

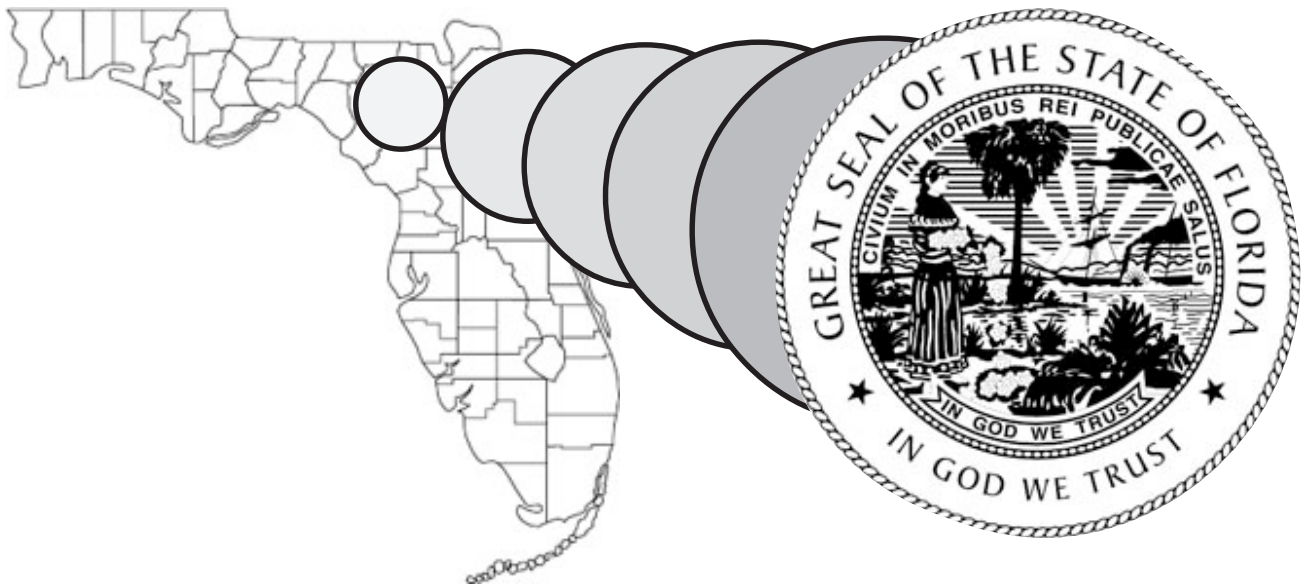
## Maurice Sarns

942 NE 7 Place, Gainesville, FL 32601 • (352) 373-8768 (H) • (352) 392-1558 (W)

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- 1999 to 2001:** Program Assistant, Graduate Data Management, University of Florida Graduate School. Development and management of Graduate School Databases in Access for Graduate Faculty, campus contacts, Graduate Courses, Special Graduate Faculty Appointments, graduate student Exit Surveys, and *ad hoc* database needs. PageMaker and Adobe Acrobat layout of Graduate Catalog and all Graduate School instruments. Development and maintenance of Graduate School website documents at 'gradschool.rgp.ufl.edu.' Manage ListServe accounts for Graduate Faculty, Graduate School contacts, graduate committees, and active graduate students. Preparation of Graduate Statistics for presentation in hard copy and electronic form. Monitor student compliance with admissions requirements for GRE, GMAT, and TEOFL. Perform program and policy research to provide information to graduate contacts on campus.
- 1996 to 1999:** Senior Clerk, University of Florida Graduate Records. Responsible for coordination of records for Ph.D. and Ed.D. candidates. Duties include processing of admission to candidacy for doctoral students, managing a database of candidates approaching graduation, and performing graduation checks to insure student records are in order for certification. Prepare and format commencement book information for doctoral candidates. Inform graduate contacts in the departments on graduate school policies and procedures.
- 1993 to 1996:** Desktop publisher for the Stewart Mott Davis Center for Community Education at Norman Hall, University of Florida, working under Director, Dr. Phillip A. Clark. Responsibilities included layout and design of dozens of publications, informational packages, and survey instruments for the center. A major product of the center has been the production of the Community Education Annual Report for the Bureau of Adult and Community Education in Tallahassee. The report consists of a detailed statistical report on Community Education in Florida's counties and a smaller, synopsis report for use in legislative presentations and local promotion of Community Education achievements.
- 1994 to 1995:** Editorial Assistant, Book Review Section of the Journal of the American Statistical Association and The American Statistician, working under the book review editor, Dr. Alan Agresti. Both journals are published quarterly by the American Statistical Association and distributed to professional members and education libraries. Responsibilities included: traffic management of books for review on database; correspondence with review editors, review authors, and publishers; copyediting of completed reviews, formatting of reviews in LaTeX for transmission to JASA, management of financial accounts for the grant.
- 1989 to 1993:** Editorial Assistant, Journal of Teacher Education working under the editor, Dr. Patricia Ashton. The JTE is the official organ of the American Association of Colleges for Teacher Education, published five times a year and distributed to professional members and education libraries. Contributions consisted of 300 manuscripts per year, with an average acceptance rate of 10 percent. Moved the JTE to desktop publication with service bureau typesetting and contracted distribution.
- Computer:** Personal website: <http://www.afn.org/~afn29467/>. Experienced with Windows and Mac operating systems. Familiar with Sun and Linux operating systems. Software Experience — Word, Access, Excel, PowerPoint, PageMaker, LaTeX, FreeHand, Illustrator, PhotoShop, Acrobat, hand code HTML, ListServe, WebCT, JavaScript, 3D Raytracing, QuickTime movie creation.
- Education:** Master of Arts in English, University of Florida, 1998. Bachelor of Arts in English from the University of Florida, 1988, with a minor in Physics. Inducted into the Society of Physics Students.

