There are two aspects to any proposal or written report that you might submit.

- One is the substantive content -- the explanation and description of what you are doing or have done. This is the "meat" of the matter. It demonstrates what you know about the issue and about how to analyze, present and discuss a public health issue.
- The other aspect is the quality of the writing itself. This includes proper formatting, organization, spelling, punctuation, grammar, and all the other skills of writing.

Both of these aspects matter.

While your preceptor and Faculty Advisor can offer you feedback on grammar, punctuation, and sentence structure, they are not primarily responsible for teaching you how to write. That is something you need to take responsibility for. Writing errors make it difficult for others to understand exactly what you are proposing. In addition, it is frustrating for the reader.

Proposals are supposed to be well written: formatted properly, cited properly, and written appropriately (grammar, punctuation, spelling, organization). It is your responsibility to write professionally and to submit work in which the writing is clear and well done. That means if you need to work with the University Writing Center and/or any other resources to get your proposal to a level of acceptable quality, then you need to do that before submitting it to your advisor.

There is also the substantive issue -- the depth and substance of your proposal itself. This is an aspect which you should expect your advisor to offer significant feedback on in order to improve your proposal. At the same time, when you are given feedback, it is then your responsibility to work hard on following and incorporating that feedback into your next draft. If the next draft is submitted and it doesn't look like you have taken sufficient time to understand and incorporate the feedback effectively, then it starts to feel as if you are expecting the advisor to do too much of the work that is supposed to be done by you.

This line can be a difficult one to judge. You are learning, so seeking additional feedback from the advisor is appropriate. Asking follow-up questions to clarify your advisor’s feedback is definitely appropriate. However, you must also take the responsibility for educating yourself on the feedback you have already gotten before you take your work back to the advisor.

While you are reworking your draft if you have questions about the feedback you received or about how to further develop your proposal, you can email those questions to your advisor. Or, you can ask to set up a phone call in order to address specific issues that you have questions about.
In addition, you may have other resources that you should use to help you develop your proposal more thoroughly before returning it to your advisor. You have a preceptor. You have the University Writing Center (which can offer you substantive feedback about the structure of your proposal). You have other people, such as friends, family, or professional contacts.

If your advisor has given you substantial feedback, the next draft should effectively incorporate most of that feedback, and you should understand what the feedback was and how it now fits into your work. This should be clearly evidenced in the quality of the proposal.

If you continue to submit drafts that contain significant problems with both writing quality and substance, you should expect that your advisor is only going to give you feedback in large, broad, brush strokes until you start to truly improve the quality. You have not done your part of the work, so he or she will not be able to give you fine-tuned feedback. Such a level of detail on the advisor's part requires greater detail on your part first. Instead, what the advisor can and should do is to say things broadly, and then give it back to you so that you can address those broad observations and begin truly refining your work.

Remember that the drafting, feedback, revision, and resubmission process is a shared activity. It requires both participants to engage the material and comments of the other. It also requires you to recognize that your work needs to be master’s-level university work, even at the drafting stages.