

Extracts to Give a Sense of the Levels of Help and Degree of a Copy Edit

Condensed two sample document extracts into one:

1. **Feedback doc.** Two very short extracts to demonstrate two areas:
 - * The exact nature of the general instructions.
 - * The detailed nature of the feedback on what was of concern in the edit.
2. **Edit:** Left in **beginning and end** of a **chapter** to show **how we track our editing** (markup feature in MSWord), discuss in the text any potential content concerns that need addressing with your mentor/advisor/supervisor/chair/committee or that you still need to attend to, and balloon explanations or reminders of why the editing change was done. All editing changes and patterns of concern are discussed in detail in the feedback document.

Regards
Desray J

Feedback sample

Thank you, T..., for submitting chapter 3 to Language Online for editing. I am happy to be working with you again.

To perform an edit on your chapter, I have used the tracking function, which will help you see where I have made any changes. First, let us establish if you can see my tracked comments. You should be able to see your name in red and underlined: Desray. If you cannot, click View and then Markup.

The following comments are important for you to read. They deal with the main errors detected in your chapter.
All references (section numbers in parentheses) refer to the *APA Manual* (5th ed.).

VERB TENSE

PROPOSAL TENSE: In a proposal, write chapters 1, 2, and 3 in the future tense to reflect the study's intent. For example, The purpose of the quantitative, correlational research is to determine... → The purpose of the quantitative, correlational research will be to determine...

REFERENCES & CITATIONS

INTRODUCE QUOTES: Avoid starting a sentence with a direct quote. You need to warn readers that a quote is coming by using a signal phrase, such as *According to Author's name (year) or Author's name (year) proposed.*

We wish you all the best in polishing chapter 3, T....
Kind regards,
....
Language Online Editor

Edit sample

CHAPTER 3: RESEARCH METHOD

The purpose of ~~this~~ the quantitative, correlational research ~~is~~ will be to determine ~~if~~ whether ~~there is~~ a relationship exists between Scholastic Aptitude Test (SAT) scores, high school grade point average (GPA), first-year GPA, remedial courses, and first-year student retention at, a private business college in ~~An analysis of~~ These variables in relation to first-year retention rates will be ~~completed~~ analyzed. ~~These~~ factors will be examined within the control group, which will comprise of students who did not complete their first year of college.

Chapter 1 and 2 ~~presented~~ illustrated the essence of the study, ~~and~~ its significance to leadership, ~~along with~~ and a review of related literature. Chapter 3 will include a ~~discuss~~ presentation of the research method and design appropriateness. Further, the chapter will ~~discuss~~ include explanations of the sample selection process, ~~the~~ survey instrument, data collection, data analysis, and ~~includes~~ the validity and reliability of the instrument.

Comment [D1]: As discussed in the previous edits, be really careful to avoid anthropomorphisms.

Research Method and Design Appropriateness

A quantitative, correlational research design ~~was selected because it was~~ will be the most effective and efficient method of accomplishing the goals of the ~~current~~ study (Neuman, 2003). The quantitative, correlational design ~~focuses on~~ includes surveys, inventories, and questionnaires as a means of intellectual, scientific inquiry (Creswell, 2002). Researchers use ~~Quantitative designs are used~~ to study and draw inferences about a population by studying a sample from that population. Researchers employ ~~Quantitative~~ quantitative, correlational methods ~~are used~~ to determine ~~if whether~~ “a relationship exists between two or more quantifiable variables” (Salkind, 2003, p. 320), ~~and this which~~ applies to the purpose of the ~~current-proposed~~ study. Creswell (2002) stated ~~that the~~ following:

Comment [L B2]: [A colon must be preceded by a full independent clause.]

A quantitative approach is one in which the investigator primarily uses post-positivist claims for developing knowledge (i.e. uses cause and effect thinking, reduction to specific variables and hypothesis and questions, use of measurement and observation, and the test of the theories), employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data. (p. 18) [T..., avoid ending a paragraph on a direct quote. Your discussion should be the focus of the paragraph, so avoid letting quotes "speak for themselves." You need to show your readers why this quote is important and how it relates to your discussion.]

Comment [L B3]: [Please check direct quotes carefully to ensure exact wording and/or punctuation has been copied. Should this read "hypotheses"?]

.....

~~At the heart~~ The purpose of qualitative research is to examine life as it is lived (Abusabha & Woelfel, 2003). The qualitative research approach, wherein ~~the reality is~~ observed by the researcher observes the reality, allows questions to surface and change as

understanding evolves during the study. ~~The~~ Qualitative research is grounded in understanding complexities of relations, focusing on social change. According to Gall et al. (2003), “Some researchers believe that qualitative research is best used to discover themes and relationships at the case level” (~~Gall et al., 2003~~, p. 24). Examples of ~~several~~ qualitative research methods include ~~but are not limited to:~~ case study, ethnography, grounded theory, historical research, phenomenological research, and action research (Creswell, 1994; Leedy & Ormrod, 2001).

The findings of the current proposed study ~~is expected to~~ add to the existing body of knowledge regarding SAT scores, high school GPA, first-year GPA, and remedial courses and the effect on first-year student retention. In addition, the data and results ~~produced from the current research~~ may provide ~~current and future~~ leaders of higher education institutions with information to enhance their leadership effectiveness regarding factors as motivators of student departure, thus, improving retention. The research findings may introduce a new way of thinking regarding first-year student retention. [T..., you have done well to address the research method. I would recommend discussing with your mentor whether you have addressed the research design aspect sufficiently.]

Population

Creswell (2002) emphasized that for a quantitative, correlational study ~~to take place,~~ the results should apply to as many people as possible; therefore, ~~the~~ sample ~~was~~ chosen ~~that was~~ will be representative of the population. ~~The~~ A sample is a subset of the population that meets the study criteria. A larger sample more closely reflects the characteristics of a larger population (Colling, 2003).

The population ~~from which the data will be drawn and on which the study~~for the proposed study will be ~~based is~~ first-year students matriculated at These participants will not be randomly selected from the population; therefore, they may not be representative of the sample (Creswell, 2002). No participant will be excluded from volunteering for the study based on sex, age, or ethnic background. Full-time or part-time ~~s~~Students, who are either full-time or part-time will be eligible to participate in the research study. [T..., be sure that your information matches the information presented in chapter 1. The last time I saw chapter 1, it indicated that students would be randomly selected. Perhaps things have changed in your study, but I thought I would remind you in case.]

.....

Comment [L B4]: [I'm not sure what you mean here. Do you mean the sample will not be representative of the population?]

Summary

A quantitative, descriptive, ~~and~~ correlational study using incorporating a survey design ~~was will be~~ appropriate for addressing the research questions and the hypotheses. The research questions guiding the study will prompt an examined if examination of whether a relationship existed between SAT scores, high school GPA, first-year GPA, and remedial courses and ~~the effect on~~ first-year student retention. [This paragraph is too short. Aim for 3-5 sentences in each paragraph.]

....

[T..., note that the Academic Review Checklist you sent requires supporting citations for key points in the summary (p. 9).]