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Appointments in person, by Zoom, and by phone are readily available. Also feel free to drop in if I am in the office and not meeting with someone else.

VIBS 665.600

## Science Editing

Spring 2023

Wednesdays, 8:45–11:30 a.m.

VIDI 127

This course is designed to help you become more adept at editing written material about science. It addresses editing material both for general readers and for scientists and other specialists. Although it focuses mainly on editing text, it also discusses editing tables and figures, and it touches on related topics, such as the publication process. In addition, the course is intended to provide a foundation for continued development of your editorial skills and to help you explore career opportunities in editing. The course also can improve your writing and your ability to work with editors.

The goals of the course are pursued largely through presentations by the instructor, students, and guests; discussions in class and online; and homework exercises. For those taking the course for more than 1 credit, the course also includes projects. Because much of your learning will depend on your participation, you are expected to attend class regularly; normally, no more than 2 sessions should be missed. However, if you are ill, please stay home; I will be glad to have you join us remotely if your condition permits.

The main book for the course is

Einsohn, Amy, and Marilyn Schwartz. *The Copyeditor's Handbook: A Guide for Book Publishing and Corporate Communications*. 4th edition. University of California Press, 2019.

This book is available electronically through the Texas A&M library and is carried by booksellers. Other readings for the course include the *Science News Stylebook* and various articles and chapters. Core reading assignments are listed on the schedule below, and other readings may be noted in class.

If you are taking the course for 3 credits (as required in the MS program in science and technology journalism), the graded items are as follows:

<u>Item</u>	<u>Points</u>	<u>Percentage</u>
Homework exercises (24 exercises at 100 points apiece)	2400	30%
Project #1: editing a piece for the public (due February 28)	1200	15%
Project #2: editing a scientific paper or such (due April 5)	1200	15%
Project #3 (presentations April 19 and 26; written version due May 1)	2400	30%
Discussion posts	800	10%
<b>Total</b>	<b>8000</b>	<b>100%</b>

If you are taking the course for 2 credits, you can choose to do either projects 1 and 2 or project 3; your grade will be based on the homework exercises, the project(s) chosen, and the discussion posts. If you are taking the course for 1 credit, you need not do the projects, and your grade will be based only on the homework exercises and discussion posts.

Exercises and other written assignments are listed on the schedule that follows. Instructions for the projects appear at the end of the syllabus. Further information on these items will be provided in class.

Please note that **assignments normally are due at 5 p.m. Tuesday (the day before class)**. Except if otherwise instructed, assignments should be submitted through Canvas.

Grading of assignments will be as follows: A+:98, A:95, A-:92, B+:88, B:85, B-:82, etc. To receive a grade in the A range, work must be of essentially professional quality. An average of 89.50 or above will earn a final grade of A, an average of 79.50 to 89.49 will earn a B, and so forth.

Work for the course will include discussion posts. Some weeks you may be required to comment on classmates' posts. Instructions for the posts will appear in Canvas. The deadline for posts, including responses, generally will be **Monday**.

Communication outside of class sessions will be mainly by email. Therefore, please check your Texas A&M University email at least once a day. When emailing about class items, please start the subject line with the designation VIBS 665 (example: VIBS 665—Question about Assignment).

The success of a course such as this one depends on contributions from students as well as the teacher. Suggestions for making the course more educational and more enjoyable are appreciated at any time.

### Course Learning Outcomes

After successfully completing this course, the student will be able to do the following:

- Perform basic copyediting of technical and nontechnical text on scientific topics.
- Edit writing on science to increase its suitability for general readerships.
- Perform basic editing of scientific papers for conformity with norms in the genre.
- Evaluate and improve tables and figures presenting scientific content.
- Interact with authors of scientific materials in ways that promote sound working relationships.

### Late Work Policy

Except in cases of excused absences, 10% of the maximum available points for an assignment will be deducted for each 24 hours or portion thereof that an assignment is late.

