

Graduate Reader Editing Guide and Checklist

Student:

Date Reviewed:

Department:

***Style Used:**

Initial inside each box to indicate completion.

Citation Errors/Issues

- I have read through the following citation and reference comments made in my document by the Graduate Reader and made the appropriate changes.
- In-text comment for conflict involving capitalization, punctuation, spelling, or date conflict (on *all* instances of **yellow references**).
- In-text comment (on *all* instances of **red references**).
- This source is in the text but is not in the reference list. You can either delete this source from your document or provide us with the reference information to add to the reference list. Please see placeholder and similar comment in the reference list.
- Reference list comment (on *all* instances of **blue references**):
- This source is in the reference list but is not in the text. Please either add in-text citations for this reference into the text, or please indicate in this comment if you would like us to delete this reference.
- Corrected alphabetical order of parenthetical citations.
- Checked use of commas, semicolons, ampersands, and et al. in parenthetical citations.
- Changed tab/space formatting to hanging indent according to style requirements.
- Alphabetized the reference list and updated alphabetization in text, if necessary.
- Formatted each reference, paying particular attention to the following:
 - Spacing between initials in personal names.
 - Formatting of titles according to style requirements.
 - Removal of superscript (i.e., 6th, not 6th).
 - Use of en-dash in page ranges (either CTRL +Minus or Insert > Symbol).
 - Formatting of DOIs or URLs.

- Looked up DOIs for ALL journal articles, even articles that already have DOIs.
- Confirmed **all** source information is correct (e.g., author names, dates, article title, journal title, volume/issue/page numbers, etc.)
- Corrected use of et al. in the in-text citations.
- Corrected alphabetical order in the reference list and text, if necessary.
- I have read through all the references and citation comments made in my document, including the ones not outlined in this list, by the Graduate Reader and made the appropriate changes.

Grammar Errors

- I have read through the grammar comments made in my document by the Graduate Reader and made the appropriate changes.
- Corrected tense issues (past vs future vs present).
- Corrected use of first person (e.g., I tested...) or third person (e.g., The researcher tested...). The key here is consistency
- Confirmed subject/verb agreement.
- Checked for correct use of adverbs and adjectives.
- Confirmed noun/pronoun agreement.
- Corrected use of subject, object, and possessive pronouns.
- Used plural subjects whenever possible to reduce bias.
- Corrected simple issues of faulty predication, dangling modifiers, misplaced parts, and faulty sentence constructions.
- Removed wordiness, jargon, colloquial expressions, and other issues that affect clarity and precision.
- I have read through all the grammar comments made in my document, including the ones not outlined in this list, by the Graduate Reader and made the appropriate changes.

Style Errors

I have read through the Style comments made in my document by the Graduate Reader and made the appropriate changes.

Checked for proper use of basic grammatical constructs (e.g., not only . . . but also).

Expressed the following numbers in numerals according to **your** style guide:

Numbers 10 and above (e.g., 25 students).

Numbers that immediately precede a unit of measurement (e.g., 10.54 cm).

Numbers that represent statistical or mathematical functions, fractional or decimal quantities, percentages, ratios, and percentiles and quartiles (e.g., 3 times as many).

Numbers that denote specific places in numbered series and parts of books and tables and each number in a list of four or more numbers (e.g., Grade 8, Table 3).

Numbers that represent time, dates, ages, scores and points on a scale, exact sums of money, and numerals as numerals (e.g., 2-year-olds).

Expressed the following numbers in words according to **your** style guide:

Numbers less than 10 (e.g., nine students).

Any number that begins a sentence, title, or text heading (e.g., Twelve students improved).

Common fractions (e.g., one fifth of the class).

Universally accepted usage (e.g., the Twelve Apostles).

Numbers that are too big for numerals (e.g., millions, billions, etc.).

Checked that items on a scale are italicized (*strongly agree to strongly disagree*).

Correcting inconsistencies of word choice (e.g., adolescents vs. teens)

Check that the first time an abbreviation/acronym is introduced, the entire abbreviation/acronym is spelled out.

- Correctly format block quotes according to the word count outlined by **your** specific style guide.
- Correctly format headings according to the requirements outlined by **your** specific style guide.
- I have read through all the Style comments made in my document, including the ones not outlined in this list, by the Graduate Reader and made the appropriate changes.

Punctuation Errors

- I have read through the punctuation comments made in my document by the Graduate Reader and made the appropriate changes.
- Checked for proper use of periods.
 - In “et al.” or “et al” depending on your style requirements.
 - In Latin abbreviations: “e.g., i.e.” or “eg, ie” depending on your style requirements.
- Checked for correct use of ellipses.
- Corrected use of commas.
 - Before conjunctions in items in a series (i.e., the Oxford comma).
 - Between independent clauses joined with coordinating conjunctions (e.g., The results were not significant, so . . .)
- Used colons only after independent clauses.
- Used semicolons between two independent clauses that have not been joined with coordinating conjunctions
- Used an en dash (–) instead of a hyphen (-) to indicate ranges of numbers, dates, months, ages, etc.
- Use hyphens to create temporary compound adjectives before nouns (e.g., student-centered approach).
- No spaces before or after hyphens, dashes, and slashes.
- Checked ending punctuation inside all quotation marks:
 - Commas and periods always go all the way inside all quotation marks.

Colons and semicolons always go all the way outside quotation marks.

Question marks and exclamation points can go either inside or outside quotation marks, depending on the context.

Checked correct use of single quotation marks within double quotation marks.

Corrected back-to-back parentheses to semicolons.

Checked for correct use of possessive apostrophes.

I have read through all the punctuation comments made in my document, including the ones not outlined in this list, by the Graduate Reader and made the appropriate changes.

***If you do not have access to a physical copy of your style book, please visit TWU's Library Writing and Citing page at <http://libguides.twu.edu/c.php?g=270163&p=6845626>, click "Citation Styles" on the left hand side of the page and select your style guide.**

******Remember to sign in to the Library using your Portal ID to access the online reference book.******

We have communicated about these edits.

Student

Date

Committee Chair

Date