

SO YOU THINK YOU
CAN EDIT?

9 Editing Tips for the Novice & Experienced Writer

Dr. Cheryl Lentz

Testimonials

Editing takes knowledge, time, skill, and understanding. In addition to this the person who is providing the editing service should be willing to educate so the same mistakes will not be made again. These attributes and more are what I have found to be true when working with Dr. Cheryl Lentz. She has worked with me on many projects including those required by the schools that I attended and the publications that I have been a part of. She is skilled in formatting and wants those who she works with to become skilled as well. This is evident in the amount of time that she puts forth in reviewing and editing. She does not simply tell you what needs to be changed, she provides information about why the change is necessary (sometimes with page numbers) based on the type of format. I have enjoyed my many experiences working with her. She has so much to share with the world.

Dr. Temeaka Gray

RN, MSN, CNP, MBA, PsyD

I like this book because it covers a holistic approach to editing. To paraphrase Jimmy Buffett, anyone can sit in a bar on Saturday night and tell a story, but it takes a writer to sit at a desk on Sunday morning and put the story down on paper. As anyone who has published knows, just putting the story down on paper is only the beginning, and in my opinion, the easiest part. Then the editing begins

When Michaelangelo was asked about how he created his beautiful sculpture, he answered that the sculpture was always in the marble. He explained that as a sculptor, it was his job to free the sculpture from the marble. And so it is with editing. Editing is the tool writers and editors use to release the story from the writing. In this book, Dr. C. offers good

advice on how to edit so that your writing stands out as the work of art it is. Give it a read today!

Dr. Sheila Embry

DM, Writer & Scholar

Dr. Cheryl Lentz, once again, has systematically consolidated and articulated all you need to know to understand, in this case, the importance of editing with any writing you do. She clearly defines the relevance of the different kinds of editing necessary depending on the kind of writing you are doing. *So You think You Can Edit?* is a fabulous resource and learning tool for any level of writer, even the most experienced. I look forward to incorporating Dr. Lentz's strategies on my next project.

Elizabeth Phinney

CREATOR OF BODSPIR

www.fitnessafterfortyfive.com

Consultant, Trainer, Author, Speaker

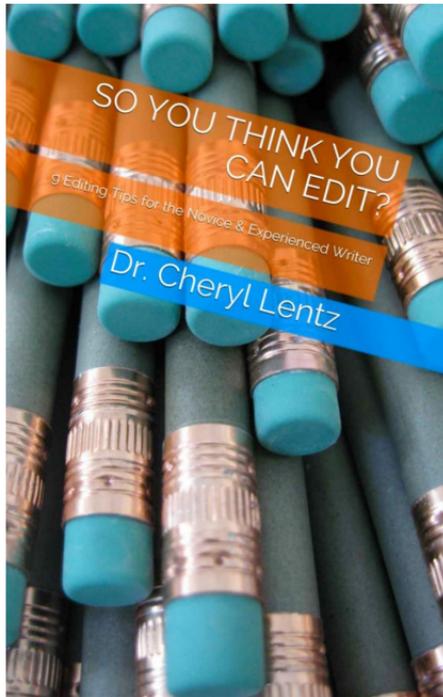
Wow! What an honor to write this review of, *So You Think You Can Edit?: Editing Tips for the Novice Writer*. The question you, the reader of this review, asks is, why should I read this book? In as few words as possible here is why. You will understand: editing skills are very different from writing skills, your goal is progress, writing is a risk, the simplicity of getting started, different types of editing, writer's voice, and that amazing brilliant people like yourself achieve goals with

help. You will gain an easy perspective to integrate into your thinking and make immediate improvement to your writing.

I have had the pleasure over the years to work with Dr. Lentz in my academic achievements through my Masters and Doctorate programs. Dr Lentz guided me in my first professional publication and a partner to help me answer many questions in life after dissertation. A kind and caring facilitator of learning and achievement has been my experience with Dr. Lentz. I know that you who read this book and are open to becoming great at your craft of writing, whether your first novel or the proposal to land that job you've always wanted, Dr. Lentz will be your indispensable asset.

Kind Regards,
Susan Schild

So You Think You Can Edit?: 9 Editing Tips for the Novice & Experienced Writer



So You Think You Can Edit?: 9 Editing Tips for the Novice & Experienced Writer

Business & Economics

Copyright ©2015 by The Penierso Press

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted by any means—electronic, mechanical, photographic (photocopying), recording, or otherwise—without prior permission in writing from the author.

