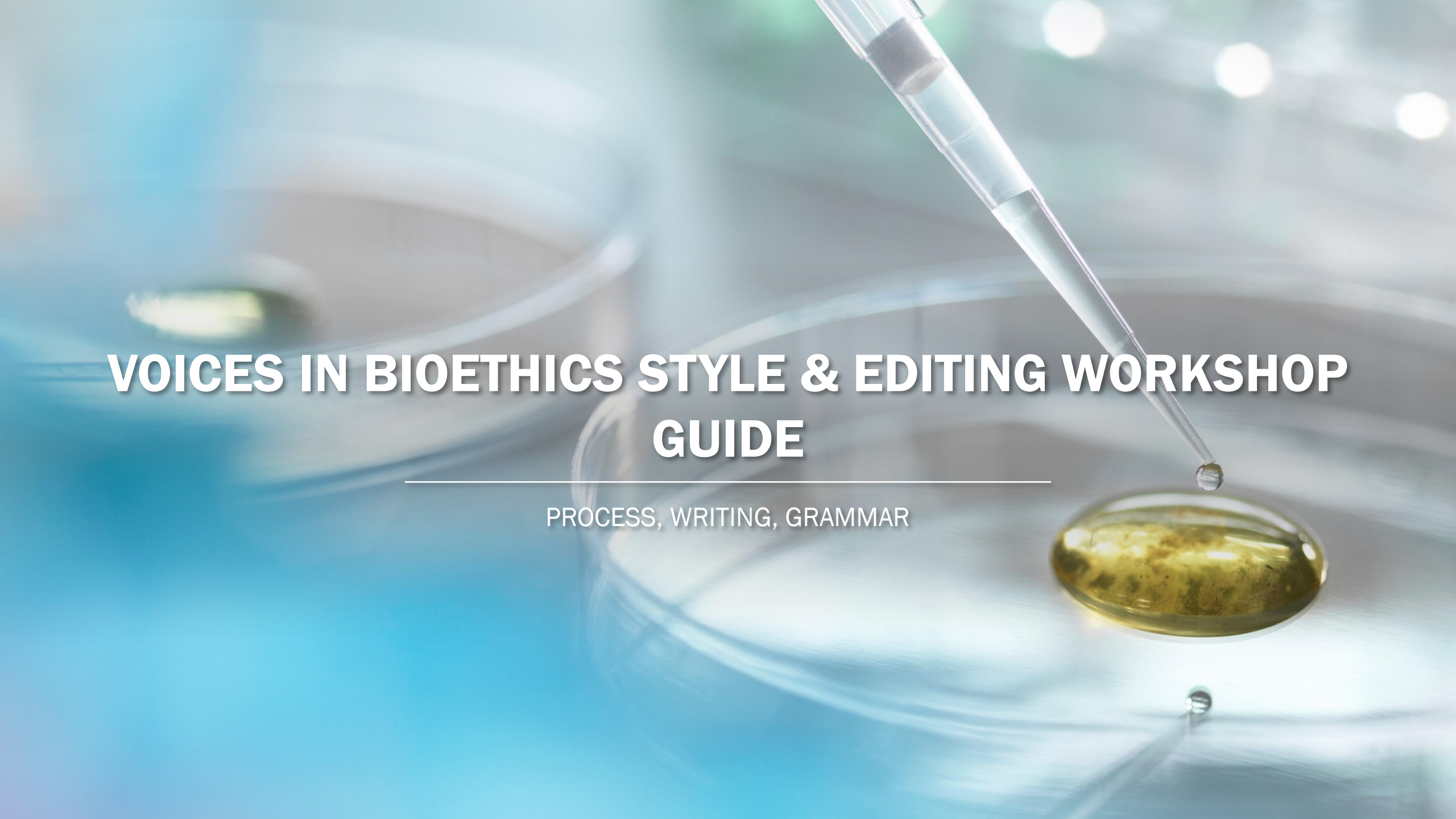
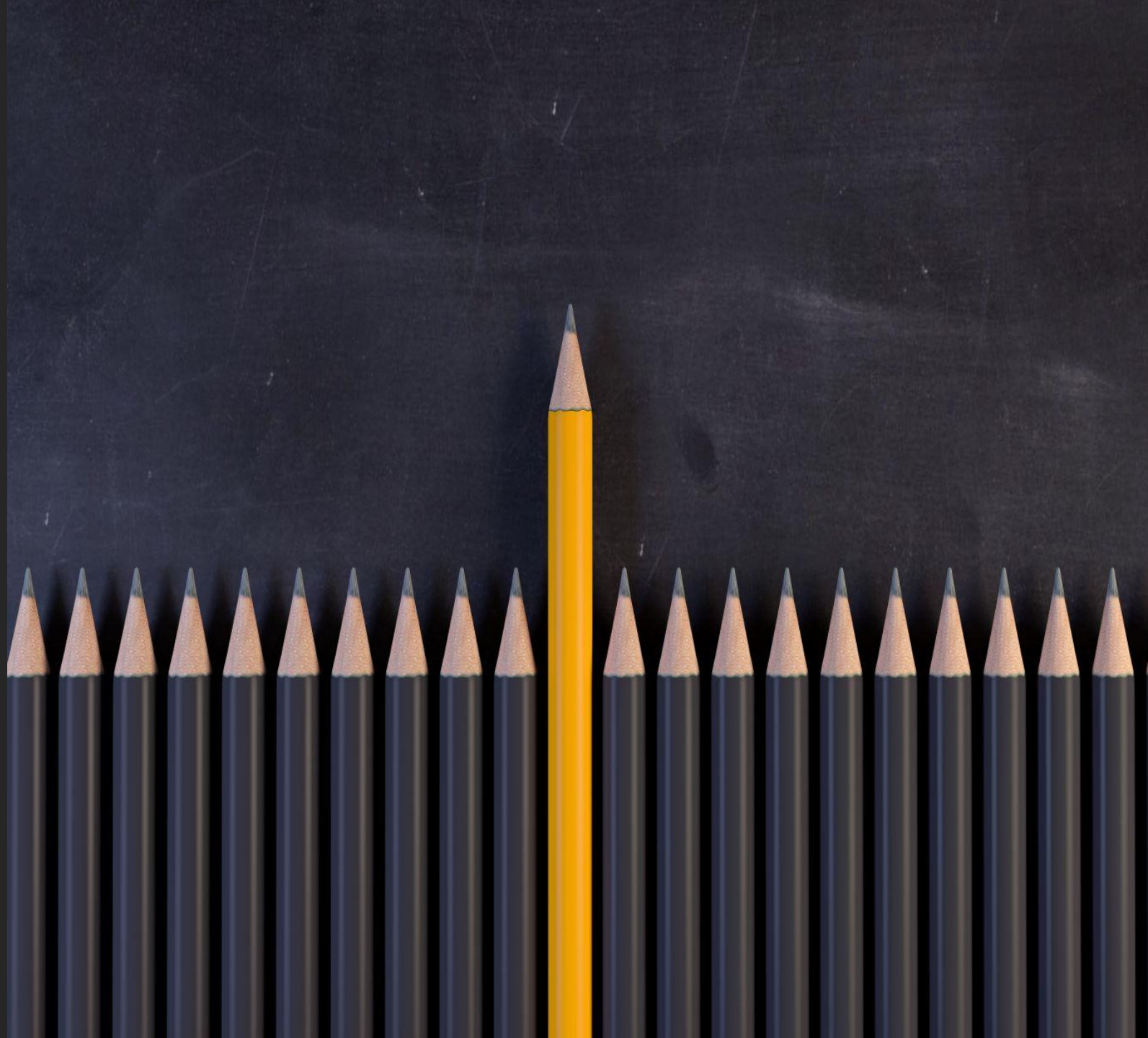
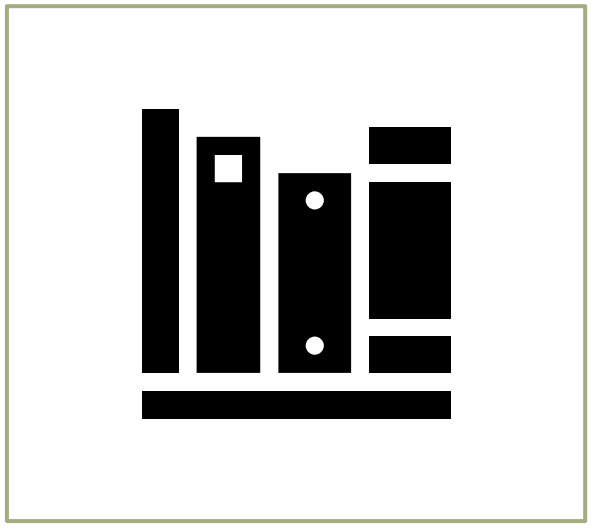