# Community Education Annual Report



## FY 1993-94

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Prepared for

**The Bureau of Adult and Community Education**

By

**The Stewart Mott Davis Center for Community Education  
University of Florida, Gainesville, Florida**

## History

**Red Ribbon Week** was established after Federal Agent Enrique Camerena was murdered by drug traffickers in 1985. The red ribbon was adopted as a symbol of the fight against the increased use of and demand for drugs. The National Federation of Parents sponsors the National Red Ribbon Campaign. The Alachua County Prevention Partnership, in cooperation with the Florida Prevention Association, and other state, county, and local agencies and organizations sponsor and promote the Alachua County Red Ribbon Campaign.

## Purpose

To increase awareness and promote a drug-free environment for the community through the Red Ribbon symbol, and to maintain a community network of individuals, agencies, and organizations that supports substance abuse prevention and healthy lifestyles.

## Symbol

The Red Ribbon symbolizes your support of and commitment to a drug-free lifestyle — no use of illegal drugs and no abuse of legal substances.



## Disclosure Statement

A copy of official registration and financial information may be obtained from the division of consumer services by calling toll-free, within the state. Registration does not imply endorsement, approval, or recommendation by the state 1-800-435-7352.

## Red Ribbon Committee Members

### Honorary Chairpersons

Lon Kruger & Barb Kruger

### Chairman

John Zemlo

### Members At-Large

Cherise Bartley, Medical Alliance

W.H. Lt. Bryan, Alachua County Sheriff's Office

Alena K. Buggs, Gainesville Police Department

Leslie Clarke, UF Center for Health Policy Research

Peggy Davenport, Alachua County Medical Society

Glenn Dickson, Westminster Presbyterian Church

Pam Dissell, Barnett Bank

Dolly Glass, Alachua County Safe Kids/Shands

Tammy Huey, Greater Gainesville Area Chamber

Jackie Johnson, School Board of Alachua County

Brenda Joyner, Santa Fe High School SADD

Mike Joyner, Westwood Middle School

Linda Knight, March of Dimes

Donna Largent, American Cancer Society

Gwen Love, Corner Drug Store

Michaelyn Luttge, Micanopy SAPC

Mike Monaghan, School Board of Alachua County

Florrie Mingo, Monteocha SAPC

Charlotte Patterson, The Prevention Partnership

Carol Pooser, Volunteer Center of Alachua County

Marian Rodgers, Medical Alliance

Brenda Scott, The Prevention Partnership

Melanie Shore, Barnett Bank

Susan Shultheis, WCJB TV-20

Casey Smith, Mental Health Services

Donnie VanWie, Alachua County Sheriff's Office

D.J. Williams, Alachua County Commission

Tiffany Yaeger, Alachua County Medical Society

# Prevention Is a Life Thing



ALACHUA COUNTY



# Red Ribbon

C A M P A I G N

October 23-31, 1994

Dear Red Ribbon Friends,

Barb and I are delighted to again serve as the honorary co-chairs for the Alachua County Red Ribbon Campaign. We encourage you to participate in the Red Ribbon Celebration week activities that are scheduled for October 23-31, 1994. In addition, we ask that you help sponsor the Red Ribbon Campaign by making a generous donation.



Your sponsorship allows the Alachua County



Red Ribbon Campaign Committee to provide educational and drug-free lifestyle promotional materials to 5th through 12th graders at every school in Alachua County at no cost to the schools!