Dr. Cheryl A. Lentz



drcheryllentz@gmail.com



Location: New Mexico

Dr. Cheryl Lentz

Technology That Tutors

<http://www.DissertationPublishing.com>

Table of Contents

DEDICATION	9
PREFACE	10
FOREWORD	12
Chapter 1	14
The Purpose of Editing	14
Chapter 2	18
Editing Checklist	18
Chapter 3	21
The Process of Writing	21
Chapter 4:	25
Procrastination	25
Chapter 5	29
Clarity and Precision in Writing	29
Chapter 6	32
What Kind of Editing Does Your Writing Need?	32
Chapter 7	34
The Ethical Boundaries of Your Editor	34
Chapter 8	37
Perpetual Editing	37
Chapter 9	38
Summary	38

Editing Services	41
ABOUT THE AUTHOR	45

DEDICATION

“You cannot do a kindness too soon, for you never know how soon it will be too late.”

-- Ralph Waldo Emerson

PREFACE

Dear Readers:

Writing is an expression of our unique artistry—the way we distinctively made choices for articulating our thoughts. Clearly, however, it also functions as an extension of our commitment to each other—our genuine ability to foster interpretation of valuable information, and to then draw salient conclusions. When executed with care and precision, our meaningful representation of ideas serves to build understanding. We create a compelling and authentic connection.

Throughout my career, from my time as an investigative newspaper journalist to a corporate-level vice president, and from my role as a student through my position as a tenured professor, I have always placed great value upon the importance of communication. Whether our objective is to summarize the literature or to convey a persuasive message, our approach must be strategic. It is essential that we select our language with precision, and edit with discipline.

We should project the benefits to be received by our target audience, specifically tailoring our approach to the reader or listener. By concentrating on the subsequent actions to be taken as a result of our work, we are forced to assume a proactive disposition. We must consistently strive to be purposeful, exact, and deliberate.

Dr. Cheryl Lentz's most recent book speaks to the precision of competent writing and editing. She underscores a myriad of practical techniques for validating our choices so we may refine our personal writing acumen, rather than relying on editors to carry the weight. Further, she makes a legitimate case for considering the impressions made when we *speak* through our articulation and review choices. Each of us, doctorate learner and business executive alike, stands to gain from her insightful guidance.

Sincerely,

Dr. Gillian Silver, ABC

FOREWORD

Dr. Lentz opens the window for novice writers to better recognize the concepts of editing. She takes her high energy personality into *So You Think You Can Edit?* by packing in volumes of easy-to-understand tips, clarifications, and examples. From explaining the purpose and process of editing to describing the different types of editing, Dr. Lentz provides her expert insights into transforming a good writer into a great author, as well as how to take a convoluted mess of a manuscript and turn it into something worthy of reading.

You will quickly find that the title is a question that all writers must consider. The book provides truthful commentary in that being a good writer does not equate into being a good editor. The book is vastly expanded beyond its covers with links to a variety of editing and writing resources.

The literary and academic world is full of editing services. The difference here is for Dr. Lentz, writing, editing, and contributing to the success of others is a passion, not a job.

How do I know all of this? Dr. Lentz served as my doctoral Chair and mentor. I was the novice writer. Her expertise, editing eyes, and positive coaching style helped transform a wandering student writer into a doctor, college professor, and published author. She can do the same for you.

If you need help beginning a writing project, struggling with a dissertation, or simply need to put the final polishes on a final manuscript, this book provides the information you need to reach your objectives.

Dr. Ronald Jones

Professor and Author

Chapter 1

The Purpose of Editing

To begin a book on editing, a foundational definition of editing would be helpful to ensure that we are both on the same page as we move forward.

Ideally, the concept of editing is simply to review one's writing with the purpose of correction. Our goal is to review our writing with an eye toward purpose—have we met our writing objectives? with an eye toward grammar—can our reader follow our intention and meaning; with an eye toward error—have we spelled our words correctly? Have we used the correct punctuation? And finally with an eye towards forward—does everything follow a logical format with spacing and indents?

Interesting question to ask---what is editing? I meet many people who think they know what editing means and further still—can edit their own writing but fail miserably. Why? There are several reasons. Let's see if I can help as we explore the concept and purpose of editing.

The first challenge is that one should **never** edit at the same time one writes. Why? **Writing** and **editing** are two vastly different skills—requiring a very different focus. We cannot serve multiple masters at the same time. Instead, understand that writing is a multiple step process.

Often, I first **outline** my work (creating a blue print, strategy, or plan), then I begin **researching** my topic or organizing information depending on how much I know about the topic, then I craft my **introduction** (and subsequently my conclusion), THEN—and ONLY then—do I **begin to write** the content of the article.

Why? One wouldn't leave the house without knowing where you are going—or in my case with GPS-proof directions as I get lost often. Outlining provides the direction to follow.