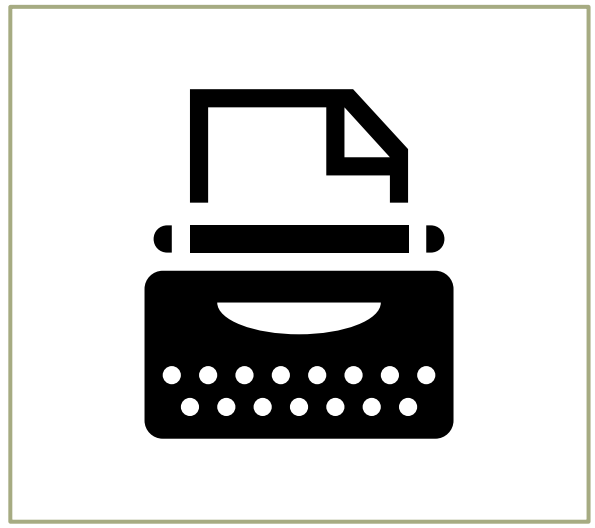
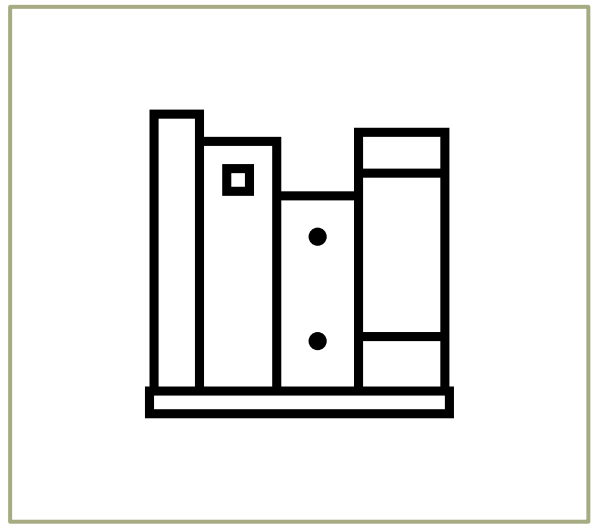
VOICES IN BIOETHICS STYLE & EDITING WORKSHOP GUIDE

PROCESS, WRITING, GRAMMAR

TOPIC CHOICE: ANALYTICAL WRITING





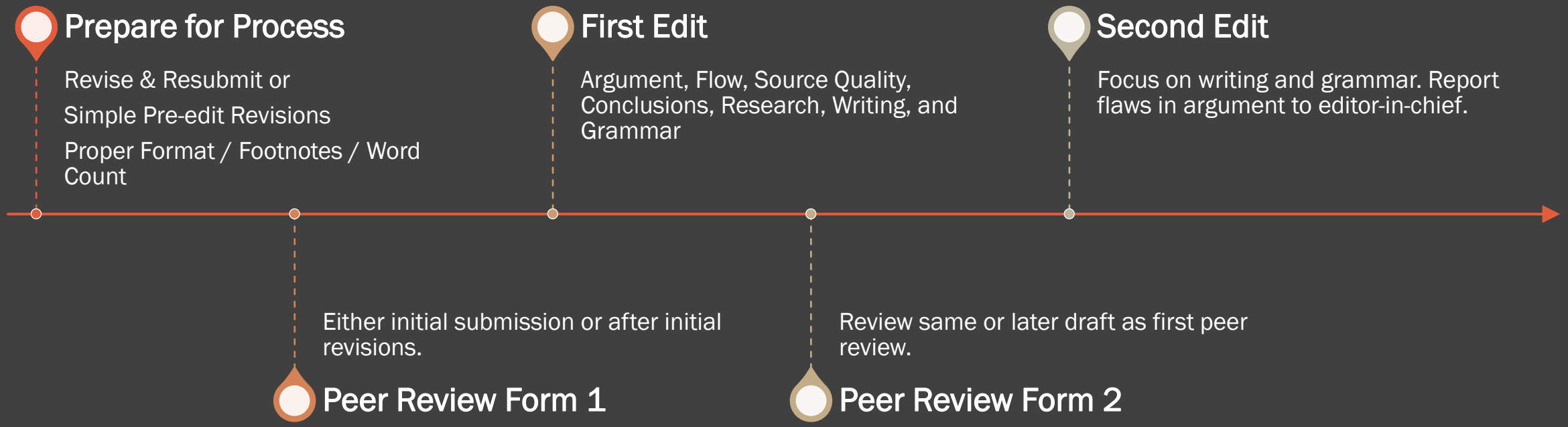



PUBLISHABLE ACADEMIC TOPICS

- Pose an analytical question
- Intervene in a debate
- Explain a discrepancy
- Is something seemingly inconsequential critical?
- Note a new problem with the status quo (a problem others do not see)

https://www.harvardwrites.com/writing-an-argument

THE PROCESS


Prepare for Process
Revise & Resubmit or
Simple Pre-edit Revisions
Proper Format / Footnotes / Word Count
First Edit
Argument, Flow, Source Quality, Conclusions, Research, Writing, and Grammar
Second Edit
Focus on writing and grammar. Report flaws in argument to editor-in-chief.
Either initial submission or after initial revisions.
Peer Review Form 1
Review same or later draft as first peer review.
Peer Review Form 2