With your help, the Red Ribbon Committee will purchase a T-shirt for every 9th grader; distribute Red Ribbon Campaign stickers, lapel ribbons, and prevention literature; coordinate special events, contests, and prizes for elementary, middle school, and high school students; provide materials to create "Line-up to Sign-up" banners for high school students; and supply schools with a 3 foot display ribbon and posters.

Barb and I want to thank you for becoming involved, and for supporting the Alachua County Red Ribbon Campaign. As parents and citizens of Alachua County, we can see a difference in children's attitudes and behavior towards alcohol, tobacco, and other drugs when caring adults help youth make good choices. Please support this year's campaign theme, "Prevention Is A LifeThing," by making a commitment to promote healthy lifestyles.

Sincerely,

*Lon Kruger Barb Kruger*

Lon & Barb Kruger



## Calendar of Events

- October 23 ..... Free Skate Party
- October 24 ..... Wrap Clock Tower & Wear Red Day
- October 25 ..... Pledge Day/ Line-up & Sign-up
- October 26 ..... SADD Leadership Conference
- October 27 ..... Drug-free Workplace Seminar
- October 28 ..... Awards Banquet
- October 29 ..... Health Fair and Skits
- October 30 ..... Red Ribbon Sunday
- October 31 ..... Wrap-up & Reflections

The Prevention Partnership members below are collaborating to build a comprehensive, community-wide Red Ribbon Campaign. Their sponsored activities are proudly promoted as part of the campaign.

### Related Community Events

#### September

Gainesville Area Chamber of Commerce Drug-free Workplace Seminar

School Board of Alachua County Mendez Training for Teachers

#### October

March of Dimes Healthier Babies Month

#### November

American Cancer Society Great American Smoke-out & Smoke-free Class of 2000

## Levels of Sponsorship

### \$500 T-Shirt Sponsor

At this level of sponsorship you receive:

- An official Red Ribbon commemorative t-shirt
- Your business or organization name on t-shirt
- Listing in *Gainesville Sun* Red Ribbon ad
- Certificate of appreciation
- 25 pencils, stickers, & lapel ribbons

### \$300 Business Sponsor

At this level of sponsorship you receive:

- An official Red Ribbon commemorative t-shirt
- Certificate of appreciation
- 10 pencils, stickers, & lapel ribbons

### \$250 9th Grade Sponsor

At this level of sponsorship you help defray the cost of providing commemorative t-shirts to 9th grade students and receive:

- An official commemorative t-shirt
- Certificate of appreciation
- 5 Stickers & lapel ribbons

### \$200 School Sponsor

### \$100 Classroom Sponsor

### \$60 Red Ribbon Sponsor

At these levels you help defray the cost of providing Red Ribbon Campaign materials to every 5th-12th grade student in Alachua County. You receive a pencil, lapel ribbon, and letter of commendation.

All sponsors receive a large ribbon for display at their home or office and a campaign poster recognizing Lon and Barb Kruger as honorary co-chairs.

A card is enclosed to register your contribution and to order additional materials.

## **What to Submit and Where to Send It**

### **To the University of Florida Admissions Office:**

1. A \$20 application fee
2. Originals of the UNIVERSITY OF FLORIDA Graduate Application and Residency Classification Form
3. Official transcripts sent directly from institution previously attended
4. Official GRE scores

### **To the Department of Educational Leadership**

1. Departmental application form
2. Official transcripts
3. A GRE score report
4. At least three letters of recommendation
5. A statement of professional goals
6. A current résumé or vita



## **Application Information**

### **To obtain information and/or application forms, contact:**

Department Chair  
Department of  
Educational Leadership  
PO Box 117049  
Gainesville, FL 32611

(352) 392-2391, extension 300  
(352) 392-0038 (FAX)

# **GRADUATE STUDY IN EDUCATIONAL LEADERSHIP**

UNIVERSITY OF FLORIDA  
COLLEGE OF EDUCATION

## **Department of Educational Leadership**

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**Master of Education  
Specialist in Education  
Doctor of Education  
Doctor of Philosophy**



# GRADUATE STUDY IN EDUCATIONAL LEADERSHIP

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## Graduate Programs

The Department of Educational Leadership offers the Master of Education (M.Ed.), the Specialist in Education (Ed.S.), the Doctor of Education (Ed.D) and the Doctor of Philosophy (Ph.D.). The M.Ed. is offered in Educational Leadership including certification and non-certification tracks. The Ed.S., Ed.D., and Ph.D. are offered in Curriculum and Instruction, Educational Leadership, and Higher Education Administration. The degree programs meet all standards set by a number of agencies including NCATE, UCEA, FCEM, DOE, and SACs.