## TENTATIVE SCHEDULE

<u>Date/Session</u>	<u>Main Activities and Assignments</u>
1/18 1	Introductions: The Participants and the Course Discussion: Reasons to Edit Presentation: Editing and Proofreading—Some Basics Overview: Niches in Science Editing
1/25 2	Review of Exercises and Reading Due Today Discussion and Exercise(s): Editing for Conciseness In-Class Exercises: Levels of Editing; Light Editing <b>Main Reading Due:</b> <ul style="list-style-type: none"> <li>• “Editing within the Pure Sciences” by Barbara Gastel. In: Murphy, Avon J., ed. <i>New Perspectives in Technical Editing</i>. Baywood Press, 2010, pages 127-153</li> <li>• Einsohn and Schwartz: Front matter, Chapter 1 (“What copyeditors do”), Chapter 2 (“Basic procedures”), Chapter 3 (“Reference books and resources”), “Glossary of copyediting terms,” and “Glossary of grammar terms”</li> </ul>

- Handouts on standard editing marks and levels of editing (courtesy of Elizabeth Whalen), pages labeled 40-43 and 45-49

**Optional Reading:**

- Front matter and Chapter 1 (“Author, editor, reader”). In: Montagnes, Ian. *Editing and Publication: A Training Manual*. International Rice Research Institute, 1991.

**Main Exercises Due—to be submitted by 5 p.m. Tuesday, January 25:**

- Exercise 1: Worksheets: Chapters 1, 2, and 3 in Einsohn and Schwartz
- Exercise 2: Whalen exercise on editing marks (on page labeled 44)
- Exercise 3: Queries and more

**Self-Study Exercises:**

(Note: This week and some other weeks, you will be assigned exercises in Búky, Erika, Marilyn Schwartz, and Amy Einsohn. *The Copyeditor’s Workbook: Exercises and Tips for Honing Your Editorial Judgment*. University of California Press, 2019. This book is available online through the Texas A&M library. Please do the exercises and check your answers against the key. The exercises are not to be handed in. However, the worksheets for the week might ask about them, and you should be ready to discuss them. Of course, feel free also to do exercises not assigned.)

- Exercise 2-1: Hand Marking a Manuscript
- Exercise 2-4: Querying (Note: If you wish, you may compose queries for as few as 5 of the items in the exercise. However, you should read the answer key for all 17 items.)
- Exercise 2-6: Writing a Transmittal Memo (Note: You need not actually do this exercise. However, you should read the instructions for it.)

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Review of Exercises and Reading Due Today

Discussion: The Author-Editor Relationship

Discussion and Demonstration: Basics of Online Editing

Discussion: Editing for the Nonspecialist

Introduction: Project #1

**Main Reading Due:**

- Einsohn and Schwartz: Chapter 4 (“Punctuation”) and Chapter 5 (“Spelling and hyphenation”)
- Selected *Science Editor* readings on the author-editor relationship
- Montagnes: Chapter 5 (“Reaching the nonspecialist”).
- Selected *Science Editor* articles on online editing

**Optional Reading:**

- Montagnes: Chapter 2 (“Getting the most out of words”) and Chapter 3 (“The editor’s many tasks”)

**Main Exercises Due—to be submitted by 5 p.m. Tuesday, January 31:**

- Exercise 4: Worksheets: Chapters 4 and 5 in Einsohn and Schwartz
- Exercise 5: Light editing of paragraphs
- Exercise 6: Light-to-medium editing of a trade-magazine article on copyediting

**Self-Study Exercises:**

- Exercise 2-2: Editing On-Screen
- Exercise 4-1: Punctuation
- Exercise 4-2: Restrictive versus Nonrestrictive Modifiers

- Exercise 5-1: Compound Forms
- Exercise 5-3: A Health Newsletter: A Medium Copyedit

