4 Class Materials: Worksheets, Copyediting Assignments, Transparency Masters

This section of the manual offers materials that can be photocopied for in-class workshops and take-home assignments as well as transparency masters of edited documents. It supports basic copyediting projects with hard copy marking. Comparable materials to support comprehensive editing, including assignments and edited versions of these assignments, are available at this website: www.ablongman.com/rude

The electronic assignments require revisions of organization and visual design for which electronic editing is especially useful.

The web site also offers digital versions of the discussion and application (D&A) activities for the basic copyediting chapters. You can download these materials to print masters for a workbook for students so they can mark on their own copies rather than in the text. These assignments can also be used in a computer classroom for students to complete using computers rather than hard copy.

Types of Class Materials in this Manual

Whereas the first three parts of this manual are written for the instructor, the materials in this section are for use in class. The materials are organized by chapter. Thus, worksheets, transparency masters, and an assignment for Chapter 3 are grouped together.

Worksheets
These pages invite students to practice editing in class. They can be photocopied for an instructor’s course packet. **WS** identifies a worksheet in the running header.

Transparency masters
These pages provide marked versions of assignments and complex D&A exercises that might require class discussion. Type is large enough to be readable from an overhead projector. The running header for these pages is identified with **TM**.

Assignments
These documents, longer than the worksheets, are suitable for homework, in-class work, or graded assignments. The editing that they require is correlated to the chapter identified by the first number in the double numeration. Thus, assignment 4.1 is suitable for use with Chapter 4: it requires only the use of copymarking symbols, not editing for grammar or style.

Notes on using the assignments anticipate students’ questions about the documents and offer suggestions for teaching.

The assignments are limited to basic copyediting and proofreading. Assignments requiring comprehensive editing are available at the website.

The First Day in the Editing Course

The first day of class may allow time for some hands-on work in addition to explaining the course policies and expectations. Worksheets 1 and 2 on the following pages let students practice using common copymarking symbols: delete, insert, close up, transpose, and replace.

Worksheet #1 introduces and explains the symbols and lets students practice with single words or phrases. Worksheet #2 provides the same practice on a paragraph. Transparency masters show edited versions of the workshop texts. Students do not have to make copyediting decisions but rather can focus on the marks themselves.

This first-day activity provides an opportunity to establish a classroom workshop atmosphere. Students can compare their work, and you can mingle to answer questions or illustrate marks.
Worksheet #1: Copymarking Symbols

Editors mark a typescript to direct a keyboard operator in making corrections. Editors use symbols that enable quick marking of the typescript. To show corrections of typographical errors (typos), you use the delete, insert, close up, transpose, and replace marks.

- delete: Mark through the letter(s) or word(s) to be deleted.
- insert: Place the caret beneath the baseline of the word. Write the correct letter above the word.
- insert space: The caret is not necessary. Draw a vertical line where you want space to appear.
- close up: Use horizontal parentheses to join words.
- transpose: The transpose symbol works if the letters are side by side. Otherwise, use replace symbols.
- replace: Draw a vertical line through the letter to be replaced and write the correct letter above it.

Examples

marked copy

occupied
dissatisfaction
run on
typeset
complaint
important

result

occupied
dissatisfaction
run on
typeset
complaint
important

Assignment

Mark the words in the left column so that they will match the words in the right column.

1. engineering engineering
2. insure ensure
3. accomodation accommodation
4. doctoral studies doctoral studies
5. maintence maintenance
6. demon strate demonstrate
7. inthe end in the end
8. patronoge patronage
9. sincerly sincerely
10. inconvience inconvenience
**Worksheet #2: Copymarking**

Use copymarking symbols to mark the first paragraph so that it will match the second paragraph. Do not worry about line spacing.

A warning system for nuclear power plant emergencies must consider how people respond to the warning. The warning-response process begins when the warning is heard. Hearing a warning is often insufficient by itself to make people take action. The next stage is understanding the warning. Then, people must come to believe that the warning is true and accurate. Next, people must personalize the message to make it relevant to themselves. Finally, they must decide to take action and overcome constraints to taking that action. A variety of factors influence hearing, understanding, believing, personalizing, deciding, and behaving. A major one is the process of confirmation. In addition, public education is part of the public alert and notification process in that it primes people to understand what to do when a warning occurs.
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<th>Original Term</th>
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The purpose of this activity is to provide experience for editors in meeting writers in a conference. You can help the editor learn how to collaborate effectively with a writer by commenting on the experience you have had in being edited by this editor. Your comments and suggestions will be most helpful if they are specific. Avoid statements that are simply evaluative (“good,” “needs work”). Instead, identify the particular strengths and goals for this editor.