Departmental courses are offered in the evening hours to accommodate students who hold full time jobs.

All programs are planned to meet the needs of the individual student. Past experiences, stated needs, and professional goals are considered in the development of the individual's program.

## Admission Requirements

- At least the minimum score on the Graduate Record Examination (GRE).
- Evidence of good scholarship. (3.0 undergraduate and 3.5 graduate grade point average)
- Three letters of recommendation attesting to scholarship, leadership abilities, and successful professional experience.
- Personal interview (for all post-master's applications)

## Financial Assistance

A limited number of graduate assistantships, fellowships, research assistantships, and loans are available to students who qualify. Information can be obtained from the Department of Educational Leadership, the Graduate School, and the Student Financial Affairs Office.

## Faculty in brief

Linda Behar-Horenstein, Ph.D., Loyola University of Chicago, Curriculum & Instruction

Dale Campbell, Ph.D., University of Texas, Higher Education, Community College Leadership

Philip Clark, Ed.D., Western Michigan, Educational Leadership, Community Education

James Doud, Chair. Ph. D. University of Iowa., Organizational Leadership, Principalship

Paul George, Ed.D., George Peabody, Instructional Leadership, Middle Schools

David Honeyman, Ph.D., University of Virginia, Finance, Facilities, and Research

Barbara Keener, Ed.D., University of Florida, Dean of Academic Affairs, Community College, Higher Education

John Nickens, Ph.D., Florida State, Research, Technology, Higher Education

Art Sandeen, Ph.D., Michigan State, Vice President for Student Affairs, Higher Education

David Smith, Ph.D., Northwestern, Former Dean, University of Florida, College of Education

Walter Smith, Ph.D., Florida State, Former President of FAMU, Higher Education

James Wattenbarger, Ed.D., University of Florida, Distinguished Service Professor, Higher Ed, Community College

R. Craig Wood, Ed.D., Virginia Polytech, Finance, Law



### Admission Requirements

Admission requirements for the Ed. D. and Ed. S. include: (1 ) a master's degree; (2) GRE score of 1000 or above (verb. & quant.); (3) high scholastic average for previous work (3.0 last two years undergraduate GPA and 3.5 master's GPA); (4) satisfactory personal references.

The Department of Educational Leadership is committed to the recruitment and preparation of a culturally and ethnically diverse group of educational leaders as Florida prepares for the 21st Century.



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### Location

Classes during the fall and spring semesters will be held at Daytona Beach Community College. Some summer classes may be held on the University of Florida Campus in Gainesville.



### For Additional Information Please Contact

Dr. James Hensel  
Graduate Coordinator  
2403 Norman Hall  
University of Florida  
Gainesville, FL 32611  
(904) 392-2391, ext. 261

This document was promulgated  
at a cost of \$ .15

# The University of Florida Department of Educational Leadership Institute of Higher Education



### East Coast Professional Development Program

An Ed. S./Ed. D. program designed  
specifically for leaders in higher  
education administration



## The East Coast Professional Development Program

- □ The Department of Educational Leadership is offering a new sequence of its Ed. S. and Ed. D. programs designed specifically for practicing leaders in higher education.
- This new cycle will begin in the spring of 1995 and is a continuation of a fifteen year effort to better serve the needs of both public school and college educational leaders unable to attend courses in Gainesville on a full-time basis.
- □ This flexible program is designed so that most requirements of UF's Graduate School and Department of Educational Leadership may be met while candidates remain in their current college positions.



### Sample Program of Study Leading to the Ed. S. and Ed. D.

<i>Spring 1995</i>	Educational Leadership: Individual	3
	Community College in America Colloquium	3 1
<i>Summer 1995</i>	American Higher Education Practicum in Supervision & Administration	3 3
<i>Fall 1995</i>	Administration in Higher Education	3 3
	Educational Statistics Colloquium	3 1
<i>Spring 1996</i>	Seminar: Curriculum in Higher Education	3 3
	Organizational Leadership Colloquium	3 1
<i>Summer 1996</i>	Qualitative Foundations Practicum in Supervision & Administration	3 3
<i>Fall 1996</i>	Financing of Higher Education Methods of Educational Research Colloquium	3 3 1
<i>Spring 1997</i>	Law & Higher Education Contemporary Research on Higher Education	3 3
<i>Summer 1997</i>	Literature Research Advanced Research	3 3-6
<i>Fall 1997</i>	Proposal Writing Advanced Research	3 3-6
<i>Spring 1998</i>	Dissertation Research	10
<i>Summer 1998</i>	Dissertation Research	4
<i>Fall 1998</i>	Dissertation Research	10

### Unique Features

- Designed to serve community college and university leaders.
- Participants will enroll and progress as a cohort group.
- A regular on-campus program delivered at an off-campus site.
- Convenient Friday evening and Saturday morning classes.
- Full-time faculty members from the University of Florida will provide the instruction.
- A leadership colloquium will feature state and national experts who will address the development and delivery of quality educational programs.