WHAT IT MEANS TO EDIT

https://experteditor.com.au/editing-vs-proofreading/

TRACK CHANGES MICROSOFT WORD

Microsoft Word

Click Review on the toolbar

Choose Track Changes small arrow; click track changes

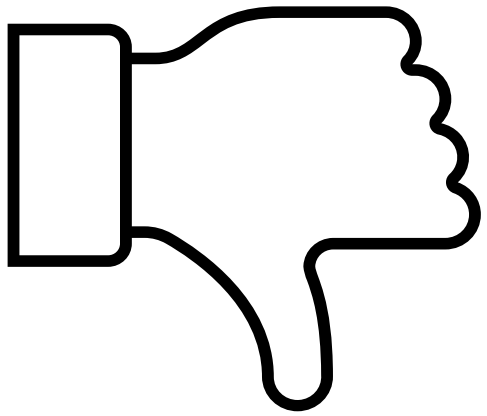
When reviewing edits returned to you by author, in Review, choose small arrow under accept, choose accept and move to next. If relevant, choose the reject and move to next found by the arrow on the paper logo with red X to the right of the accept button.

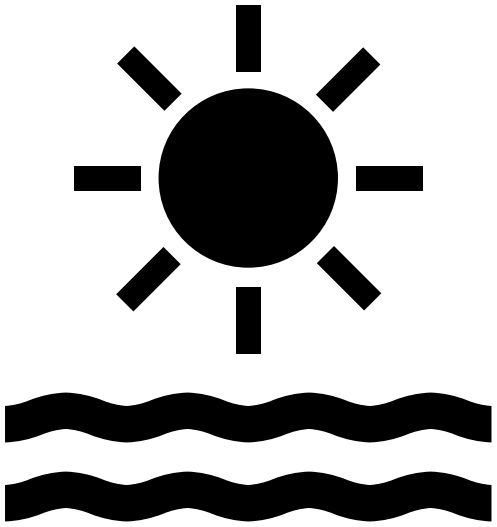
FIRST EDIT PROTOCOL: THE AUTHOR IS LIKE A CUSTOMER

- Remember, the piece you are editing was already accepted for publication upon editing. Do not attempt a full remake or major criticisms in comments. Never use summary comments criticizing paper at end.
- Try to avoid using comments. Ask questions in comments ONLY if topic is not in your realm.
- Use edits for word choice—do not suggest a different word in a comment. An author would rather click accept on a new phrase.
- Always write in a sentence if you feel an issue needs clarification.
- Track changes are important to prevent an author who writes poorly from adding sentences that then need even more editing.
- Is there too much background? Delete long introductions. Assume an educated reader but give background or definitions in niche topics like AI or technology.

FIRST EDIT: BIG PICTURE & LOGICAL ARGUMENT

- Be sure the paragraphs flow in a logical order.
- Every paragraph must play a role in leading the reader from the premises to the conclusion.
- If you were to outline by paragraph, you will find premises that build; points are discussed in a logical order.
- The conclusion is drawn from the evidence.
- Be able to answer: What is this paper's thesis?





SUBMISSION REQUIREMENTS NO HISTORY PAPERS-NO OVERVIEWS-NO BOOK OR MOVIE REVIEWS

- #1 Priority: Our papers require bioethical analysis
- The argument is the primary feature!
- Argument must be based on evidence, data, philosophy, or supported opinion (op-eds are fine)
- Our initial revision removes excessive background, unnecessary ancient history, repetitive facts
- Footnote background and additional data
- Offer citations to pieces where reader can find additional historical background

FIRST EDIT: COUNTERARGUMENTS

If author does not address obvious counterarguments, add one to three sentences to discuss and dismiss OR add a comment for the author suggesting that they may be vulnerable to the counterargument.

Paragraph structure CDC: Identify the counterargument, distinguishing sentences (Why does rule not apply? Why is situation different?), Conclude

FIRST EDIT: HOW TO BUILD A PARAGRAPH

TEST topic sentence, evidence (plus examples), summary, transition

IRAC issue, rule, analysis, conclusion

PEEL point, evidence (plus examples), explanation, link

MEAT main point, evidence, analysis, transition

Be able to answer: What is the point of this paragraph?

FOR OUR PAPERS, ANALYSIS IS VERY IMPORTANT

TRANSITION IS NOT ALWAYS NECESSARY

FIRST EDIT: WORDING

Eliminate	Eliminate jargon, legalese, unnecessary medical terms.
Replace	Replace incorrect words. Maintain voice and keep wording if it is correct.
Follow	Follow style and grammar guidelines.

SECOND EDIT

Catch mistakes, flawed arguments, writing errors but use discretion. This is the end of the process. Do not start a rewrite; minor changes only.

If footnotes contain text, edit and proofread carefully.

Typos come up when accepting edits in track changes. Be sure periods, capitalization, grammar, and wording have survived editing process properly.

Proofread the final draft. Delete (not resolve) any remaining comments.

BIG PICTURE CONCEPTS

01

Keep the author's writing style.

02

Eliminate repetition.

03

Eliminate or limit medical or legal jargon.

04

Wording must be correct and precise. Change words to avoid ambiguity without changing writing style.

05

Do not formalize a casual writer. Do not make a formal writer more casual.

IF YOU ARE SENT A DOCUMENT

Read it over.

Use track changes to edit. Use comments sparingly.

Rename the document. AuthorTitleYourNameDate

Once edited, send it to editor@voicesinbioethics unless you are directed to send it to author.

If instructed to, develop a rapport with the author, especially first edits. The author may question your **suggestions**. Work out an agreed upon draft before you, the editor, return the clean copy to editor@voicesinbioethics.org

EDITORIAL RESTRAINT

Maintain the author's voice. If the author did not choose the best word, let it be. If the author chose an incorrect word, fix it.

Use editorial deference for certain articles—well-known bioethicists, doctors, lawyers, and other people who are experts in their field. When possible, give lighter edits and be respectful.

Editing is not completely rewriting—rewriting can be part of a revise and resubmit NOT part of a regular edit.

The revise and resubmit process is not handled by associate or assistant editors. It is performed with careful attention to building author relationships.

NO DEFENSIVE EDITING

- *NEVER SAY: “I do not know what you mean” or “this needs to be clarified” or “you may want to rephrase”*
- *Do the job of rephrasing, clarifying, or add a sentence based on what you think the author may have meant.*
- *NEVER SAY: “I do not think this sentence is necessary” or “what you are trying to say is unclear”*
- *Just cross it out and / or add a replacement.*
- *Show respect for the author—treat author like a customer. We want repeat business.*

CULTURAL SENSITIVITY

- Varying educations within US system.
- Dialects and cultural expressions.
- International works—people learn English differently with local phrases. Some can be too formal. Edit to meet our style guidelines and grammar rules but do your best to maintain author's voice and ideas.
- Fix translational problems without criticism.
- Any person from anywhere can have a great idea! We want to embrace differences and respect writers.
- Respect differences. Correct anything incorrect in track changes. Do not draw attention or criticize regional or local variances.