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Review of Exercises and Reading Due Today  
Discussion (continued): Editing for the Nonspecialist  
Discussion: General and Specialized Style Manuals  
Progress Reports: Project #1

**Main Reading Due:**

- Einsohn and Schwartz: Chapter 6 (“Capitalization and the treatment of names”)
- *Science News Stylebook* (may be carefully browsed)

**Main Exercises Due—to be submitted by 5 p.m. Tuesday, February 7:**

- Exercise 7: Worksheet: Chapter 6 in Einsohn and Schwartz
- Exercise 8: Worksheet: *Science News Stylebook*
- Exercise 9: Light-to-medium editing of another trade-magazine article

**Self-Study Exercise:**

- Exercise 6-1: Capitalization

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Discussion: Exercise Due Today  
Discussion: Editing for the Specialist  
Discussion: How Journals Function/Editing Journal Articles  
Discussion: Scientific Paper Edited by an Author’s Editor  
Progress Reports: Project #1

**Main Reading Due:**

- Montagnes, Chapter 4 (“Editing for the Specialist”)
- Annotated scientific paper
- Example of editorial feedback on a draft of a scientific paper
- Einsohn and Schwartz: “Checklist of editorial preferences”

**Optional Reading:**

- Selected chapters in: Gastel, Barbara, and Robert A. Day. *How to Write and Publish a Scientific Paper*, 9th edition. Greenwood, 2022.

**Main Exercise Due—to be submitted by 5 p.m. Tuesday, February 14:**

- Exercise 10: Editing for conformity with *Science News* style

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Review of Exercises Due Today  
Presentation/Discussion: Editing Materials by and for Non-Native Speakers of English  
Presentation/Discussion: Editing Grant Proposals  
Introduction: Project #2

**Main Reading Due:**

- Einsohn and Schwartz: Chapter 7 (“Numbers and numerals”) and Chapter 11 (“References”)
- Selected readings on editing materials by non-native users of English
- Annotated grant proposals

**Main Exercises Due—to be submitted by 5 p.m. Tuesday, February 21:**

- Exercise 11: Worksheets: Chapters 7 and 11 in Einsohn and Schwartz
- Exercise 12: parts of a scientific paper
- Exercise 13: substantively editing an imaginary abstract

**Self-Study Exercises:**

- Exercise 7-1: Numbers and Numerals in Nontechnical Text

- Exercise 7-2: Numbers and Numerals in Technical Text
- (Optional: Exercise 7-3: Editing a Recipe)

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Discussion: Project Due Today  
In-Class Exercise: Reference Editing  
Selected Other Topics (such as editing conference proceedings and other multi-author works, indexing and working with indexers, and some recent trends and developments in editing)

**Main Reading Due:**

- Einsohn: Chapter 12 (“Front matter, back matter, and running heads”) and Chapter 13 (“Markup”)

**Main Exercise Due—to be submitted by 5 p.m. Tuesday, February 28:**

- Exercise 14: Editing material by non-native speakers of English

**Project #1 Due: Editing Material for Nonspecialists—to be submitted by 5 p.m. Tuesday, February 28:**

(For instructions, please see end of syllabus. Feel free to submit this work early.)

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Student Mini-Talks: Highlights of a Chapter from [The KSJ Science Editing Handbook](#)  
Discussion: Exercises for Today  
Introduction: Final Project  
Discussion of Plans and Progress: Project #2

**Main Reading Due:**

- Einsohn and Schwartz: Chapter 8 (“Quotations”) and Chapter 9 (“Abbreviations and symbols”)
- *AMA Manual of Style*, 11th edition (available online through the Texas A&M library): Chapter 18 (“Numbers and percentages”)

**Main Exercises Due—to be submitted by 5 p.m. Tuesday, March 7:**

- (The grade for your mini-talk counts as the grade for “Exercise 15.”)
- Exercise 16: Chapters 8 and 9 in Einsohn and Schwartz
- Exercise 17: editing numbers for consistency with AMA style

