Writing and Editorial Support Services
Updated February, 2015

Introduction
Academic writing, especially research and scholarly writing, requires accuracy, precision, and therefore extensive editing. Although some participants bring to their graduate study years of technical writing experience, a lucid writing style and an understanding of APA requirements and AU format standards, others need to cultivate these skills through formal courses, intense feedback from teachers and advisors, and support from classmates and/or Leadership and Learning groups. Some get support from professional editors. This paper details some of these solutions for improving academic and scholarly writing.

Orientation, Annual Conferences and Research Boot Camps
At orientation, participants are trained on Endnote and the use of American Psychology Association (APA) (2006) style and *Andrews University Standards for Written Work* as well as other resources to guide their writing. During annual conferences additional seminars on writing and managing/editing academic material and presentations are provided, including writing literature reviews, editing for publications, structuring book reviews, etc. The annual research boot camp which typically follows the annual conference helps individuals focus on writing a research design (often the chapter three) and findings sections of their research using more complex phrases and explanations of methods, statistics, validity, reliability, trustworthiness, etc. All of these opportunities provide intensive support, but also introduce participants to learning crucial for academic writing success.

Courses
There are many courses offered throughout the English department at this and other universities that participants may wish to take, either to transfer into their program or to supplement it. We have two courses in our department that are useful for participants:

LEAD535 D (1–3)
Principles of Academic Writing
This course offers an introduction to the art of academic discourse that will prepare students for writing research papers, theses and dissertations. It covers summary, analysis and synthesis, structure and language use, style and formatting, and the concept of writing as both a process and a skill learned best through continual practice.

LEAD625 D (1-2)
Research Writing Seminar
Provides an overview of the technical aspects involved in writing research reports, focusing specifically on the language, structure, style and composition process typically used in research writing.

Research Course(s)
Although every graduate course you take will provide scholarly writing experience, three are especially designed to mature your scholarship and technical research writing related to your specific research project(s): LEAD637, LEAD880, and LEAD899. LEAD637 requires the expansion of your Endnote database, provides training in locating and critiquing scholarship, and helps you build a significant literature review/document in your area of focus. LEAD880 is designed to leverage your literature review into a full dissertation proposal, further growing your ability to write research designs and plans. Then LEAD899 with the chair of your dissertation committee gives you detailed and systematic feedback to improve your conceptual explanations and logic, technical prose for complex scholarship, and APA & AU standards & requirements for research reports.

In the event that research committees need an editor, we would like to give them a list of people to call:

Editing and Editorial Services
Throughout your academic writing journey, but especially toward the end when you are finalizing research reports (like dissertations) and reflection papers, you may need professional help. Although advisors and committees will help with some aspects of editing, often they can provide only general recommendations. The outline below describes the various types of editing typically needed for research writing and some frequent source(s) for help:

Table 1- Types of editing

Stage	Description	Main Help
Conceptual (1)	This involves understanding variables, theories, key concepts, and connecting those to existing literature. The committee should help here the most by providing ideas for literature and theoretical explanations. Once findings have been summarized, conceptual	Chair Members

	alignment and integration often need revisiting not only in the final chapter but throughout earlier sections.	Some experienced editors who can also do this
Statistical/ Methods (2)	Usually only methodologists, statisticians or experienced dissertation chairs can help students edit these areas. Covers appropriate and accurate ways to describe complex research designs, statistical analyses, or research findings and interpretations.	Methodologist Chair Statistical editors
Logical (3)	This editing tightens up the flow of argument between chapters, sections and paragraphs. Structuring and organizing your writing to ensure a logical, reasonable conceptual sequence has been provided. Often involves complex 'tightening' and linking work to improve arguments and explanations through strong word/phrase transitions and sequencing.	Chair Member Editor
Grammar and Syntax (4)	Perhaps the most common editing most manuscripts need both inside and outside academia. Correct/precise word choice, active and correct verbs, appropriate and varied sentence structures, and balanced paragraph structuring. This necessary yet tedious work requires good English skills.	Editor Member Chair
Copy editing (typos, wording) (5)	Although this editorial area has been improved by automatic word processing corrections, even those services often miss spaces, incorrect words (e.g., malapropisms, homonyms), etc. Good professional editors can find misspelled words, stray letters, poor punctuation, missed quotation marks, and more.	Editor Member Chair
Format (6)	AU Format and APA Style are difficult to learn and even more difficult to apply to a several hundred page document. This requires appropriate page numbering, headings, margins, preliminary pages, table of contents, APA citation, APA reference, etc.	Editor Member Chair