PEER REVIEW: WHAT IS IT REALLY? 9 CRITERIA

- Purpose / Problem addressed
- Relevance to bioethics
- Original contribution
- Organization
- Draws on relevant bioethics literature
- Develops logical discussion and argument
- Conclusion follows evidence and argument
- Writing
- Grammar mechanics

PEER REVIEW

01

Formative and for files.

02

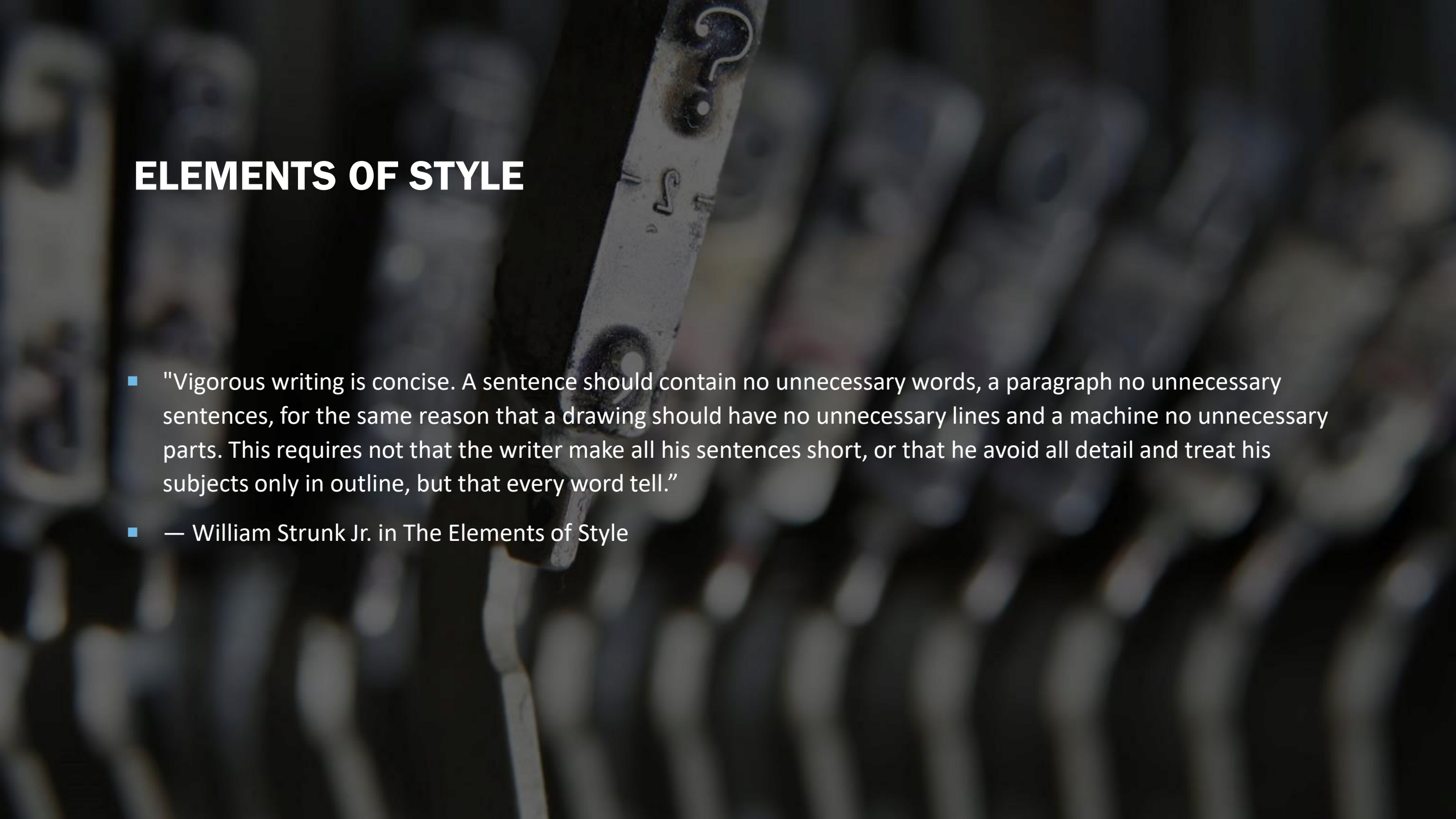
Second peer review for files, formative depending on timing.

03

Third may be needed to see if edits improved output.

WRITING STYLE

REQUIREMENTS AND CHOICES



ELEMENTS OF STYLE

- "Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his sentences short, or that he avoid all detail and treat his subjects only in outline, but that every word tell."
- — William Strunk Jr. in The Elements of Style

RESOURCES WE FOLLOW

- AP Style Guide—COVID-19 https://www.apstylebook.com/topical_most_recent
- Guardian / Observer style book https://www.theguardian.com/guardian-observer-style-guide-a
- Discussing AIDS & HIV terminology https://www.iasociety.org/Web/WebContent/File/unaids_terminology_guide_en.pdf
- Race https://www.cjr.org/language_corner/ap-style-guide-race-black-vs-african-american.php
- AP STYLE GUIDE for elections (2014) – still relevanthttps://www.ap.org/press-releases/2014/ap-distributes-style-guide-for-u.s.-midterm-elections
- Race & Ethnicity https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/racial-ethnic-minorities
- https://www.npr.org/sections/publiceditor/2019/05/29/728069483/reviewing-nprs-language-for-covering-abortion (action words. Do not label groups.)

SIMPLE STYLE READABILITY

- **Periods Abbreviations and Acronyms**
- Do not use periods for either abbreviations or acronyms. Examples: US, CDC, WHO, KY, ME
- We use WHO NOT The WHO (unless you are saying The WHO guidelines concerning safety …then either is OK)
- **Use basics** :
- Relatives not “loved ones.”
- House not “home.”
- Death / died not “passed away” or other phrases.
- Different from NOT different than
- If there were NOT If there was (If statement is contrary to the fact, use subjunctive—e.g. If there were no pandemic, we would be having more fun.)

TONE

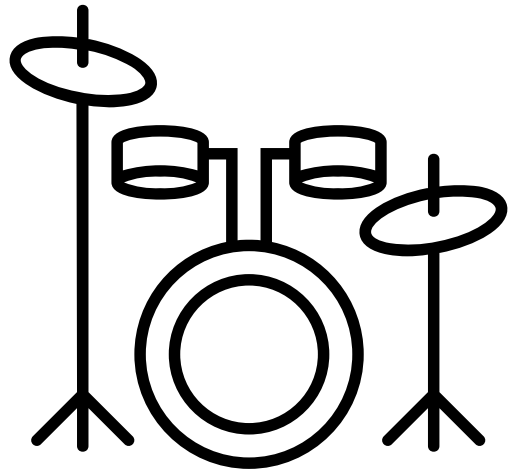
Academic writing must be humble

Active voice is more genuine, especially when not using the first person

Avoid condescension, words and phrases that sound “affected” or arrogant, a superior tone

Avoid “I will now explain to readers the assertion…” “I will place …in context”

Open access includes the ability of everyone with a solid idea to present the idea



SHORT DECLARATIVE SENTENCES

EVERY IDEA DESERVES TO BE ITS OWN SENTENCE

ACTIVE VOICE

- Person / entity ACTIVELY DOES X (the thing).
- The government should provide healthcare.
- The CDC director wrote the guidelines.