**Self-Study Exercise:**

- Exercise 9-1: Medical Language: Abbreviations and Symbols

**Recommended Self-Study:**

- Selected other sections of the *AMA Manual of Style*
- Selected quizzes on the *AMA Manual of Style* (available online along with the manual; answer keys are provided)

\* Spring Break \* Spring Break \* Spring Break \* Spring Break \* Spring Break \* Spring Break \*

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Visit to Texas A&M University Press (host: Katie Duelm, MS, Managing Editor)  
Discussion: Book Publishing  
Progress Reports: Project #2

**Main Reading Due:**

- “Overview” and “Parts of a Book,” in Chapter 1 of *The Chicago Manual of Style*, 17th edition, 2017 (available online through the Texas A&M library)
- “Getting Inside the Head of a Book Editor” by Meera Subramanian. (*SEJ Between the Lines*, 9 January 2019.). Available at <https://www.sej.org/publications/between-lines/getting-inside-head-book-editor>

**Recommended Browsing:**

- Chapter 2 (“Manuscript preparation, manuscript editing, and proofreading”) in *The Chicago Manual of Style*, 17th edition

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Discussion: Editing Tables and Figures

Progress Reports: Project #2

*Guest Segment: Designing for Science:*

Jennie L. Lamb, Creative Manager, VMBS Communications

**Main Reading Due:**

- Einsohn and Schwartz: Chapter 10 (“Tables, graphs, and art”)
- “Best Practices in Table Design” by Diana Burke (*Science Editor* 2021; 44:122-125) (available at <https://www.csescienceeditor.org/article/best-practices-in-table-design/>)
- Montagnes: Chapter 6 (“Illustrations”)
- Readings from the *Clinical Chemistry Guide to Scientific Writing* (<https://www.aacc.org/publications/clinical-chemistry/clinical-chemistry%0c2%a0guide-to-scientific-writing>):
  - Part 7. Put Your Best Figure Forward: Line Graphs and Scattergrams
  - Part 8. Bars and Pies Make Better Desserts Than Figures
  - Part 9. Bring Your Best to the Table
- Example: improving a table
- “Evaluating Scientific Illustrations: Basics for Editors” by Erin M. Loos (*Science Editor* 2000; 23:124-125) ([www.councilscienceeditors.org/wp-content/uploads/v23n4p124-125.pdf](http://www.councilscienceeditors.org/wp-content/uploads/v23n4p124-125.pdf))

**Main Exercises Due—to be submitted by 5 p.m. Tuesday, March 28:**

- Exercise 18: Worksheet: Chapter 10 in Einsohn and Schwartz
- Exercise 19: Worksheet: Other Reading on Tables and Figures

[Note: In April, the course probably will include a guest segment with a freelance science editor and a guest segment by one or more editors at a magazine. As of the beginning of the semester, the dates were being finalized. Once these guest segments are scheduled, the plans for the guest sessions in which they occur will be adjusted accordingly.]

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Discussion: Project #2

Discussion: Reading for Today

Discussion: Some Ethics-Related Scenarios

Presentation/Discussion: Basics of the Business Side; Aspects of Print Production

Presentation: Proofreading Tips and Techniques (courtesy of Susan Aiello, DVM)

**Main Reading Due:**

- Einsohn and Schwartz: Chapter 14 (“Grammar and Usage: Principles and Pitfalls”)
- Council of Science Editors, *Recommendations for Promoting Integrity in Scientific Journal Publications* (<https://www.councilscienceeditors.org/resource-library/editorial-policies/publication-ethics/>)
  - Please read Section 2 (“Roles and Responsibilities in Publishing”).
  - At least skim the rest of the document.
- COPE website (<https://publicationethics.org/>)
  - Please be ready to discuss this website.