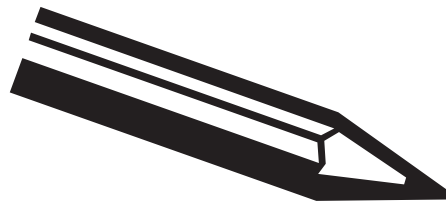
Adult and Community Educators of Florida, Inc.

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Help Move  
**COMMUNITY  
EDUCATION**  
into the  
**21ST CENTURY**

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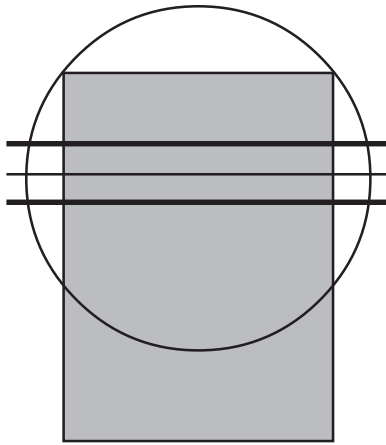
**YOUR  
ASSISTANCE  
IS NEEDED**

in the Development of  
a National Community  
Education Marketing  
Plan

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*Step 1:*  
Developing  
Common  
Definitions and  
Descriptions

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# Full Service Schools

## Florida Full Service Schools

EXCERPTS FROM

**Concept Paper on Full Service Schools**  
**Interagency Work Group on Full Service Schools**  
**April 1994**

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*The*  
**Teaching**  
*Portfolio*

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COLLEGE OF EDUCATION  
UNIVERSITY OF FLORIDA

*All faculty are considered scholars who express their scholarship through “four overlapping functions: the scholarship of discovery (as in specialized research); the scholarship of integration (as in writing a textbook); the scholarship of application (as in consulting); and the scholarship of teaching” (Edgerton, Hutchins, & Quinlan, 1991, p. 1).*

The Teaching Improvement Program (TIP) addresses the latter function in order to generate a “pedagogy of substance”—a repertoire of ways good teachers *transform* the particular concepts of their discipline into terms and experiences that can be understood and applied by the students encountering that discipline. A pedagogy of substance is not merely a knowledge of principles; it includes abilities, attitudes, dispositions, and values essential to a particular discipline; “it is a knowledge of situations and ways of responding to them—the knowledge that comes of having been there before, and of which precedents might best apply in a new situation” (Edgerton et al., 1991, p. 2).

How can such a goal be nurtured? The teaching portfolio can, we believe, document and display samples of teaching that generate a pedagogy of substance that will be recognized and valued as a form of scholarly work. Portfolios are kept by architects, designers, painters, and photographers to display their best work. A teaching portfolio offers similar possibilities: it can sample a professor’s major teaching accomplishments and strengths and summarize a professor’s teaching in the same way that lists of publications, grants, and academic honors summarize research productivity.

# Agenda

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## Community and Adult Education Leaders Regional Workshop

### Morning Session

**Topic:** *Marketing Your Programs With Local  
Policymakers*

- |             |  |
|-------------|--|
| 8:30-9:15   | Registration and Refreshments  |
| 9:15-9:45   | Welcome, Introductions and Overview  |
| 9:45-10:45  | Importance of Marketing<br>Linking with <i>Blueprint 2000</i><br>Five Major Marketing Strategies<br>Internal and External Marketing<br>Utilizing Strategies for Internal and<br>External Marketing |
| 10:45-11:00 | Refreshment Break  |
| 11:00-12:15 | Utilizing Strategies for Internal and<br>External Marketing (continued)<br>State Assistance in Marketing<br>ACE of Florida Marketing Strategies  |
| 12:15-1:30  | Dutch Treat Lunch  |