AVOID PASSIVE VOICE

- X was done by Y.
- The guidelines were written by CDC employees.
- Healthcare should be provided by the government.

AVOID NAMES OF RESEARCHERS AND CITED AUTHORS IN THE TEXT

- When authors should use data, they should cite the source in the citation
- NOT According to Flaxman et al., the leading causes of vision impairment in 2015 were cataracts and uncorrected refractive errors.
- INSTEAD: The leading causes of vision impairment in 2015 were cataracts and uncorrected refractive errors. (Put Flaxman, et al. in citation only.)
- When using or comparing arguments, try to put authors in the citation only.
- AVOID: Ezekiel Emanuel argues; Marcia Angell argues… We really want to know what our author argues.
- When possible, put the cited authors in the endnotes. Bioethicists often contribute to a line of reasoning so simply cite.

NO RHETORICAL QUESTIONS

READABILITY

RHETORICAL QUESTIONS PRESUPPOSE VAST AGREEMENT

THEY CAN COME ACROSS LIKE LIKE THE WORD “OBVIOUSLY”

DOES THE QUESTION SERVE A PURPOSE

REPHRASE IT INTO A SENTENCE

STYLE DETAILS

- We use data as if it were singular. I know it may sound low brow, but this is the new trend! Sometimes, using as plural is fine. Flexible. Media, hmm.
- “Developing/developed world” (not Third World).
- In text, use “et al.” on first reference, then either et al. or lead author name alone on subsequent references (“Samantha Cohen et al. created a study...” “Cohen’s study found...” “Cohen, et al. found...”).
- Percent is spelled out
- Avoid contractions: Don’t; Haven’t; Can’t
- Healthcare as one word is an adjective
- Health care is a noun (flexible on this)

NUMBERS

- Spell out “one” to “ten” (except in tight spaces like captions); use numbers for 11 and higher
- Numbers always used in percentages (2 percent)
- Quantities: 3 million (not “three million,” because it’s higher than 10 and the “million” is used in place of six zeroes)
- Monetary reference: $3 million (not $3 million dollars)

AVOID REDUNDANCY AND USE FEWER WORDS

- https://canvas.hull.ac.uk/courses/213/pages/avoiding-cliches-and-wordiness

AVOID	INSTEAD USE
Still remains	remains
Absolutely complete	complete
At the present time	currently
The reason is because	because
Continue on	continue
Due to the fact that	because
During the course of	During

AVOID CLICHES & WORDY PHRASES

AT THIS MOMENT IN TIME

EVERYDAY LIFE

AT THE END OF THE DAY

IN THE CURRENT CLIMATE

THROUGHOUT HISTORY

FEW AND FAR BETWEEN

A LEVEL PLAYING FIELD

IN THIS DAY AND AGE

THE FACT OF THE MATTER

WHEN ALL IS SAID AND DONE

IN MODERN SOCIETY

FROM THE DAWN OF MAN

PROS AND CONS

IN THE FINAL ANALYSIS

THIS DAY AND AGE

GENDER NEUTRALITY: THE SINGULAR THEIR

- Use it for gender neutrality only when relevant and necessary.
- Do not use it if gender and person is specified. Jacqueline and her doctor discussed her fertility options. The boy swam in his pool.
- Use moderately for anonymous singular person named by profession or descriptive noun that applies to groups.
- Professions should be gender neutral. Avoid: The teacher and his students should have access to technology. (when broad not about a certain teacher)
- Make it plural. Ex. Teachers and their students.
- Lose the possessive. Examples: The teacher and the students.
- Do use it freely for undisclosed, unknown, nonbinary gender individuals. Look for pronoun choice.
- Example of INCORRECT but the author insisted vehemently—

Lawrence J. Nelson argues that human embryos have some moral status and conditionally supports ESCR.[1] *They* assert that human embryos have moral status because they are alive, they have a special relationship with the humans that constitute them (donors), and they are valued by sincere moral authorities. *They* also argue that,

- This would be CORRECT:

Lawrence J. Nelson argues that human embryos have some moral status and conditionally supports ESCR.[1] *He* asserts that human embryos have moral status because they are alive, they have a special relationship with the humans that constitute them (donors), and they are valued by sincere moral authorities. *He* also argues that,

- https://www.pbs.org/newshour/education/column-he-she-they-grammar-rule For background, but we will not use it this broadly.

ENDNOTES

We use endnotes generated by the author in word. Author should go to references, insert endnote to create each endnote. (Superscript is built-in and linked to the endnote. Do not manually add superscripts.)

Endnotes differ from bibliographies. WE DO NOT PUBLISH BIBLIOGRAPHIES.

The numbers must be different and consecutive!

Never allow an author to refer to the same **number** twice, a clear indication that they did not format endnotes.

To cite a previously cited source, use a short citation (the author's last name with a comma and page number. Example: Childress, p 7.)

The endnote superscript is always outside all punctuation!

One endnote only even if multiple sources are listed.

ENDNOTE STYLES-WE ARE NOT TOTAL STICKLERS FOR CITATION STYLE

- **Journal article**
- For articles consulted online, include a URL or the name of the database. Many journal articles list a DOI (Digital Object Identifier). A DOI forms a permanent URL that begins https://doi.org/. This URL is preferable to the URL that appears in your browser's address bar.
- Susan Satterfield, "Livy and the *Pax Deum*," *Classical Philology* 111, no. 2 (April 2016): 170.
- Shao-Hsun Keng, Chun-Hung Lin, and Peter F. Orazem, "Expanding College Access in Taiwan, 1978–2014: Effects on Graduate Quality and Income Inequality," *Journal of Human Capital* 11, no. 1 (Spring 2017): 9–10, https://doi.org/10.1086/690235.
- Peter LaSalle, "Conundrum: A Story about Reading," *New England Review* 38, no. 1 (2017): 95, Project MUSE.
- NEVER have two superscripts next to each other. IT IS FINE to have two sources in one endnote.
- **Magazine Article**
- Rebecca Mead, "The Prophet of Dystopia," New Yorker, April 17, 2017, 43.
- Farhad Manjoo, "Snap Makes a Bet on the Cultural Supremacy of the Camera," New York Times, March 8, 2017, https://www.nytimes.com/2017/03/08/technology/snap-makes-a-bet-on-the-cultural-supremacy-of-the-camera.html.
- Rob Pegoraro, "Apple's iPhone Is Sleek, Smart and Simple," Washington Post, July 5, 2007, LexisNexis Academic.
- Tanya Pai, "The Squishy, Sugary History of Peeps," Vox, April 11, 2017, http://www.vox.com/culture/2017/4/11/15209084/peeps-easter.
- **Website content**
- It is often sufficient simply to describe web pages and other website content in the text ("As of May 1, 2017, Yale's home page listed . . ."). If a more formal citation is needed, it may be styled like the examples below. For a source that does not list a date of publication or revision, include an access date (as in example note 2).
- 1. "Privacy Policy," Privacy & Terms, Google, last modified April 17, 2017, https://www.google.com/policies/privacy/.
- 2. "About Yale: Yale Facts," Yale University, accessed May 1, 2017, https://www.yale.edu/about-yale/yale-facts.
- 3. Katie Bouman, "How to Take a Picture of a Black Hole," filmed November 2016 at TEDxBeaconStreet, Brookline, MA, video, 12:51, https://www.ted.com/talks/katie_bouman_what_does_a_black_hole_look_like
- **Book**
- 1. Zadie Smith, Swing Time (New York: Penguin Press, 2016), 315–16.
- 2. Brian Grazer and Charles Fishman, A Curious Mind: The Secret to a Bigger Life (New York: Simon & Schuster, 2015), 12.