**Main Exercises Due—to be submitted by 5 p.m., Tuesday, April 4:**

- Exercise 20: Response to scenarios

- Exercise 21: Worksheet: Chapter 14 in Einsohn and Schwartz

**Project #2 Due: Editing Material for Specialists**

(For instructions, please see end of syllabus. Note: You are welcome to submit this project earlier than today.)

**Self-Study Exercise:**

- Exercise: 14: Found in the Wild

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Presentations by Spring 2023 Science and Technology Journalism Interns

Review of Exercises and Reading for Today

Discussion: Career Niches in Science Editing and Related Realms

Discussion and Exercise: Editing Tests for Employment

**Main Reading Due:**

- Einsohn and Schwartz: Chapter 15 (“Beyond Grammar”)
- “Careers in Science Editing: An Overview to Use or Share” by Shauna Kanel and Barbara Gastel (*Science Editor* 2008; 31:18-22)  
(<https://www.councilscienceeditors.org/wp-content/uploads/v31n1p018-022.pdf>)
- “There’s No One Path to Becoming an Editor” by Carolyn Wilke (*The Open Notebook*, 13 October 2020)  
(<https://www.theopennotebook.com/2020/10/13/theres-no-one-path-to-becoming-an-editor/>)
- “Keys to Success on Copyediting Tests” by Elizabeth Whalen (*CBE Views* 1992; 15:51-5)
- selected recent career-related articles in *Science Editor*

**Main Exercises Due—to be submitted by 5 p.m. Tuesday, April 11:**

- Exercise 22: Worksheet: Chapter 15 in Einsohn and Schwartz

**Self-Study Exercise:**

- Exercise 15-1: Editing for Bias-Free writing

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Presentations: Final Project (Set 1 of 2)

Discussion: Interviews of Editors or Editees

Discussion: Editing and Proofreading Your Own Work

In-Class Exercise: Pitching Yourself as a Freelance Copyeditor

**Main Reading Due:**

- “Satisfactions of Science Editing: Experienced Manuscript Editors Reflect” by Barbara Gastel (*Science Editor* 2011; 34:47-48)  
(<http://www.councilscienceeditors.org/wp-content/uploads/v34n2p47-48.pdf>)
- “Editing and Proofreading Your Own Work” by Barbara Gastel (*AMWA Journal* 2015;30:147-51) (<https://oaktrust.library.tamu.edu/handle/1969.1/156010>)

**Main Exercise Due:**

- Exercise 23: highlights: interview of a science editor or a scientist who has had work edited

4/26  
14

Presentations: Final Project (Set 2 of 2)

Discussion: Some Organizations in Science Editing and Related Realms

Presentation/Discussion: Some Editorial Humor

Wrap-Up

**Core Reading Due:**

- Additional editorially related articles of potential interest (probably including some published this spring)

**Main Exercise Due:**

- Exercise 24: exploring some organizations for science editors

**Project #3 (final project): more science editing or a paper**

(For instructions, please see end of syllabus. If desired, you may have until Monday, 5/1, to submit the written version of this project.)

## Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

## Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

## Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do."

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case" ([Section 20.1.2.3, Student Rule 20](#)).

*You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at [aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).*



## Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below). Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

*Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit [disability.tamu.edu](http://disability.tamu.edu).*

## Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

*Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services \(CAPS\)](#).*

## Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus.

*Students who need someone to talk to can contact Counseling & Psychological Services (CAPS) or call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-*

hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at [suicidepreventionlifeline.org](https://www.suicidepreventionlifeline.org).

