

98 Really excellent work, Tes! Please see my comments below.

It's been a pleasure having you in the class! Please keep me in mind if you need letters of recommendation in the future.

Final Copyediting Test

PART 1

Guidelines for Part 1:

- **For Part 1 of the test, do not use track changes.** Simply copy and then reformat/reword the citation as needed under the original note.
- Your client—a professor who is writing a brief article for a scholarly journal that does not specialize in medical articles—has been told that she needs to change her *AMA*-style citations to *Chicago*-style endnotes. She's hired you to do this task for her.
- Use *Cite Right*, 2nd edition, as your style manual for this part of the test.
- Note that spans of numbers should be formatted with an en dash, not a hyphen: 24–26 is correct; 24-26 is not.
- For this assignment, it's acceptable to use the URL rather than the DOI (which Lipson discusses) for any online sources.
- The journal publishing your client's article formats endnote numbers in regular (not superscript) numbers, followed by a period and a space. In other words, you *don't* have to adjust the note numbers before each endnote.
- Even though you'll be changing notes to Chicago style, your client does *not* expect you to look up full names for authors; the use of initials for first names or for first and middle names is fine.
- The journal publishing your client's article requires medical journal titles to be written out in full (*Journal of the American Medical Association* rather than *JAMA*, for instance. You may find *Biological Journals and Abbreviations* helpful for deciphering abbreviations: <http://home.ncifcrf.gov/research/bja/>.
- Follow the “**first note**” style in *Chicago* style in *Cite Right* on pp. 24–26. **Note** that there are several differences between *AMA* and *Chicago* style, including the following:

- how the different elements (author names, titles, publication information) are strung together with punctuation;
- how author names and initials are formatted;
- how multiple author names are formatted;
- how article titles are punctuated and capitalized;
- how dates are formatted, abbreviated (or not), and punctuated—and whether they include the day and where they appear in the citation;
- how volume and issue numbers are formatted (look at the Janice B. Stockigt and Michael Talbot entry under “Journal article, online” on p. 25 in *Cite Right* to see how number—abbreviated as “no.”—should be formatted in *Chicago* style. In that example, 3 is the “volume” number, and 1 is the issue “number,” or “no.” **Note:** Not all journals use an issue number, so if one is missing in the original note, that’s OK. Just include the volume number.)

Here’s a break-down of AMA style:

Sample endnote: Lazarou J, Pomeranz BH, Corey PN. Incidence of adverse drug reactions in hospitalized patients: a meta-analysis of prospective studies. *JAMA*. 1998 Apr 15;279(15):1200–5.

- Lazarou J, Pomeranz BH, Corey PN. [author names]
- Incidence of adverse drug reactions in hospitalized patients: a meta-analysis of prospective studies. [article title]
- *JAMA* [journal title]
- 1998 Apr 15 [date of issue]
- 279(15) [The volume number here is 279, followed by issue “number,” or “no.,” 15 in parentheses. **Note:** Not all journals use an issue number, so if one is missing in the original note, that’s OK. Just use the volume number.]
- 1200–5 [page numbers]

Please go to the next page.

Part 1 Text to Be Edited

Endnotes

1. Gandhi, TK, Weingart SN, Borus J, & Seger AC. Adverse drug events in ambulatory care. *N Engl J Med*. 2003 Apr 17;348:1556-64.

1. T.K. Gandhi et al., “Adverse Drug Events in Ambulatory Care,” *New England Journal of Medicine* 348 (April 2003): 1556–64. **Good!**

Commented [TES1]: Au: First note should include cited pages, not full range. Do you have info for Note 1 and Note 4? **Great query! It's hard to tell without the running text, but sometimes authors will refer to an entire article, and in that case, the whole range would be correct.**

2. Fremont-Smith, K. Adverse drug reactions in hospitalized patients. *JAMA*. 1998 Nov 25;280(20):1741.

2. K. Fremont-Smith, “Adverse Drug Reactions in Hospitalized Patients,” *Journal of the American Medical Association* 280, no. 20 (November 1998): 1741.

Excellent!

3. Public Citizen's Health Research Group. Myths and facts about genetic drugs. *Worst Pills, Best Pills*, http://www.worstpills.org/public/page.cfm?op_id=47. Accessed April 27, 2012.

3. Public Citizen's Health Research Group, “Myths and Facts about Genetic Drugs,” *Worst Pills, Best Pills*, accessed April 27, 2012, http://www.worstpills.org/public/page.cfm?op_id=47. **Excellent!**

Commented [TES2]: Au: Should the title say *Generic* instead of *Genetic*? **Great query!**

4. Budnitz DS, Lovegrove MC, Shehab N, Richards CH. Emergency hospitalizations for adverse drug events in older Americans. *N Engl J Med* 2011 Nov24;360:2002-12.

4. D.S. Budnitz et al., “Emergency Hospitalizations for Adverse Drug Events in Older Americans,” *New England Journal of Medicine* 360 (November 2011): 2002–12. **Excellent!**

Part 1: 100 pts. out of 100

When you’ve completed these edits, go on to Part 2 on the next page.

PART 2

Guidelines for Part 2

1. For the passage on p. 7, your supervisor has asked you to do a **light** copyedit for consistency, spelling, punctuation, and functional grammar and to use track changes in Word to mark your edits. Your supervisor has written these comments and directions in her cover letter to you:

The staff member who wrote this passage is usually a good writer but was rushing to get this report done by the deadline. Please look carefully for typos, spelling errors, punctuation errors, and grammatical problems. Please query the author if you need clarification about his intended meaning. Use standard punctuation for compounds—that is, make distinctions between actual compound sentences and shorter compounds like compound predicates and compound nouns. The author may also have some problems with dangling modifiers and the punctuation of introductory phrases. Be alert for fragments and other problems.