Reference for endnotes: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html (resources for citing social media, book chapters, etc.)


GRAMMAR
RULES, DETAILS, CORRECTNESS

COMMAS

- We use the series/serial/Oxford comma: red, white, and blue (not red, white and blue). (Applies to series of phrases or words) red, white, and blue (Oxford comma is highlighted.)
- Use commas to separate independent clauses before conjunction.
- Use comma after introductory clause.
- Use comma to separate nonessential phrases or descriptions or phrases that describe or rename the noun.
- Direct quotes, dates, addresses, etc.
- Do not use extra commas; when in doubt, leave it out!
- https://owl.purdue.edu/owl/general_writing/ In Purdue Owl, please go to General Writing and read Mechanics, Grammar, and Punctuation.
- https://www.iue.edu/hss/writingcenter/documents/Commas.pdf

COMMAS BEFORE NONRESTRICTIVE CLAUSES

Ask: Is the sentence true and does it express the complete thought without the clause—if so, USE A COMMA
Examples: Apples such as Winesap are crisp. (It would not be true or the essence of the sentence to say Apples are crisp.)
We would like to travel to a place such as Florida. (The essence of the sentence is not we would like to travel to a place.)

Ask: Is the clause something extra like an example—if so, USE A COMMA
Example: We would like to travel to a warm weather state, such as Florida or Arizona. (The essence of the sentence remains a warm weather state.)

Ask: Is the clause essential to the meaning and not just the truth of the sentence. If so, DO NOT USE A COMMA

The question is not, “Is the sentence complete without the clause?” The question is, “Is the clause central to the meaning of the sentence?”

PARENTHESES

- If sentence within parentheses is complete, the punctuation goes inside the closed parenthesis: “I love John Rawls. (His earlier essays are my favorites.)
- If a sentence with parentheses is not a complete sentence and is within a sentence, punctuation goes outside: “I love John Rawls (especially his earlier essays).”

PLACEMENT OF PUNCTUATION- QUOTES & ENDNOTE SUPERSCRIPTS

- At end of a quotation, commas and periods are always inside quotation mark.
- ! and ? inside quote unless quote is a fragment & punctuation applies to the whole sentence.
- At end of a quotation, semicolons and colons are always outside the quotation mark.
- When endnotes are at the end of a sentence or question, endnote superscripts are always after all punctuation.
- The endnote superscript is placed after commas, semicolons, periods, question marks, and quotations.
- No hanging periods, question marks, commas, or other punctuation.
- Period directly follows the last letter of the last word.

PRONOUNS

- Do not use “this” or “that” when referring to an idea, a previous sentence, or a paragraph. There must be a clear referent if the author uses “this.”
- Pronouns replace specific nouns. They do not replace paragraphs.
- Ex: **While the prevalence of FGC is still quite high, there have been human rights movements and ideological shifts away from the practice. Many countries have recently passed laws that prohibit FGC against the will of some people in the local population. This means women will be harmed by laws meant to protect them.**
- **Wrong: Sparta attacked Athens and they won.**
- **Correct: The Spartans attacked Athens and they won.**

http://www.usu.edu/markdamen/WritingGuide/11prnref.htm

HYPHENS

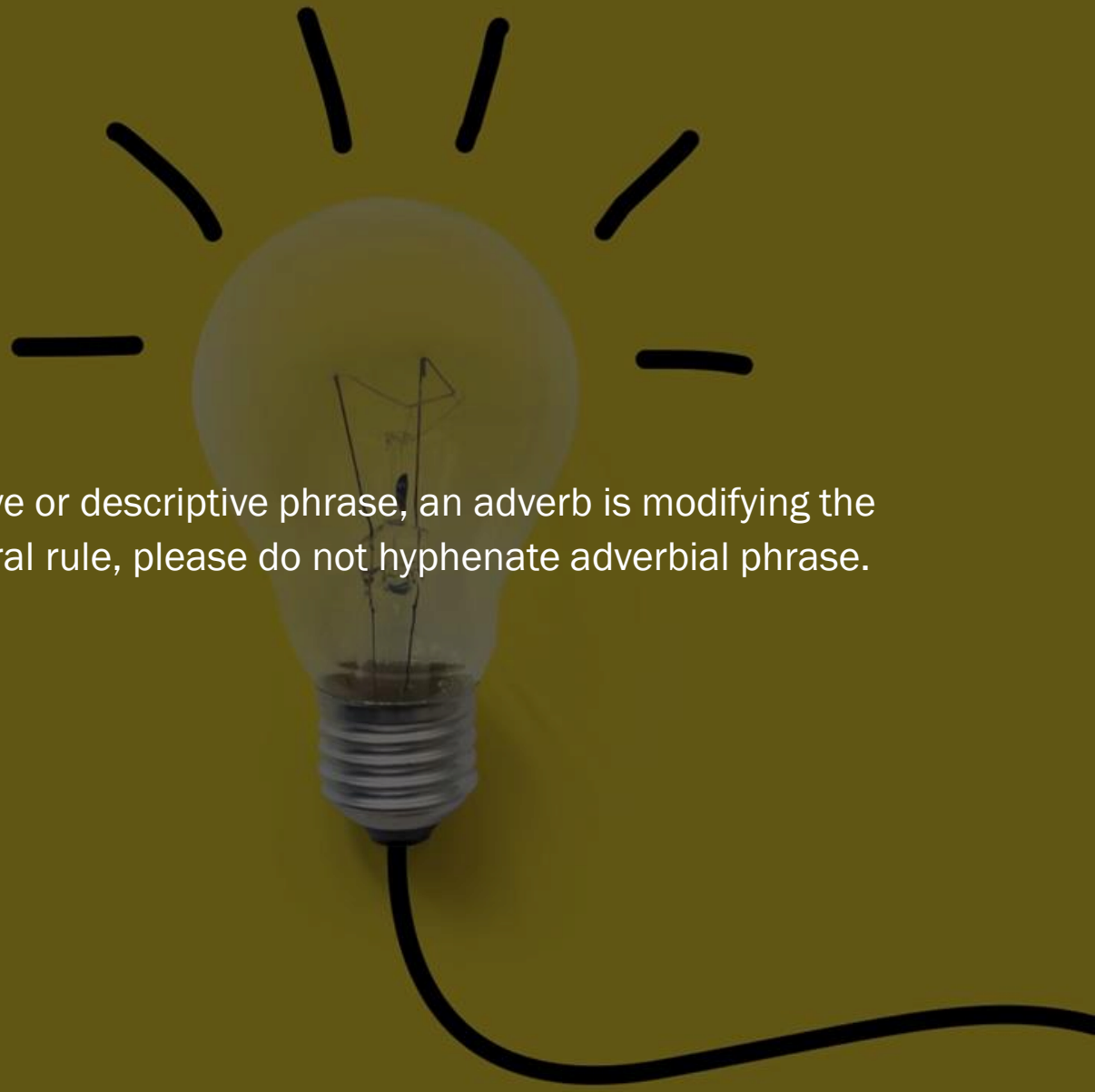
If two words used in a compound way as an adjective, hyphenate. (ex. long-term health effect; well-known people.)