**ASSESSMENT JOURNAL  
FOR FY 1994-95**

**COMMUNITY EDUCATION  
ANNUAL REPORT ON  
STATE PLAN OBJECTIVES**

**JULY 1, 1994—JUNE 30, 1995**

# Implementing Blueprint 2000

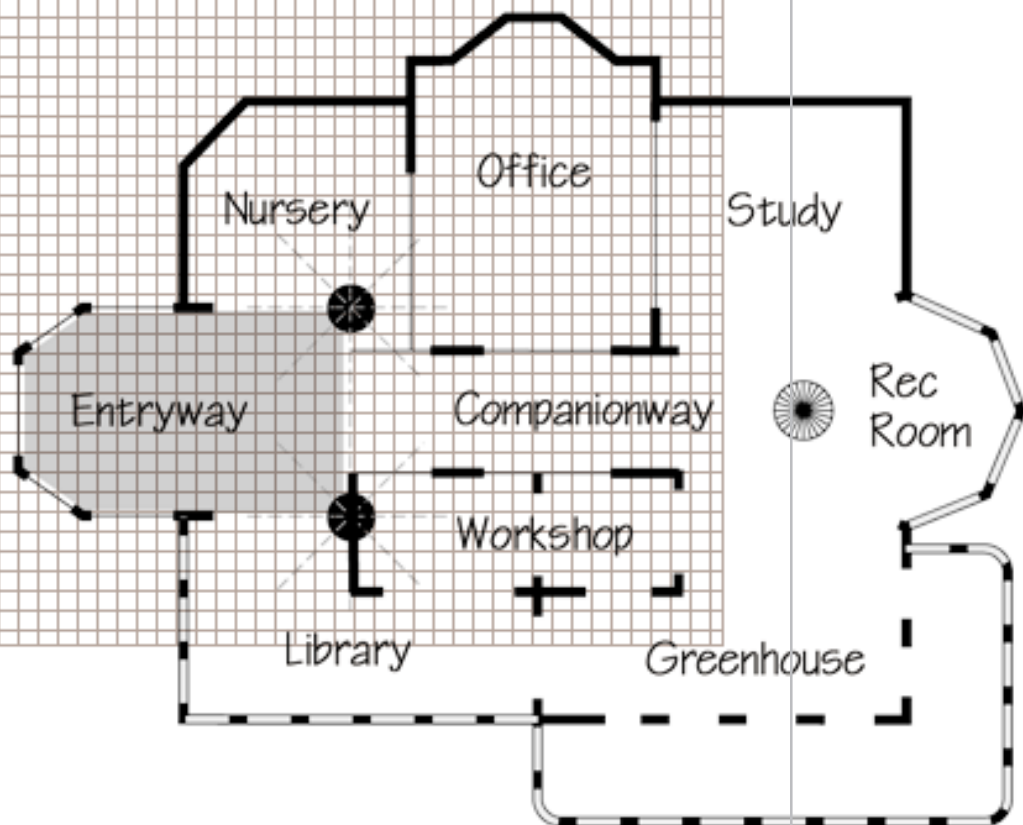
A Handbook for Florida's  
Community and Adult Education  
Practitioners



Phillip A. Clark	University of Florida
Susan K. Chappel	
John S. Zemlo	
Developed by the Stewart Mott Davis Center for Community Education	

# Blueprint 2000

## Introduction



Blueprint 2000

Implementation Handbook

Introduction



Florida Phi Delta Kappa  
Consortium for  
Assessing the Impact of  
Major Educational Reforms

# Final Report



Submitted to

Florida Department of Education  
Betty Castor  
Commissioner of Education

Produced by

Florida Phi Delta Kappa  
Consortium



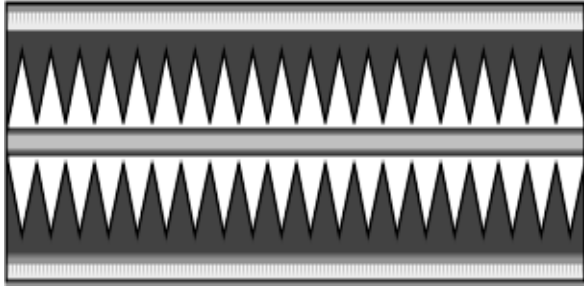
# Legislative Tips

## **Communicating with Legislative Offices**

Personal contacts may well be the best way to influence policy makers. In order to influence policymakers and to win them over to your point of view, it is imperative that you get to know them and be able to call on them for assistance. You also want them to feel comfortable calling you for help. Legislators and others in political offices are dependent on their constituents for advice, for support, and—primarily—for votes.

As a constituent, you should feel free to call your legislators, set an appointment, and sit down and talk with them (or their staff) about matters of importance to you and your community. The following are tips for communicating with legislators and/or their staff.