**The editing**

Comment on the editing, considering completeness, accuracy, objectivity, and suitability for the genre and readers. Did the editor overlook any editing needs? Was the editor too aggressive on some issues? Did the editor seem to be a collaborator? Comment.

**The conference**

Comment on the conference, considering its organization, the editor’s clarification of the plan for the conference, and goal oriented language. Was the editor confident? How did you feel about being edited by this editor? Comment.

**Suggestions**

What should this editor work on in order to increase effectiveness in editing and in communicating with a writer? (Use the back of the page, if necessary.)
Chapter 4, Discussion and Application #1

development
interrogation
emphasis
italic
1/2
three

We finished quickly—we had more errands to complete.

ambivalence
ongoing
table tennis
2mm

end of sentence
end of clause
introduction
quote

CHAPTER TITLE
Cpr
Chapter 4, Discussion and Application #2

COMPUTER VIRUSES

A malicious use of the computer is to insert a computer virus into an email message as an attachment. When the recipient opens the attached file, the virus begins to do its damage. One type of virus finds the all the addresses in the recipient's email address book and sends a copy of the message to them, thereby spreading itself widely. Other viruses attack the files and directories on the hard drive. These infections are as destructive as a viral infection in the human body. They can damage if not destroy individual computers and even whole networks of computers.

Prevention of these attacks requires multiple efforts. Antivirus software can catch many viruses, but new viruses may bypass the protection features. Users need to keep this software up-to-date. Users need to be educated to not open attachments whose names end in " .exe." (The file extension identifies executable code.) In fact, it's risky to open any attachment if you are uncertain of its source.
Assignment 4.1  Nitrogen Dioxide (Copymarking)

This assignment lets students practice copymarking both for text clarification and for typesetting. Students may concentrate on the marks themselves rather than on making decisions about paragraphs and punctuation by using the typeset version of the document as their guide. However, the assignment will make them aware of some of the copyediting decisions they will face in upcoming assignments.

Students are likely to have questions about alternative ways to mark. Classmates may not always agree about how to mark something. You can reassure them that like words and symbols in any language, the marks of copyediting may have different uses. Sometimes there is more than one right answer.

Some guidelines:

- Try to anticipate the way the directions will be entered. Will it be easier to transpose letters, to insert and delete, or to retype the whole word?
- Should one use the “run in” or the “fill the line” mark when a line has been broken prematurely? (In copyediting, prefer the run in mark, as line length may vary in the final copy. Also the fill-the-line mark seems to point to a particular line ending, which makes it more appropriate for right-justified text than for ragged right.)

Another guideline (to remember for the future) is to find out what the printer or desktop publishing specialist understands and prefers and to mark for your main “audience.”

At the website (www.ablongman.com/rude), a pdf file of the marked copy includes notes explaining the choices for marks and possible alternatives. The notes can be opened in Adobe Acrobat.
Assignment 4.1: Copymarking

Your first job as copyeditor is to mark the following typescript for typesetting in a newsletter. Use the marks as illustrated and explained in Chapter 4. Mark the typescript so that it will match the edited and typeset version following this double-spaced version when it is typeset. In addition to clarifying the text, inform the typesetter that the title should be centered, boldface, and set in 14-point Times Roman. The text is to be set in 12-point Times Roman a 27-pica line. Paragraphs are to be indented one em.

Nitrogen Dioxide

Nitrogen is an element essential to all life but nitrogen compounds are “extras largely produced through energy consumption. Nitrogen oxides effect the nitrogen cycle, and when high temperature oxidation and chemical conversions form nitrogen dioxide, physical effects are possible. NO2 forms the depressing brown in smog it irritates our eyes and blurs our environment. In animal studies, NO2 has been also shown to be the most dangerous among the eight nitrogen oxides. Inhaled, NO2 reacts quickly with lung issue and causes cell injury and cell death. Biochemical experiments indicate that the region of the lung most responsible for respiration, the region bounded by the terminal respiratory bronchioles and the alviole, is most affected by inhaled NO2.

Lung injury seems related more to the concentration of NO2 than to the length of exposure, but even small concentrations for less than an hour have caused breathing difficulties for some people. Asthmatics may be particularly sensitive to very low levels of NO2. Between 1940 and 1970, emissions of NO2 in the United States increased nearly three times.

Even tho we might expect that Los Angeles would regularly experience high concentrations of NO2, the open spaces of the West and Southwest are not exempt from NO2 loaded air. Especially at busy hours of the day. Because concentration is more damaging than length of exposure, the measures of NO2 in terms of yearly arithmetic averages
disguise the dangerously high concentrations of \( \text{NO}_2 \) at peak traffic hours. Energy demands, coupled with understandable attempts to use natural resources like coal, mean that \( \text{NO}_2 \) emissions from human activities will certainly increase. We need verified emission standards, careful monitoring and continued research on the health effects of \( \text{NO}_2 \).