Please review my

[How to Create Your Writing System Video](https://www.YouTube.com/watch?v=f9wIADHCN7c)

[\[https://www.YouTube.com/watch?v=f9wIADHCN7c\]](https://www.YouTube.com/watch?v=f9wIADHCN7c)

to ensure that you created a strong writing system. My video channel on YouTube has over 100 teaching videos on various writing—to include editing. [54,000 views and counting!]

[Dr. Cheryl Lentz You Tube Channel](https://www.YouTube.com/DrCherylLentz)

[\[https://www.YouTube.com/DrCherylLentz\]](https://www.YouTube.com/DrCherylLentz)

After I have written a **draft**, I invest in **many** more iterations or updates of the draft. Why? A **draft** is what the word implies, *a first attempt*. Many authors think they can simply sit down and write everything perfectly the first time, without the need for correction or editing (often because they think they are editing as they write). Writing takes time. Let

me invite you to invest the time needed to master both writing and the *art* of editing.

As a professional editor and peer reviewer and editor for several academic journals, I can tell you first that many rejections of submission to academic journals are because the writer(s) failed to invest the time to review their work (and review the specific directions of the journal as well!).

If you are writing for a **purpose**, such as an assignment for school perhaps, submission to a journal, or submission to a newspaper or blog, please take the time to review the **requirements**. What is the question that requires answering? What is your goal for writing? In other words, what do you want your reader to do after they read your article? Are you trying to explain something? Convince or persuade them about something? Inform them? Each purpose has a slightly different focus. Be sure that your reader knows your intention and purpose to ensure that you (a) stay in control of your writing and (b) know specifically the focus of your editing to ensure that this purpose was met.

If one is writing an academic assignment for school for example, the introduction is actually nearly written already as part of the assignment directions. If the assignment requires you to write about a, b, and c; then the writing objectives for your introduction must ensure that these topics are included. A good writing tip (particularly for the beginning writer) is to use a very clear sentence for your writing objective, such as: *The purpose of this paper is to*

discuss topics a, b, and c. Or perhaps if you prefer a bit more of an advanced technique: *a, b, and c provide the basis for this writing.* This statement then provides a roadmap for your reader to know *exactly* what they can expect in the paragraphs that follow.

Often times, it is several paragraphs before I have a clue as to what the writer is writing about. **Hint:** *The goal of a writer is never to leave questions in the minds of their reader.* Your introduction is designed to tell your reader exactly what they can expect from you in this writing. Don't make your reader hunt for the reason or purpose for your writing. Instead, be clear, concise, and on point—from the beginning.

Remember, as writers, one is taking the readers on a journey. Make sure that you invest the time in the clarity of your writing (directions), to ensure that your reader can follow you every step along the way.

Blog Post:

<http://www.DissertationPublishing.com/academic-writing-tips/so-you-think-you-can-edit/>

Chapter 2

Editing Checklist

Writing is a process for which confusion exists where editing fits into the mix. Editing is **NOT** the same as writing. Let me be very clear and say again. Editing is **NOT** the same as writing, as a different set of skills are required.

Let me build on the editing checklist I offered many years ago.

Editing Checklist:

<http://www.DissertationPublishing.com/?s=editing+your+masterpiece&x=0&y=0>

First, let's discuss the concept of **time** regarding writing and editing. When we sit down to write (regardless if an email, a book, or a dissertation), there are many processes we need to have in place as part of our writing system. If writing remains a chore *email-after-email, academic assignment-after-academic assignment, or dissertation page-after-dissertation page*, this tells me that your writing system is not yet fully developed or effective.

Writing System:

<http://www.DissertationPublishing.com/?s=writing+system&x=0&y=0>

When we have that blank page in front of us, our mission for writing is to create a logical and persuasive argument to persuade our reader of the merits of our conclusions. Often writing is a combination of very unique skills. As we tell our story, sometimes we are creative, sometimes logical, sometimes we need to use our puzzle skills as we piece together and organize the details of the journey as we bring our reader along.

Editing skills are vastly different than writing skills. Again, let's review the concept of time. **NEVER** edit **EITHER** *as you are writing* or *directly after you have written ANYTHING*. Why? A few reasons. To edit effectively, one has to shift gears to edit one's work (or anyone's work), as editing is a different set of skills.

One edits with **very** critical eyes. Our goal is to first look at **mechanics** (spelling, grammar, & punctuation). In this digital age, there are many tools at the disposal of the quintessential editor. Focus on the simple tasks first. Be sure to run Spell Check. Microsoft Word even has a Grammar **and** Spell Check feature, simply adjust the settings on your personal computer.

Many universities and online providers have writing and editing programs as well. **HOWEVER**, do not assume that these writing and spell check program (to include TurnItIn for Plagiarism review) are not artificial intelligence quite yet, perhaps only 75%-85% accurate. Use of these tools

may be a good place *to start*, but these tools are NOT a substitute for the human critical eye.