**Adapted from the NCACE Legislative Committee, 1991**



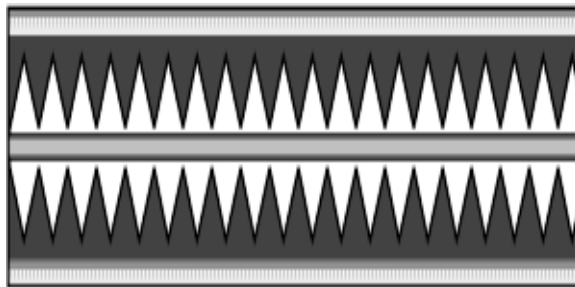
# Vision Statement

We envision Osceola Middle School having a safe and supportive environment where dedicated professionals, in partnership with parents and community, afford students the opportunity to develop their natural interests and reach their fullest potential in order to achieve success while promoting a desire for life-long learning.



# Daily Schedule

1st.....	7:40	8:28
2nd .....	8:32	9:20
3rd .....	9:24	10:12
4th .....	10:16	11:33
	(Includes Lunch)	
5th .....	11:37	12:26
6th .....	12:40	1:28
7th .....	1:32	2:20



# Osceola Middle School

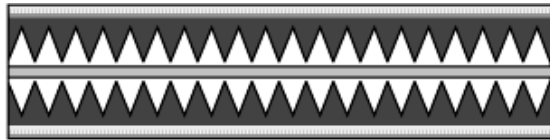


Excellence:  
*Our Chief Goal*



The teachers of Team 7-2 welcome you and your child to the 1994-95 school year. This has been an excellent year so far, and we appreciate your interest and support. We hope the following course highlights will help you to better understand your child's studies in seventh grade.

*Peggy Finch  
Fran Calderone  
Julie Moody  
Angie Appleget  
Maralyn Trott*



## Mathematics

### **Mrs. Appleget**

- Demonstrates that mathematics is an integral part of daily living.
- Includes practical life skills such as buying a car, figuring sales tax, calculating mortgage payments, and understanding interest charges.
- Illustrates the consequences of mathematical illiteracy in today's society.
- Includes pre-algebra instruction.

## Science

### **Mrs. Calderone**

- Provides coverage of all aspects of life science, including the structure and function of cells, classification, and the investigation of the plant and animal kingdoms.
- Addresses topics of concern dealing with health and the human body.
- Includes a drug unit provided by the Marion-Citrus Mental Health Center.
- Emphasizes hands-on application of scientific principles.



## Geography

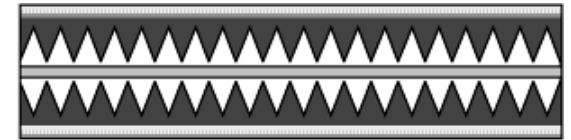
### **Mrs. Moody**

- Explores the physical, cultural, and political world.
- Includes map skills.
- Encompasses the study of Europe, Africa, Asia, Australia, Antarctica, South America, and the Pacific.
- Integrates current events and historical facts with the study of geography.

## Language Arts

### **Mrs. Finch**

- Includes spelling, vocabulary, grammar, mechanics, organization, speaking, and listening skills.
- Provides practice in the writing process: prewriting, writing, revising, editing, and sharing.
- Emphasizes literature appreciation and understanding through poetry, short stories, and novels.
- Integrates reading and writing in practical life skills activities.



## Creative Writing

### **Mrs. Trott**

- Focuses on techniques which improve writing ability and expand students' vocabulary.
- Includes hands-on activities in developing creativity.
- Utilizes the computer during the final stages of the writing process.
- Stresses computer skills, keyboarding, and word processing procedures.

# COMMUNITY EDUCATION IN FLORIDA

Addressing Needs  
Through Partnerships

CE



NEW GROWTH FROM  
DEEP ROOTS

**ATOMIC**

**VIDEO**

Writing Example

# Writing for Publication in the *Journal of Teacher Education*

Maurice Sarns  
*JTE* Editorial Assistant

Papers are published in the *Journal of Teacher Education* on the recommendations of blind reviews. This process, of reviewers working in anonymity, evaluating unattributed manuscripts, allows for a real-world approximation of objectivity. Thus, if your paper has merit, explores interesting new ground, and fits the other criteria of the *JTE*, its chances for acceptance are good. Many times, however, technical problems in the execution of a paper will distract the reviewers from its substance, which will inevitably be to the detriment of your chances for acceptance. A reviewer can not help but question the substance of an ill-prepared paper; the muse of professional publications wears a blindfold and carries a very big axe.

In order to help you avoid some of the more common complaints of reviewers, we have analyzed our files of completed reviews for recurring problems of presentation. These difficulties generally fall into three areas: issues of structure, presentation of data, and problems of style.