### University-Approved Statement Regarding COVID-19 Prevention

*To help protect Aggieland and stop the spread of COVID-19, Texas A&M University urges students to be vaccinated and to wear masks in classrooms and all other academic facilities on campus, including labs. Doing so exemplifies the Aggie Core Values of respect, leadership, integrity, and selfless service by putting community concerns above individual preferences. COVID-19 vaccines and masking — regardless of vaccination status — have been shown to be safe and effective at reducing spread to others, infection, hospitalization, and death.*

## Projects: Science Editing

### **Project #1: Editing Material for Nonspecialists**

Drawing on material presented in this course, please do one of the following:

(A) Identify a manuscript or published or posted article that is intended for nonspecialists and has substantial mechanical problems. Then

- (1) list the main strengths of the piece,
- (2) list the main ways the piece could be improved,
- (3) copyedit the piece either by hand or by using Track Changes in Word, and
- (4) accompany the edited piece with the style sheet you used in editing it.

The copyediting should be light to medium. Do not rewrite the piece. (Note: The piece you choose should be about 1000 words. Before proceeding, please show it to the instructor for approval. If the piece you will edit is not in Word, please copy it into a Word document for editing.)

(B) Access the piece “10 Wild Edibles, You Should Know” (<https://eattheplanet.org/10-wild-edibles-you-should-know-2/>). Either convert the piece to Word or obtain a Word version from the instructor. Then

- (1) list the main strengths of the piece.
- (2) list the main ways the piece could be improved,
- (3) copyedit the piece either by hand or by using Track Changes in Word, and
- (4) accompany the edited piece with the style sheet you used in editing it.

The copyediting should be light to medium. Do not rewrite the piece.

Whichever option you choose, 10% of your grade will be for the list of strengths, 10% for the list of ways the piece could be improved, 60% for the copyediting, and 20% for the style sheet.

### **Project #2: Editing Material for Specialists**

For this project, you will serve as an author’s editor of a scientific or technical piece that needs editing. The piece may be a scientific paper, technical report, grant proposal, thesis section, dissertation section, book chapter, or other relevant document. It should run at least 10 double-spaced pages or the equivalent. You may either identify such a piece yourself or obtain one from the instructor. If you identify the piece yourself, please show it to the instructor for approval.

For the project, you should submit:

- (1) a copy of the piece edited in Word using Track Changes,
- (2) the style sheet you used in editing the piece,
- (3) a cover memo to the author,
- (4) a copy of or link to the instructions, if any, with which the piece must comply

Your grade for this project will be based 60% on the copyediting, 20% on the style sheet, and 20% on the cover memo. If there are relevant instructions (such as journal instructions to authors or grant agency instructions to applicants) but you do not provide them or a link to them, your grade for the project will be reduced by 5 percentage points.

### Project #3: Final Project

Please do one of the following:

(A) Complete a substantial piece of science editing:

The material you edit can be for either nonspecialists or specialists. It should total at least about 20 double-spaced pages. If you wish, the instructor can help you to find material to edit; in any case, the instructor should approve the material as suitable. Both edit the piece and write a cover memo to the author. Also provide the style sheet you used and any instructions such as journal instructions to authors.

Your grade for this project will be based 70% on the copyediting, 10% on the style sheet, and 20% on the cover memo. If there are relevant instructions (such as journal instructions to authors or grant agency instructions to applicants) but you do not provide them or a link to them, your grade for the project will be reduced by 5 percentage points.

(B) Write a paper on a topic or issue in science editing:

This paper should be substantive but concise; it should run about 2000 to 3000 words (about 8 to 12 double-spaced pages). The paper should do one of the following:

- look in more detail at an aspect of science editing considered in class
- explore an aspect of science editing not discussed in class
- discuss editing in a specific field of science or technology
- describe and discuss a recent development or current trend in science editing
- deal with an aspect of science-editing careers
- consider an ethical issue, or set of ethical issues, in science editing
- address another aspect of science editing that interests you

If you choose to write a paper, please have the instructor approve your topic in advance. If your paper seems to be of publishable quality, you will be encouraged to submit it to a periodical such as *Science Editor* or *European Science Editing*.

\* \* \* \* \*

Whichever option you choose for your final project, you are to present the highlights orally in class. The presentation will count for one third of your grade for the project.

*Thank you!*