Editing also takes several reviews. Until one becomes an experienced editor, one cannot edit for all things every time one reads through the document. Perhaps one might focus on **mechanics** the first time through, the story **content** the next, and perhaps **APA format** the third. Each of these elements again requires a different skill set and focus. We cannot serve all masters at the same time—not even a very experienced editor.

Let me offer a wonderful piece of advice. Two heads are always better than one. Always find a friend or hire a professional editor to edit your work. Even as a 21-published award winning author, my work is ALWAYS edited by my colleagues or professional editors.

My best to your writing AND editing success!

Blog Post:

<http://www.DissertationPublishing.com/academic-writing-tips/writing-tips-how-to-edit-your-masterpiece/>

Chapter 3

The Process of Writing

Our focus for this chapter is the *process* of writing. Many writers struggle with their writing because of their expectations of *perfection* and *past learning experiences*. At the doctoral level in particular, accepting feedback is a significant part of the dissertation journey. While feedback is often easy to accept in *theory*, sometimes we consider the input as *criticism*, where the process is far more difficult in *practice*.

My purpose here is to help train and encourage writers in the art of understanding that perpetual editing is simply part of the process. Remember the initial goal is ***progress***, not ***perfection***. The use of the draft offers a second chance. We don't have to get it right the first time. We simply have to commit the words to paper to begin capturing the ideas down on paper. THEN we can shift into the editing part of the writing process.

Whether novice or experienced writer or student, the challenge remains the same. How do we **honor the struggle** as part of the writing process? How can we learn to be comfortable with being open to feedback, to accept graciously and with an open heart, knowing that feedback is a gift from the giver, instead of a judgment or criticism? Learning to accept wisdom from others is all about mindset

and attitude—another important part to the writing process. Let me invite you to consider the following techniques . . .

A good technique to begin is to separate yourself, the *person*, from yourself, the *writer*. Often, this separation tends to preserve the ego and ease the challenges of facing edits after edits. We are amazing and brilliant people, aren't we? Perhaps our writing is simply a work in progress (like the rest of us!).

As a 21-time published author, I more than understand the challenge to the ego. Even as a professional award winning writer AND professional editor and peer reviewer, I still invite critique and editing for my own writing. Why? Many pens and thoughts of others are far better than just one. Editors offer ideas that we may not have thought of, perhaps offering just the right turn of a phrase that can make all the difference. An editor is our *partner in crime*, rather than our *enemy on the battlefield*.

As the writer, we are often very emotionally connected to our writings as well. Our passion and our principles may be tied to our writing efforts. Sometimes we cannot always see the trees for the forest; a fresh set of eyes-without bias may be just what our writing needs.

When we can separate ourselves—the wonderful people that we *are*, from our writing *skills*; perhaps we can begin to realize that feedback is not personal. Feedback is simply a

gift to help us master our writing along the process to always write from a position of strength.

When we view editing as a **gift** from others to strengthen our writing further, we may have a much easier time knowing that the **red pen of editing** is simply part of the **process of writing**. When we shift our mindset and attitude, we understand that our editor is not judging us; the editor is simply evaluating how well our writing meets commonly accepted writing fundamentals and principles.

Learning how to accept feedback is an art unto itself. When we breathe and expand our attitude to one of gratitude (after all we are *asking* for this feedback, are we not? *smiles*), our world shifts. We recognize that feedback is presented from a *place of love and kindness*, from a place of *observation* not judgment.

Perhaps one might consider feedback as simply advice from one writer to another. I subscribe to the adage that two heads are better than one, where multiple thinkers are a blessing to ensure completeness, to offer insights that the writer might have overlooked.

A simple shift to gratitude can melt away our fear of not being good enough, as criticism comes from a place of fear; where feedback or advice comes from a place of love and honor. Thank the person (editor) and honor them for their kindness in sharing their gift with you.

It is ok to understand that we are not perfect. As a recovering perfectionist, I had to simply let go of the fear of not being *good enough*. I instead pat myself on the back for the courage I demonstrate every time I write and risk sharing my thoughts with the world. When we take this step, we are willing to take a risk to be vulnerable, to share our ideas with others (particularly because not everyone may always agree!), as sometimes our self-worth can be tied to the words we write.

When we learn to separate these words from our soul, from who we are deep inside, we shift our attitude. We soften our inner core, to welcome the insights from another. We no longer have to wear a shield of defensive armor to protect ourselves. Instead we simply open ourselves to the wonderful gifts that await for us from others as part of the process of editing as we move forward to improve our mastery of writing. What gifts await you today?