To judge from the language reviewers use, structural problems are most likely to make a reviewer irritated with a paper. Comments on structure are generally in the context that such problems should not make it out of a word processor.

It is a good idea to proofread, and correct, your *final draft* before it is sent. Final draft means the sheaf of papers that you are inserting into the envelope, not the paper before the final spellcheck on the word processor. It is a practical reality that it is easier to catch simple errors on a hard copy than when reading from a screen. It is another fact of life that reviewers are unlikely to respect a paper when they feel that its author did not make the effort to check it for errors. Be sure to check your references for errors as well.

A large number of structural problems fall under the complaint, “check APA style.” Manuscripts submitted to the *JTE* must be in accordance with the *Publication Manual of the American Psychological Association*. When writing the paper you

should keep this book at your elbow, with a post-it note at the beginning of the section on punctuation. Most editors are inordinately fond of their style book, and if they think you are as well, you will have gone a long way towards making a friend. One specific point of APA style that should be mentioned here is on page format. A manuscript submitted in the APA style must have *all* lines double spaced, and all margins (left, right, top, and bottom) must be 1-1/2 inches (not 1 inch). Assuming, after these recommendations, that you made a mistake, this format will allow the reviewer enough room to insert their corrections.

Be sure that your headings are consistent, both with one another and to the text. Headings often originate in the outline; be sure they are valid for the final draft. Make certain that they still contribute to the development of your idea. Make sure that your tables are consistent with one another, and with the text. Eliminate data that turned out not to fit the paper. Be sure that points mentioned in the paper have corresponding data. Avoid giving tables for data that was fully documented in the text.

The substance of data is the second important area of reviewer complaints. Although these problems can be rooted in the earliest collection of data, many may be the result of less serious difficulties such as not communicating criteria, assumptions, and processes in the text. Make sure that your data do not rest on poorly-defined terms. Be certain that, with a single reading, the reader can determine what your thesis is, how your data relates to that thesis, and how the data were gathered.

Common complaints of reviewers are that the researcher is not looking in the right place, used “mushy” terms for the thesis or survey questions, gathered data incorrectly or inadequately, or took too small a sample. Sometimes these difficulties are the result of being too close to the issues; it is easy to forget initial assumptions, or lose track of an early sticky point after months of intensive work on a subject. If you have conducted a careful, thoughtful



study, the reader should have enough information to assure them of the quality of your work. A simple method for clearing up obscure points is to have a colleague, uninvolved in your study, read the paper and make note of anything that is unclear.

Problems of style can sink an otherwise good paper. “Good style” is subjective and difficult to pinpoint. It is a holistic process that can best be achieved by keeping your sights on certain priorities.

“Be concise” is a good rule to start with, flesh out your outline (your outline!) but do not get discursive, (save that for the conclusion section). Know what your paper is about and aim for that as a goal. Two common, specific reviewer complaints relate to this: poor abstracts and weak introductions. The abstract should quickly summarize the contents of the paper, concisely and sequentially. Upon reading the abstract the reader should be able to know what the paper is about and even which sections of the paper will hold their interest. The abstract is not the place to build suspense. Introductions must be concise. Your paper has a thesis; your introduction should mainly be an enlargement on that thesis. Some background information may be necessary to set up the problem being addressed, but if you have not plainly stated the thesis by the end of the first paragraph of the paper you are probably running into some problems. Even if you have valid reasons to delay the statement of thesis, consider how many potential readers *may not get to* the second paragraph.

Good style involves sticking to the point. “Choppy style” is a common evaluation when the writing and the substance of the paper are not working together. The paper should be organized so as to make its point; the sequence of sections arranged to provide information to develop the main idea. All of the transition words in the world (e. g., however, although, since, therefore) will not create a logical argument.

Some other points that reviewers make about style have to do with the specifics of a professional paper. The rhetoric of a paper is different from that of spoken language. Be aware of these differences when transcribing papers that were originally presented as speeches. Many necessary techniques of speaking (e.g., repetition, humor, asides) are unacceptable in a paper; be sure to weed these out. Try to be dispassionate; emotional and opinionated statements in the body of a paper are not only unprofessional, they detract from your effectiveness. People may not read your paper if they feel they can guess its conclusion; worse still, they may guess wrong.

All communication requires a shared medium for symbolic transmission. The standards of the APA handbook and the hints given here are designed to ensure a medium with a maximum clarity of information exchange. By tending to these practical matters of structure, data, and style in composing your manuscript, you will be assuring that the substance of your work will have the optimum chance for being understood, recognized, and disseminated among your peers.

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