Editors

Before seeking editorial support from a person listed below, talk with your advisor about your need for this and the person that might be the most useful and available at the time you need it. This list represents names of those who have done editorial work for our participants in the past and meet with at least one faculty member to understand the process and dynamics of dissertation editing at Andrews. Participants make their own arrangements and the university assumes no responsibility for that arrangement. Be clear about expectations: costs, what type of editing (see above), and time frame.

Editor	Contact	Type of Editing
Sara Austin Masters student in English with math and science training.	269-313-0675 austinsaraa@gmail.com	#5, #4, and some #6
Jonathan Baumgartner **Professional Dissertation Formatting and Editing Services** An experienced dissertation editor, Jonathan works with a team to develop and refine the final form of the dissertation	707-533-3672 pdfaes@gmail.com	Specializes in #6 but also does #5 and #4 with a little #3
Cassandra Borntrager BA in English; BA in History; has worked with APA, MLA & Chicago formating styles; has four years of tutoring & editing experience; currently in MA program in English at Andrews University	817-666-7202 borntragerc@hotmail.com	#1, #3-#6
Sharon Lynn Bear, PhD Has edited for faculty in education, psychology, and related fields for 29 years. Currently faculty editor for the College of Educational Studies at Chapman University at Orange, CA; Center for Hearing and Deafness, and Dept. of Environmental Health Sciences at SUNY Buffalo; manuscript editor for *Issues in Teacher Education* (a journal of the California Council on Teacher Education)	714-878-6064 BearWrite@aol.com www.Bear-Write.com	#1, #3-#6
Dennis Hollingshead An Andrews staff who does one dissertation at a time, with focus on English as Second Language	hollings@andrews.edu	#5, #4 #6
Cheryl Jackson teachers English for University of Phoenix	abcjacksn@yahoo.com	#1, #4, #5
Kameta Katenga Josephine's husband	Kameta.boniwe@gmail.com	#1, #3, #6
Averyl Kurtz, retired English teacher familiar with AU format and analytical/scholarly writing; specializes in the details	269-471-1056	#1, #3, #4, #5, #6
Dr. Laren Kurtz, experienced with dissertations and advanced writing projects; familiar with AU format	269-757-1379	#1, #3, #4, #5, #6

Kay Larson "As an English major, I feel confident in my skills of proofreading, using APA style, and clarifying meaning. I am less adept at formatting challenges. My rate is $18 per hour.	207-357-5464 gklarsonmail@yahoo.com	#4, #5 and some #6 (APA)
Kerlene Telesford 2013 undergraduate-graduate with strong writing skills but new to editing	614-607-0697 kmts21_2011@hotmail.com	Pending
Giny Lonser Experienced doctoral student who has done many dissertations and also has others who work with her when she has several simultaneous projects	lonserg@hotmail.com	#6, #5, and #4
Autumn Roberts	autumnckroberts@yahoo.com	#4, #5, #6
Beverly Rumble Former Editor of Journal of Adventist Education with over 40 years of editorial experience for publications. She can edit at the higher levels of 1-3 as well as 4 and 5 but is only learning AU format rules.	Office-301-680-5075 Home 301-474-8481 Cell 240-476-7386 rumbleb@gc.adventist.org	High level of editing experience so good at even #1 and #2 and #3
Kay Schaaf Graduate of Andrews School of Education, retiring from a stellar teaching career now focused on editing	719-502-9777 akayschaaf@yahoo.com	some #3, mostly #4 and #5, some #6.
John Simon Berrien area accountant with editing experiences	248-885-0934 john_simon2000@yahoo.com	#5, #4, #3
Andrea and Allen Steele Retired educational leaders with communication/editing experiences	arapsteele@gmail.com	Pending

Updated November 2014