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Chapter 9, Discussion and Application #1

A feasibility study is a way to help a person make a decision. It provides facts that help a researcher decide objectively whether a project is practical and desirable. A lot of research precedes the decision.

An investor deciding whether to purchase a convenience store, for example, must investigate issues such as loans, licenses, taxes, and consumer demand. One primary question for a store in a residential neighborhood concerns the sale of liquor. People who come into the store might be asked to complete a brief questionnaire that inquires about their wishes.

Undoubtedly, the issue of personal is significant as well. Trustworthy employees are indispensable. The investigator can check employment patterns at the store and in the area overall.

After the study is complete, the investigator will gauge the results and make a judgement. Sometimes the facts are ambiguous. Intuition and willingness to take risk will influence the decision. If the project looks feasible, the recommendation will be to proceed with the purchase.
Chapter 9, Discussion and Application #6

a. Development will continue in the northern part of the city.

b. Do not spill the Hydrochloric Acid on your clothes.

c. Do swedish meatballs go well with French fries?

d. A research project at the sight of a major city landfill has shown how
   slowly plastic decomposes; e.g., a plastic bottle takes 100-400 years to
   decompose.

e. The Society for Technical Communication has planned field trips to three
   Tech companies. Later in the year some students will attend the Annual
   Conference of the STC. All of these plans for travelling require some
   extensive fund raising this fall. The sponsors have proposed the
   establishment of an Editing Service. Student editors would acquire jobs through
   the service and return 15 percent of their earnings to the group.

f. A minor in computer science in combination with a major in English can
   make a student an attractive candidate for a job in technical
   communication.

g. Capital investment in the company will rise in the next physical year.

h. A previous employee was the defendant in an embarrassing and costly lawsuit
   charging sexual harassment.

i. Only 10 m separates her house from mine. I wish it were farther.
Chapter 9, Spelling, Capitalization, and Abbreviations

6 Correct the following sentences for spelling, misused words, capitalization, and abbreviation. Consult a dictionary and style manual when you are uncertain. Use copymarking symbols.

Please excuse the imperfect replications of markup with computer symbols.

a. Development will continue in the Northern part of the city.
   
   CM 8.48 Compass points and terms derived from them are lowercased if they simply indicate direction or location.

b. Do not spill the Hydrochloric Acid on your clothes.
   
   CM 8.158 Names of chemical elements and compounds are lowercased when written out.

c. Do swedish meatballs go well with French fries?
   
   CM 8.65 Personal, national, geographic names…are often lowercased when used with a nonliteral meaning.

d. A research project at the sight of a major city landfill has shown how slowly e.g.
   plastic decomposes; i.e., a plastic bottle takes 100–400 years to decompose.
   “i.e.” means “that is” (id est) and is used to elaborate on the preceding point.
   “e.g.” means “for example” (exempli gratia). The plastic bottle is an example of slow decomposition.
   (CM pp. 572-577)

e. The Society for Technical Communication has planned field trips to three Hi Tech company’s. Later in the year some students will attend the Annual Conference of the STC. All of these plans for travelling require some extensive fund raising this O Fall. The sponsors have proposed the establishment of an Editing Service. Student icough ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir ir i
“Percent” needs to be on a style sheet. It may be spelled (in humanistic texts) or used as a symbol (%) (in scientific texts and tables).

e. A minor in computer science in combination with a major in English can make a student an attractive candidate for a job in technical communication.

Languages are always capitalized. Thus “English” is capitalized but “computer science” is not, even though both are names of degree programs.

fis
g. Capital investment in the company will raise in the next physical year.

h. A previous employee was the defendant in an embarrassing and costly lawsuit charging sexual harassment.

i. Only 10 meters separates her house from mine. I wish it were further.

“10 meters” sounds plural, but it’s meant as a unit of space, not 10 discrete meters.
If you have any doubt about whether the compositor knows that “m.” is the abbreviation for “meters,” spell it out rather than circling.

“I wish it were” is subjunctive mood (verb form used to indicate a hypothetical or wished for situation. “Farther” refers to physical distance.
Assignment 9.1: Basic Copyediting

Name ____________________________________________

For use with Technical Editing, 3rd ed. (© Pearson Education 2002)
Among its other purposes, the National Institutes of Health (NIH) dispenses funds for research. One controversial area of research is the use of stem cells from fetal tissue. These cells have great potential for research and health treatments because, unlike adult cells, they are “pluripotent,” meaning that they can generate multiple types of cells, such as skin or muscle cells. Research on fetal cells raises legal and ethical questions: might fetuses be conceived as a source of the cells? NIH policy prohibits the use of federal funds for research on fetal tissue that has been developed for the purpose of research.

