APPENDICES

1st level

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.

Page numbers continue from the body text.

Required
Appendix A

Dragga and Gong’s Editing Process Model

Invention Inventory

Communicative Aim
1. What does the writer perceive to be the communicative aim? Is it Expressive? Expository? Persuasive? Literary?
2. Are there subordinate aims in the text? If so, what are they? Are they appropriate for this text?

Audience
1. Who does the writer perceive to be the primary audience for this text?
2. Who does the writer perceive to be the secondary audience for this text?
3. Has the writer appropriately analyzed the primary and secondary audiences according to:
   - Level of education?
   - Professional experience?
   - Familiarity with subject?
   - Expectations?
   - Enthusiasm?
   - Urgency?
   - Environment
4. Has the writer invoked the appropriate audience?

Information Gathering
1. Has the writer gathered appropriate information?
2. Has the writer gathered sufficient information?
3. Are the information sources reliable?
4. Is the information plentiful?
5. Is the information consistent?

The Editing Process

Arrangement Inventory

Verbal-Visual Orientation
1. What does the writer perceive to be the verbal-visual orientation of the text?
2. Is this orientation appropriate?

Principles and Diagrams of Organization
3. Is the organization appropriate to the aim of the discourse? Does it serve to clarify the information?
4. Is the organization consistent with the audience of the discourse? Does it help readers assimilate the information?

Reference and Credibility
1. Does the writer establish a chain of given/new information? Is this chain achieved through repetition, substitution, or equivalence?
2. Does the writer use sufficient and appropriate transitions?
3. Does the writer use parallel wording and phrasing as necessary?
4. Does the writer use sufficient and appropriate headings? Are the coordinates and subordinate headings clearly and logically arranged?
5. Does the size, value, and position of headings clearly indicate their degree of importance?
Style Inventory

**Verbal Property**
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 Property**
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/serif, x-height, counters, ascenders and descenders, thick and thin, vertical stress)? What retinal variations of size occur? What is their significance (associative, selective, ordered)?
2. What is the baseline point size of type? What retinal variations of size occur? What is their significance (associative, 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 sizes)? 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 illustration 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/folding process harmonize with the typography, illustrations, and page design?
## Appendix B

Manuscript Review Sign-In Data Sheet for Students

<table>
<thead>
<tr>
<th>NAME (Last, First)</th>
<th>DATE Manuscript Submitted</th>
<th>DATE Manuscript Picked Up</th>
<th>REVIEWER</th>
<th>DATE Review Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 Bracket 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 Bracket Hall, Clemson, SC 29634-5704.
Exemption Certification Form

For office use only  Protocol Number:

- Validated Date: Research has been determined to be exempt under category: _______. Research may begin as of the date of determination listed below.
- Not validated Date: The proposed research does not fall within the categories eligible for exemption. Submit an application for □ Expedited or □ Full committee review

Comments:

Signature: ___________________________  Date of determination: _____________

Research Title: 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
- Department: English
- Campus address (room, building, street address): 806 Strom Tower
- E-mail: mneal@clemson.edu

Faculty  Other  Please specify.
A student cannot be the PI

I have completed the required human research protections training.

Signature: ___________________________  Date: _____________

Co-Investigator
- Name: Sally Ann Schwartz  Phone: [redacted]
- Campus address (room, building, street address) or mailing address: 119 C University Village Drive Central, SC 29630
- E-mail: sschwar@clemson.edu

Faculty  Staff  Graduate student  Undergraduate student  Other  Please specify.
I have completed the required human research protections training.

Signature: ___________________________  Date: _____________

Co-Investigator
- Name: ___________________________  Phone: [redacted]
- Campus address (room, building, street address) or mailing address: ___________________________
- E-mail: ___________________________

Faculty  Staff  Graduate student  Undergraduate student  Other  Please specify.
I have completed the required human research protections training.

Signature: ___________________________  Date: _____________

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 exempt from continuing review by the IRB. Please check the exemption category for which you are applying.

<table>
<thead>
<tr>
<th>Categories of Research Activities Exempt from Continuing Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as:</td>
</tr>
<tr>
<td>a. Research on regular and special education instructional strategies, or</td>
</tr>
<tr>
<td>b. Research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>☒ 2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:</td>
</tr>
<tr>
<td>(i). the information obtained is recorded in such a manner that human participants can be identified, directly or through identifiers linked to the participants; and</td>
</tr>
<tr>
<td>(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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>☐ 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:</td>
</tr>
<tr>
<td>a. the human participants are elected or appointed public officials or candidates for public office; or</td>
</tr>
<tr>
<td>b. federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.</td>
</tr>
<tr>
<td>☐ 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.</td>
</tr>
<tr>
<td>Note: To qualify for this exemption, the data, documents, records, or specimens must be in existence before the project begins.</td>
</tr>
</tbody>
</table>
WORKS CITED


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

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

Required

Offset entries with hanging indents or numbering.

Websites are not blue or underlined.

Required

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

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.

Required