Blog Post:

<http://www.DissertationPublishing.com/dissertation-writing-tips/progress-not-perfection/>

Chapter 4:

Procrastination

The focus for this chapter is on the ever elusive challenge of **procrastination**. What is procrastination? More importantly, how do we overcome this barrier—particularly in writing?

Whether writing a dissertation / doc study or completing a book or perhaps just a blog post, distractions are all around us—often coming between us and our writing. Even when we enjoy writing, it is amazing how distractions and procrastination can plague the well-intentioned writer. This of course then begs the question: Why do we let distractions come between us and our goals? The purpose of this chapter is to tackle this question.

Personally, I just finished my latest eBook the end of July, 2014. This new eBook is a Siberian Husky Rescue Handbook for those considering adopting a rescue Siberian husky. One of my passions is saving this magnificent breed.

I founded: [Siberian Husky Rescue of NM](#) back in 1998 to help save these amazing animals. About 4 years ago, I offered to write a book to help new Siberian Husky owners as they transitioned into welcoming this breed into their own, where all proceeds of book sales would directly benefit the

Siberians in our rescue group. The name of the book is: [Welcome Home: Siberian Husky Rescue Handbook](#)

Sadly, this book was merely something I talked about, seemingly forever. I am NOT a procrastinator by nature, which is why I was so frustrated. I am typically very good at time management, commitment, and following through on everything I say I am going to do—except this time. I am a list maker with several lists as a matter of fact. I call these lists, my magic **To Done Lists**. Once something gets on the list, eventually, it gets done.

Writing this book, however, for some reason took **YEARS** to move to my **To Done List**. AND I don't know why either, as the book was so much fun to write! I was able to look at old pictures and think about wonderful memories of many of my personal rescue Siberians along the years (Thunder, Ms. Duchess, and Montana) who are no longer with us, as well as some of our former and current rescues such as Trinity, George, and Gracie. Each one of our precious rescues has their own **tails** and stories to tell. The antics of Siberian Huskies are often both frustrating, as well as sometimes quite hysterical. I laughed, I cried—it was a wonderful process—**once I got started**.

That phrase—**once I get started**—seems to surface often from many I talk to, books I read, and students I mentor. The writing was easy quite candidly; the getting started part was hard.

I can perhaps understand why one may procrastinate as a result of something being difficult or even unpleasant. However, I do not understand why this book took much longer than needed, particularly since it was so much fun to write!

The secret I can share is that I simply made up my mind one day to *get 'er done*, as the saying goes. I simply put the date of finishing by August 1st (I finished July 31st!), where I committed to writing at least one chapter a week. In actuality, then I wrote one chapter a day, and voila—the book seemed to take on a life and momentum all its own.

I had a bit of help as well. I made sure that I publicly and out loud committed to writing the book. I had a colleague with a passion for dogs as well that really helped me stay on course and keep my focus. I enlisted the help of an accountability partner.

Part of the technique that worked was breaking down the entire project into small weekly or daily pieces. By breaking down the project into small **bite size** pieces, I was able to add a piece to my daily checklist, and then slowly---piece-by-piece, the chapters seemed to finish, as the book emerged.

As I involved others in the project (helping me find pictures of particular favorites), momentum really increased, helping me maintain my focus AND my commitment to my deadline.

The secret really was in **simply getting started** AND not overthinking the initial few steps. Most of those first words didn't make the final cut anyway. I just needed to start the blood flowing and **by taking action**, the words seemed to fall into place. Remember, as in Chapter 3, the goal was simply **process**, not **perfection**.

I just had to focus to get the words initially on the page. Editing—by a team of friends and family—took the project the rest of the way. Knowing that I wasn't working on this labor of love alone AND knowing that the ultimate goal was to raise money for our beloved Siberians—took the pressure off considerably. The book wasn't just about me, the vision and need was so much bigger and I just couldn't let the Siberians down as they were counting on me!

Sometimes attitude is everything. Remember, it takes a village to raise a child—and to write a book. It's ok to ask for help.

What then is the secret? The secret is simply to put one foot in front of the other—the secret is simply to get started and write the first word . . . *Once upon a time* . . . you know the rest, right?

Blog Post:

<http://www.DissertationPublishing.com/dissertation-writing-tips/getting-to-the-bottom-of-procrastination/>

Chapter 5

Clarity and Precision in Writing

The purpose of our time together is to examine the perception of clarity of the message in your book, article, student assignment, email, or professional writing. As writers, we must ensure that our message *aligns with the needs* of our target audience. In other words, what do we want our writing to accomplish? AND how do we know when we have indeed met these goals?

When we conduct a meeting, for example, we would have an agenda to ensure that we follow our goals and intentions of what we hope to accomplish for the meeting; to ensure that before the meeting ends, all is complete before we adjourn. Writing follows this same path.

