 1996.
- Kostelnick, Charles, and David Roberts. *Designing Visual Language: Strategies for Professional Communicators*. Boston: Allyn and Bacon, 1998. 85-109.
- Lutz, Jean. "A Study of Revising and Editing at the Terminal." *IEEE Transactions on Professional Communication* 27.2 (1984): 73-77.
- MacNealy, Mary Sue. *Strategies for Empirical Research in Writing*. Boston: Allyn and Bacon, 1999.
- Merriam-Webster OnLine*. 2005. Merriam-Webster Incorporated. 5 July 2006. <<http://www.m-w.com/cgi-bin/dictionary>>.
- Mohr, Jonathan. *Sorted Lists of Random Numbers*. 2004. Augustana: University of Alberta. 28 April 2006. <<http://www.augustana.ab.ca/~mohrj/algorithms/randpick.html>>.
- Neal, Michael. Research Methods Lecture. Clemson University. Daniel Hall. January 2006.
- Rude, Carolyn D. *Technical Editing*. 4th Ed. Needham Heights, MA: Allyn & Bacon, 2005.
- Rude, Carolyn D., and Elizabeth Smith. "Use of Computers in Technical Editing." *Technical Communication* 39 (1992): 334-342.