Unless you are fixing an actual error, please leave the phrasing as untouched as possible.

Our managing editor has already reformatted the footnotes, so you can assume they're in the proper format. If you see any typos or problems in the footnotes, please write a query to "ME" in the margin rather than changing anything in the note.

2. Silently (that is, with track changes turned off) change double spaces after punctuation to single spaces.
3. *Turn track changes back on for all other edits.*
4. Place any comments or queries to the author (AU) or managing editor (ME) in the margin.
5. Follow the style sheet on the next page. I've formatted it in a different color from the text you'll be editing. You may add items to the style sheet if you think that doing so will help you keep track of your editing decisions; keep track changes on so that I can see what you've added. You may also find it helpful to print out the style sheet to refer to as you work.
6. You may find it most effective to do at least these three separate editorial "passes" though the text:
 - one pass for any grammar and punctuation issues,
 - another pass for spelling and typos, and
 - a final pass, to make sure you didn't introduce any errors into the text.

See the next page for Style Sheet for Part 2.

Style Sheet for Part 2

Note: You may find it helpful to print this page out and have it open beside you as you edit the text. Or you can copy it to a separate document and have that open as you edit the text. If you add anything to the style sheet, be sure to copy it back into the text.

commas in a list: use Oxford, or “serial,” comma.

website: Spell as one word.

paragraph format: The first paragraph after a heading or subheading should be flush left (not indented). Subsequent paragraphs should have first line indented by half an inch.

numbers: Chicago style—words for numbers one through one hundred and for round numbers that can be expressed in two words (five hundred); numerals for nonround numbers of 101 and above. Exceptions to these rules may be made for local consistency within categories.

that/which: In addition to appropriate punctuation, use “that” for restrictive clauses and “which” for nonrestrictive clauses (see Einsohn, pp. 84–86)

you: The pronoun “you,” meaning the reader/applicant, is acceptable for these guidelines. So is the imperative mood.

list format: Items for submission are grouped together in a bullet list with their titles appearing in bold italic font. Good addition!

Please see next page for the text to be edited for Part 2.

Text to Be Edited for Part 2:

Fellowship Guidelines

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To apply for this fellowship, you should submit five items by June 1:

- The *official application form* is available on our website:

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<http://fellowshipsforwriters.org>. How do you know the underscores are wrong? You should at least query, as URLs sometimes do use underscores. (I made up the URL, by the way.)

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- The *creative sample* which does not have to represent work from your

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current [Are you sure that “work in progress” needs hyphens?] *work in progress*, must include writing that you have completed within the last five years. Anything written or published before that time is *ineligible*.

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Poets may submit one to *ten* poems but no more than fifteen pages in total. Prose writers may submit one piece of writing or several short pieces; however, the sample should not *exceed twenty-five* pages.

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Being careful to keep margins one inch on all sides, *you must format* the creative sample in either Times or Times New Roman. Prose must be *Xdouble spaced, but* poetry may be *Xsingle* spaced. Insert your name and page numbers in the upper right-hand side of each page.

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- The *artist's statement* allows you to describe your aesthetic, your genre or genres, your techniques or approaches, your process, and your usual subject matter [The author intended "matters" to be plural]. We give the same advice to applicants that the Mississippi Arts Commission gives to its prospective fellows: the artist's statement "should be written in first person and present tense" and focus on the art, not on "biographical information or professional achievements" which are better addressed in your narrative essay (discussed below). The artist's statement should run between forty and eighty words.

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- The *statement of purpose* requires you to explain how you will use your fellowship. Will you revise a manuscript of poems, for example, or do background research for a novel? Be as specific as you can in seventy words or less. (You will have room to go into more detail in the narrative section.)

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- The *narrative* is an essay that is not necessarily written in chronological "story" form. In the narrative explain who you are, what you write, what you've achieved professionally in terms of publication and awards, what your proposed project is, and [I think maybe that "the significance the fellowship will have in your writing might be closer to the original sense.]

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¹ "How to Apply—Design, Literary, Media, Performing, and Visual Arts," Mississippi Arts Commission, 2011, www.arts.state.ms.us/grants/artist-fellowship.php, accessed December 8, 2011.

what significant role, the fellowship will play in your writing. The essay can run from three to five pages (or 700 to 1,250 words). Keeping in mind the recommendation of Adrienne Petrillo, we advise applicants to repeat the question within [their answers] to make sure that they are providing “precisely the information” we requested.² [“Being requested” was a modifier of “information,” so strictly speaking, it didn’t need to be changed.]

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- Deleted: a significant role
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- Commented [TES3]: Au: Does qm reflect the original source? Please advise about embedded quotes and paraphrases. **Good query.**
- Deleted: being

Note that some redundancy is acceptable in this application. Don’t be afraid, for example, to describe your project both in the narrative and in the statement of purpose. In fact, describing your project in both places is a courtesy to reviewers.

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If you have questions about any aspect of applying for this fellowship please contact our grant officer at grants@fellowshipsforwriters.com. Again, I’m wondering how you know that the underscores are wrong.

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38 out of 40 = 05

² Adrienne Petrillo, “Basic Grant Tips,” Matchbook.org, http://matchbook.org/resource_granttips.aspx, accessed March 15, 2012.