Goals and Intentions

Let me invite you to consider that when writing ANY piece of text, whether an **email** or **the Great American Novel**, there needs to be a measurable outcome for what your writing intends to do. In other words, what do you want your audience to do upon reading your writing? Are you intending to simply offer information? Do you plan to teach a skill? What is your purpose AND how can you measure whether you have accomplished this purpose of your goals and intentions?

A best practice for writing is to ensure you have researched the needs of your audience. What writing techniques are preferred by this audience? What are the expectations of your audience? What is the best way to reach them? Remember, one will communicate with a teacher much differently than perhaps an engineer or an accountant.

Be Careful of Industry Specific Jargon

Be sure to also be careful about industry specific jargon or acronyms to ensure that you and your reader are on the same page. I recall a specific seminar I gave where the audience and I weren't *exactly* on the same page for what was meant regarding industry specific acronyms. Some industries tend to float on a sea of alphabet soup: CEO, CFO, CIO, CMO, HMO, EI EI O? *grins*

To avoid embarrassment of yourself as the writer or your audience where many not be able to follow you, simply be sure that you are meeting the needs of your audience. Our goal is not to tell them or sell them, but to meet and serve the needs of our readers. Therefore, I always ensure that whether in a face-to-face meeting or in a written format, I simply review what an acronym or specific industry term may mean-JUST IN CASE.

When we paint with a very wide and inclusive brush, we make sure that everyone in our audience can follow us, whether a new person to the industry, a curious onlooker, or a seasoned veteran. Remember, there are two sides to the

communication equation (sender and receiver), where the goal is to ensure that the needs of BOTH sides of the equation are met. Does the receiver understand the message as intended by the sender? How do we know?

Sender sends message with specific intention; Message decoded by **receiver** with the intended message.

[The Lentz Leadership Institute Editing Services](#)

Blog Post:

<http://www.DissertationPublishing.com/academic-writing-tips/how-do-you-craft-the-clarity-of-your-message/>

Chapter 6

What Kind of Editing Does Your Writing Need?

Let's talk editing.

Do you know what type of editing your writing requires? Let's talk about the three most common types: *Substantive Editing*, *Copy Editing*, and *Proofreading*.

Types of Editing

Substantive Editing

This type of editing would be considered from the perspective of the whole. How do all the individual parts of the writing piece work together to maintain continuity, cohesiveness, and logic? Remember, your writing is telling a story, make sure that your reader can follow you. This level of editing is looking at overall alignment. Particularly for dissertation or capstone editing, or for publication in a peer-reviewed journal, substantive editing is crucial to success.

Copy Editing

Copy editing is the one category most are familiar with as this area includes grammar, sentence structure, spelling, writing style, and often abbreviations and professional jargon. For the doctoral scholar, often this area includes such areas as avoiding passive voice, anthropomorphisms,

synthesis, use of vague pronouns, and avoiding contractions and conversational or casual writing strategies.

Proofreading

This type of editing is intended to be the final polish, where the role of the editor is really to dot the i's and cross the t's to correct minor issues of misspellings, grammar and style, perhaps capitalization or punctuation, and often in the case of dissertation editing, overlooked APA minor details.

The next time that you are considering an editor, be sure you are aware of the many types of editing available. Sometimes a client requires coaching, where a submitted doctoral proposal for example really isn't yet ready for an editor. Be sure that when you are hiring an editor, you and the editor are on the same page regarding the types of services your writing needs.

[The Lentz Leadership Institute Editing Services](#)

Blog Post:

<http://www.DissertationPublishing.com/academic-writing-tips/what-kind-of-editing-does-your-writing-need/>

YouTube Video:

<https://www.YouTube.com/watch?v=HWG8-IwsaBg>

Chapter 7

The Ethical Boundaries of Your Editor

Our time together focuses on the difference between hiring an **editor** and a **ghost writer**—to ensure understanding of the boundaries of the role of an editor. In a previous blog post, I discussed the different types of editing. For our purposes here, my goal is to help understand the ethical boundaries of the role of an editor vs. a ghost writer, particularly regarding the integrity of academic editing to include: doctoral dissertation / doc study, master’s capstone thesis, and professional faculty journal writing.

Integrity

Why is this distinction important? As a writer, the uniqueness of your writing is important—unique to **YOU**, **YOUR** writing style, **YOUR** intentions, and **YOUR** signature and copyright. Within the capstone thesis and the doctoral dissertation in particular, one must defend one’s work as part of the process.

In academic terms, this defense is actually called an **Oral Defense**. The writer (doctoral student or master’s student), must defend the **integrity** of their work, to offer assurance to the university that the student was the author of **ALL** parts of the dissertation/thesis. Some universities require an

ethical statement where the student must sign that their work is just that—**THEIR** work.