As a noun, do not. In a sentence where not used next to the word modified, do not (ex. in the long term. They are well known.)

Use a hyphen for known hyphenated words.

Words often used both ways within a single document: decision making, end-of-life, etc.

HYPHEN EXCEPTION



- Be sure to notice when rather than a compound adjective or descriptive phrase, an adverb is modifying the adjective or other words used for description. As a general rule, please do not hyphenate adverbial phrase.

- *'highly efficient system' not 'highly-efficient system'*

- *'carefully laid plans' not 'carefully-laid plans'*

HALF-STOP PUNCTUATION: EM DASH & COLON

- Em dash (long dash) is the width of an M and is used like a colon
- After a complete idea AND before either an incomplete or complete idea

FULL-STOP PUNCTUATION: TWO COMPLETE IDEAS CAN BE SEPARATED BY

- Period
- Semicolon
- Comma + for, and, nor, but, or, yet, so (Caution: we prefer short declarative sentences)
- Question mark
- Exclamation point

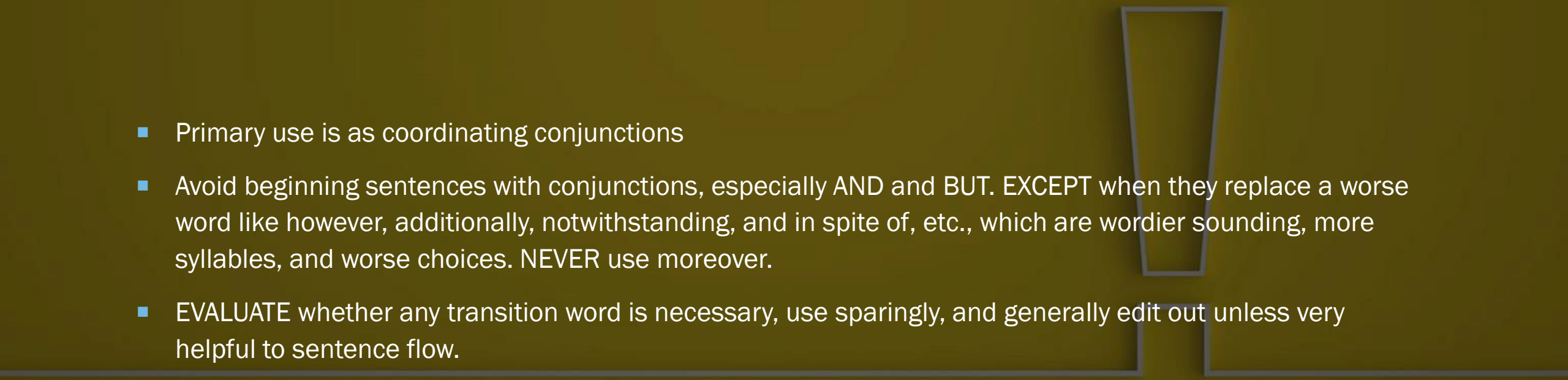
WHICH OR THAT?

- My bike that has a broken seat is in the garage. (That introduces a defining clause. I have more than one bike.)
- My bike, which has a broken seat, is in the garage. (Which introduces a non-defining clause. The meaning is the same without the clause, but the clause adds detail.)
- https://www.grammarly.com/blog/which-vs-that/
- When in doubt, use “that.”