Editor Boundaries

As a result of these issues of integrity, a professional editor must adhere to ethical boundaries. As an editor, I may proofread grammar, spelling, adjust format, make suggestions for passive voice, and perhaps adjust details on a references list in APA format. However, I may **NOT** rewrite or ghost write entire sections or chapters or in any way offer any of my original writing for my clients. An editor must walk a very fine line to protect the integrity of the work of their clients. The editor's personal writing style must **NOT** come through the writing. Why? This dissertation, capstone, or professional article is **NOT** the editor's writing. I am not the author. I am the editor **ONLY**. *I may offer advice; I may not offer original writing.*

Ethical Boundaries

Often, I am asked by potential clients to **actually write** their capstone, dissertation / doc study, or professional journal articles.*sigh* I refuse. There are many on the Internet who will indeed write the entire study, where many students fraudulently lie when defending their work during their Oral Defense. I am saddened when many potential clients ask me to do just this and I refuse—often for large sums of money.

My personal reputation is all that I can control. I cannot control the behaviors of others, nor can I control the

behaviors of others in response to my own. I however can and will continue to maintain the highest standards of integrity, where I will help my clients in every way possible, offering proof reading, suggestions, grammar editing, and editing in APA format; I however will not ghost write for my clients—to protect their integrity, as well as my own.

[The Lentz Leadership Institute Editing Services](#)

Blog Post:

<http://www.DissertationPublishing.com/dissertation-writing-tips/academic-writing-editing-vs-ghostwriting/>

YouTube Video:

https://www.YouTube.com/watch?v=ywluh_O9Bhk

Chapter 8

Perpetual Editing

The focus for this chapter is on the concept of *perpetual editing*. Whether one is working on their dissertation or publishing an article or book, editing is simply part of the process. Writing is very much a personal process where there are many potential ‘right ways’ around the mulberry bush. While there are often writing format standards such as APA format, MLA, Chicago Style, or Turabian, writing style is always personal and subject to perpetual editing as we continue to improve.

I have found that if one can separate oneself the person from oneself the writer AND learn to accept feedback graciously as a gift, often this idea of perpetual editing seems to be easier to accept and address. Perpetual editing is simply part of the process of writing.

Blog Post:

<http://www.DissertationPublishing.com/dissertation-writing-tips/dissertation-writing-tips-perpetual-editing/>

Chapter 9

Summary

As we find ourselves at the end of this eBook, let me take a few minutes to review the significant points and the lessons I hope that you will take with you.

In **Chapter 1**, our focus on the purpose of editing. Please be sure to understand the focus of editing skills, as these are not the same as writing skills.

In **Chapter 2**, our focus was on the creation of our personalized editing checklist. As we gain mastery, many of these editing skills will become second nature. Until they do, this strategy will help you to know where to focus your efforts.

In **Chapter 3**, our focus was on the process of writing itself. Be sure to spend some time understand the how of writing; what is your writing system, and does it work for you?

In **Chapter 4**, we delved into the area of procrastination. What is it and why do we do it. The main lesson here is simply learning to put one foot in front of the other to get started. Often, the secret is simply generating momentum to get to simply begin to capture the words on the page. As we further our commitment to the project with action, often the book begins to write itself. Again, we simply have to take

the time to force ourselves to begin by taking the first steps—committing the first words to paper.

The focus for **Chapter 5** offered a spotlight on the need for clarity and precision in our writing. What is our message? How do we know that we have conveyed our purpose to our reader as we intended? Be sure to always write from a position of strength.

In **Chapter 6**, our focus moved into the specific types of editing that your writing may need. Be sure to take the time to understand the different types of editing and the skills you need to look for in an editor. Many types of editor exist. Take the time to invest in this area to ensure that you find the most appropriate editor suited to your needs and preferences.

Within **Chapter 7**, the focus was on ethics. Many clients contact me with the expectation that what they really want is a ghost writer. The client wants to send a copy of their writing where I expected to fix all of their writing issues and email a final copy—suitable for resubmission to their faculty or chair or Dean or journal. To protect the integrity of the writer, an editor must honor the client. We may provide feedback, suggestions, and offer corrections to consider, format issues: however the author is the owner of their copyright and their writing AND the final decision-maker as to whether what has been offered meets with the client's final approval. Some decision-making and rework will be required by the original writer to ensure that the final

corrections fit within the writers' writing style and preferences.

Finally, in **Chapter 8**, we discussed the idea of perpetual editing. Writing is more art than science, where writers often invest many hours in pursuit of the best turn of a phrase; the most effective expression of their ideas, the best clarity to persuade their readers. Writing takes time—and often endless or perpetual editing. Even the most accomplished of writers will need to spend several drafts or iterations of their work. I often have many people review my work and then I review, and review, and review again.

It is my hope that these ideas and **advice** presented in this book have helped you develop a deeper understanding regarding the concept of editing and how you can use these various techniques to contribute to your success moving forward.

Blog Post:

<http://www.DissertationPublishing.com/uncategorized/new-ebook-so-you-think-you-can-edit-9-editing-tips-for-the-experienced-novice-writer/>

Editing Services

[The Lentz Leadership Institute Editing Services](http://www.DissertationPublishing.com/editing-services/)

<http://www.DissertationPublishing.com/editing-services/>

Dissertation Coaching, Editing, and Proof Reading Services

Need help writing a book? Book publishing coaching also available

Are you struggling with your academic writing? Need help with your graduate thesis, doctoral dissertation or your submission to a scholarly journal or academic trade?

We can help with:

- **Dissertation Editing & Coaching:** 5 chapter dissertation, 3 chapter doc study, PhD, DM, EdD, and other doctoral level editing
 - Abstract
 - Literature Review
 - References
 - Appendices
 - Prospectus
 - Project Paper
- **Graduate Thesis or Capstone Editing & Coaching**

- White Paper
- Term Paper
- Articles for Publication in an Academic Journal or for Academic Conference Proposal or Presentation
- Guest Blogging
- Marketing materials for your business
- Personal Biographies and Profiles, to include Faculty Introductory Videos

Please consider the editing services of [award winning](#) & International best-selling author, Dr. Cheryl A. Lentz. We offer editing services for quantitative and qualitative analysis within the dissertation or doc study for content review, increase in scholarly voice, as well as guidance within the APA Style Format [6th version, 5th printing]. [We do offer limited editing regarding tables, graphs, charts, or figures.]

Please contact us via email: drcheryllentz@gmail.com for personal discussion and current rate quotes.

Our average cost is *approximately* \$450.00 to \$750.00 for a [Dissertation Proposal or Doc Study \[IRB Approval\] Review](#) and [Final Dissertation or Doc Study Review](#) for the Dean. We require a 4-hour deposit to begin work. Please review our website link for current prices. We accept payment by check, money order, or via credit card through PayPal

Please be aware that we do **not** offer our editing services to those students for whom any editor may directly sit on their respective committees—to avoid any conflict of interest. Please also note that we respect the integrity of your writing and offer comments for your consideration only (not ghostwriting) .

We specialize in formatting references to APA format specifications.

Author Credentials

- DM, Doctorate of Management in Organizational Leadership University of Phoenix,
- Masters of Science in International Relations, Troy University

Certifications

- Sloan C Certification from Colorado State University–Global
- Quality Matters Peer Reviewer (APP/PRC) Certification

Awards

- Exemplar for the Walden University WOODS (Wisdom, Observation, Opportunity, Distinction, and Scholarship) program
- 13-time award winning contributing authors for *The Refractive Thinker*® Series.
- Individual 2x-award winning author: *The Consumer Learner*.
- International Best Seller coauthor: *The Expert Success Solution*

Let us help you polish your graduate writing for effective success! We look forward being on your editing and coaching team!

Sincerely,

Dr. Cheryl Lentz

ABOUT THE AUTHOR . . .



Meet **Dr. Cheryl Lentz**, from Albuquerque NM. She is the International Best Selling Author, Professor, & Speaker, known as The Academic Entrepreneur. The world is in desperate need of leaders willing to take risks, blaze new trails, and question boundaries to take our society into the future. Sometimes this leadership is with a grand gesture; sometimes *leadership simply comes softly*. Dr. Cheryl is one of these innovators, critical and refractive thinkers, and leaders who is audacious and bold. Sitting on the faculties of several universities, [Embry Riddle University, Grand Canyon University, Walden University, University of the Rockies, and University of Phoenix], she is willing to question what we are doing and why, often asking *why not*, willing to search for answers to questions not yet even asked. For additional details, to hire her for your next event or your next editing project, please visit her website: <http://www.DrCherylLentz.com>

For additional information, please contact:
drcheryllentz@gmail.com

We support the following 501 c3 Rescue Group as mentioned in this eBook:

Siberian Husky Rescue of New Mexico

We appreciate your support in sending your tax-deductible donations to:

Siberian Husky Rescue of New Mexico, Inc.

P.O. Box 3

Cedar Crest, NM 87008

Please view our fundraising opportunities here

<http://www.NMSiberiaRescue.com/about.html>

<http://www.DrCherylLentz.com/siberian-husky-rescue/>

Thank you for joining us on our journey.

When you think adoption, please think about adopting a Siberian Husky through rescue.

Sincerely,

Dr. Cheryl Lentz

Thunder, Ms. Duchess, Montana, George, & Gracie's Mom