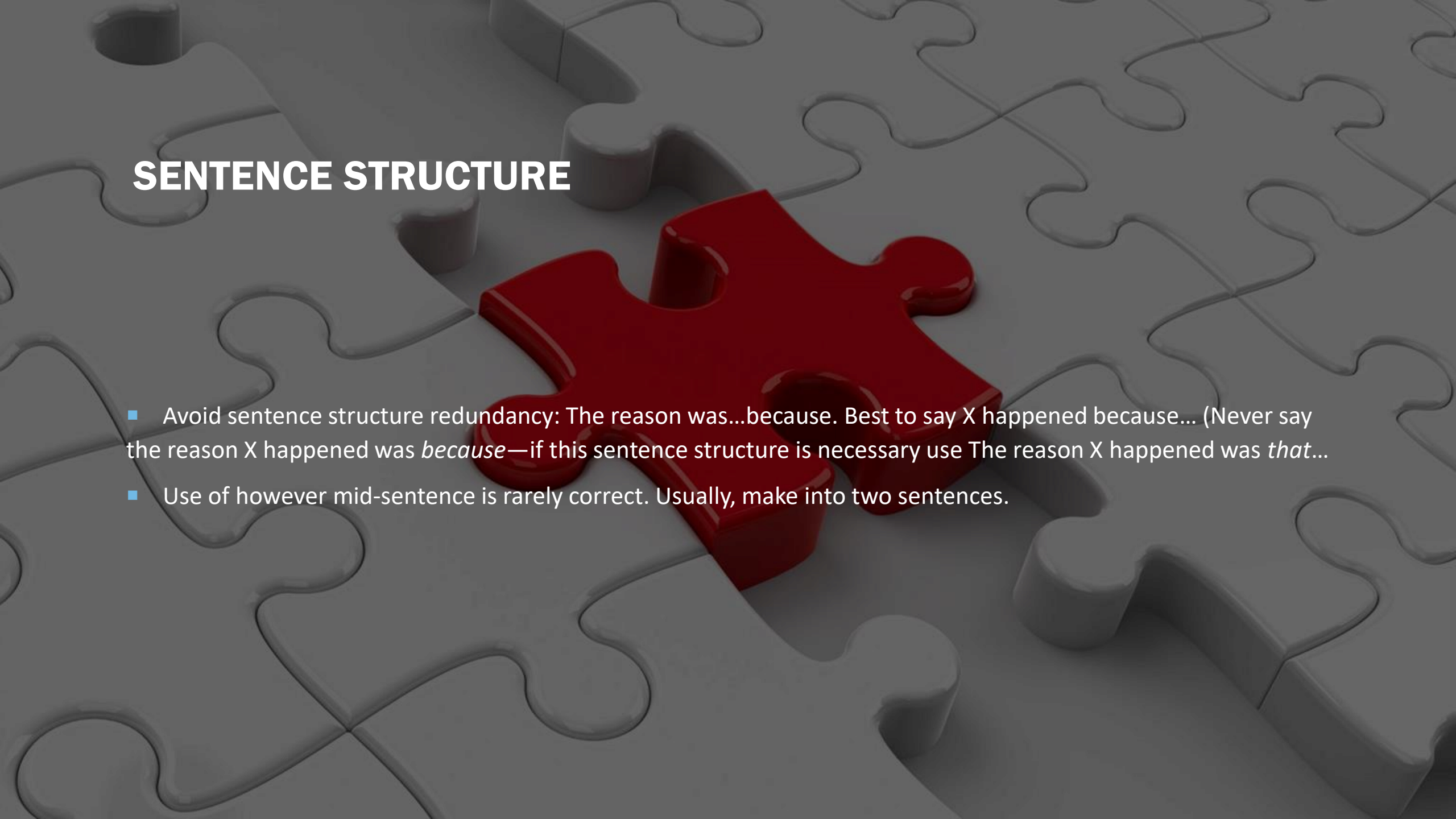
MISCELLANEOUS

- Over/more than: “Over” refers to something above you (like a roof over your head); “more than” means a greater amount or number (“There were more than 30 people at the party.”)
- Colons: Capitalize the first word after a colon if it begins a complete sentence; otherwise lowercase.
- Toward (not “towards”).
- US (no periods in abbreviation)
- Concerned with: pertaining to, relating to, involved with
- Concerned about: troubled by, worried about
- Use question marks properly. Is that clear? I wonder whether that is clear.

CONJUNCTION JUNCTION: AND, BUT, OR, NOR, FOR, SO, YET



- Primary use is as coordinating conjunctions
- Avoid beginning sentences with conjunctions, especially AND and BUT. EXCEPT when they replace a worse word like however, additionally, notwithstanding, and in spite of, etc., which are wordier sounding, more syllables, and worse choices. NEVER use moreover.
- EVALUATE whether any transition word is necessary, use sparingly, and generally edit out unless very helpful to sentence flow.



SENTENCE STRUCTURE

- Avoid sentence structure redundancy: The reason was…because. Best to say X happened because… (Never say the reason X happened was *because*—if this sentence structure is necessary use The reason X happened was *that*…
- Use of however mid-sentence is rarely correct. Usually, make into two sentences.

VERB AGREEMENT AND TENSE

- Be certain the verb matches the subject—a plural subject calls for a plural verb form.
- Be certain to use the correct tense throughout the document-be aware of forms of past tenses –imperfect and perfect. Be certain to use “had been” if the thing was in place before something also in the past:
- With past tense:

In December 2019 when Wuhan Province reported a new virus, the pandemic response system had been in place since the SARS epidemic.

- With present tense:

The pandemic response system has been in place since 2003. It does not work.

- https://www.dictionary.com/e/whats-subject-verb-agreement/#:~:text=When%20a%20sentence%20includes%20both,is%20closest%20to%20the%20verb.

USE RESOURCES WHILE YOU EDIT

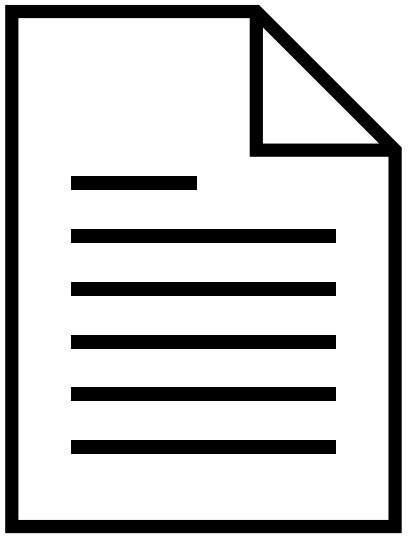
- This document
- Google
- Purdue Owl
- AP Style Guides

THE END

LONG LIVE THE OXFORD COMMA

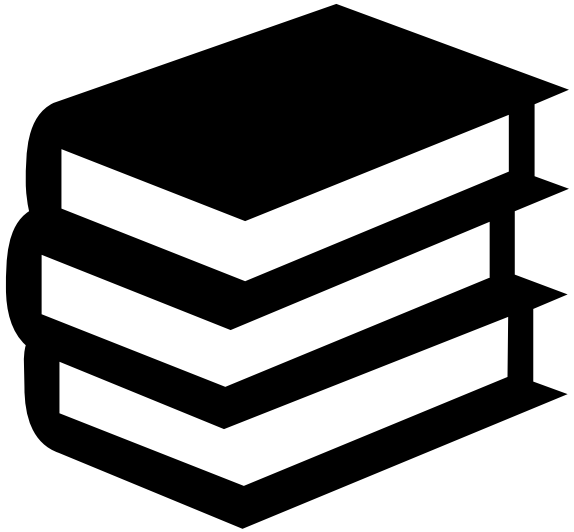
STYLE AND NON-STIGMA RESOURCES

- AP Style Guide—COVID-19
- https://www.apstylebook.com/topical_most_recent
- Guardian / Observer style book
- https://www.theguardian.com/guardian-observer-style-guide-a
- Discussing AIDS & HIV terminology
- https://www.iasociety.org/Web/WebContent/File/unaids_terminology_guide_en.pdf
- Addiction
- https://www.shatterproof.org/about-addiction/stigma/stigma-reducing-language
- Down Syndrome
- https://www.downs-syndrome.org.uk/about/terminology-guide/ (But note—Down Syndrome (not Down's Syndrome))
- Sexual Orientation
- https://www.glaad.org/reference/offensive
- Latino (Not Latinx generally unless gender neutrality is crux.) Hispanic if appropriate. Look up when using.
- https://www.usatoday.com/story/news/nation/2019/06/29/latina-latino-latinx-hispanic-what-do-they-mean/1596501001/



PAPER AND THESIS WRITING BY TOPIC

- https://www.harvardwrites.com/writing-an-argument
- https://www.harvardwrites.com/
- Ethical and Theism https://hwpi.harvard.edu/files/hwp/files/er_15_guide_lo_res.pdf?m=1370456800
- Ethical Justice https://hwpi.harvard.edu/files/hwp/files/222963_justice_wg_web.pdf?m=1370456938
- Science, nutrition, global health https://hwpi.harvard.edu/files/hwp/files/science_of_living_guide_final.pdf?m=1370457200
- Societies of world https://hwpi.harvard.edu/files/hwp/files/2014_sw24_writing_guide.pdf?m=1442342487
- Economics file:///C:/Users/nutri/Downloads/writingeconomicsHARVARD.pdf Great for clarity



GENERAL BOOKS ON WRITING

- Elements of Style by Strunk & white
- Writing the Breakout Novel
- Bird by Bird
- Story Genius
- Self-Editing for Fiction Writers
- They Say, I Say
- Steering the Craft (Each topic includes examples that clarify and exercises that intensify awareness of the techniques of storytelling.)