The current document is part of the NIH policy statement and guidelines regarding funding of research using fetal stem cells. It needs to be publicized to potential applicants for research funding and also helps the NIH make its decisions. It is an important document because it defines policy and guidelines on a complex and controversial topic.

To copyedit this statement, you will need to make decisions about spelling, capitalization, and abbreviations as well as to edit for consistency. Use a style manual and dictionary as you make copyediting decisions. Make a short style sheet indicating choices that involve editorial judgment and that might apply to related documents, even if the judgment is to leave the text as it stands.

You may be tempted to edit for grammar, organization, and sentence structure. However, your supervisor has limited your responsibilities on this task to basic copyediting. You may, however, query if you see a confusing point of content.

You will also need to mark for graphic design according to these specifications:

- title: Helvetica 14, boldface, centered, ulc (upper- and lowercase)
- heading: Helvetica 12, bold, left justified, ulc,
- paragraphs: indent one em; Times 11/12 x 27 flush left, ragged right
- bulleted list: bullet indented one em; hanging indent on turnover lines of two ems

The Promise of STEM Cell Research

Human pluripotent stem cells are a unique scientific and medical resource. In 1998, scientists at the University of Wisconsin and at John Hopkins university isolated and successfully cultured human pluripotent stem cells. The pluripotent stem cells were derived using non-Federal funds from early-stage embryos donated voluntarily by couples undergoing fertility treatment in an in vitro fertilization (IVF) clinic or from non-living fetuses obtained from terminated first trimester pregnancies. Informed consent was obtained from the donors in both cases. Women voluntarily donating fetal tissue for research did so only after making the decision to terminate the pregnancy.

Because pluripotent stem cells give rise to almost all of the cells types of the body, such as muscle, nerve, heart, blood, they hold great promise for research and health care. This advance in human Biology continues to generate enthusiasm among scientists, patients suffering from a broad range of diseases, including cancer, heart disease and diabetes, and their families. For example, farther research using human pluripotent stem cells may help:
Generate cells and tissue for transplantation. Pluripotent stem cells have the potential to develop into specialized cells that could be used as replacement cells and tissues to treat many diseases and conditions, including Parkinson’s Disease, spinal cord injury, stroke, burns, heart disease, diabetes, osteoarthritis, and Rheumatoid Arthritis.

- Improve our understanding of the complex events that occur during normal human development and also help us understand what causes birth defects and cancer.

- Change the way we develop drugs and test them for safety. Rather than evaluating the safety of candidate drugs in an animal model, drugs might be initially tested on a cell developed from pluripotent stem cells and only the safest candidate drugs would advance to animal and then human testing.

The Need for Guidelines to Govern Research Using pluripotent stem Cells

The NIH is prohibited from using any appropriated funds for "... (1) the creation of a human embryo or embryos for research purposes; or (2) research in which a human embryo or embryos are destroyed, discarded, or knowingly subjected to risk of injury or death greater than that allowed for research on fetuses in utero under 45 CFR 46.208(a)(2) and section 498(b) of the Public Health Service Act (42 U.S.C. 289g(b))." Because of the enormous potential of human pluripotent stem cells to medical research, the NIH asked the General Council of the Department of Health and Human Services to determine whether research utilizing pluripotent stem cells is permissible under existing federal law governing embryo and fetal tissue research. After careful consideration, the DHHS concluded that because human pluripotent cells are not embryos, current Federal law does not prohibit DHHS funds from being used for research utilizing these cells.

Recognizing the ethical and legal issues surrounding human pluripotent stem cell research and the need for stringent oversight of this class of research - oversight that goes beyond the traditional rigorous NIH scientific peer review process - the NIH issued a moratorium on the
funding of this research until Guidelines could be developed and an oversight process could be implemented.

In April 1989, the NIH convened a working group of the Advisory Committee to the Director (ACD), NIH, to provide advice to the ACD relevant to guidelines and oversight for this research. The working group met in public session and included scientists, clinicians, ethicist, lawyers, patients, and patient advocates. During their deliberations, the group considered advice from the National Bioethics Commission, the public, and scientists. Draft guidelines for this research were published for public comment, and, after reviewing and considering all comments received, the *NIH Guidelines for Research Using Human Pluripotent Stem Cells (NIH Guidelines)* were published in the Federal Register and became effective on August 25, 2000.

**Specifics of the Guidelines**

The purpose of the *NIH Guidelines* is to set forth procedures to help ensure that NIH-funded research in this area is conducted in an ethical and legal manner. By issuing these Guidelines, the NIH aims to enhance both the scientific and ethical oversight of this important arena of research and the pace at which scientists can explore its many promises. These Guidelines will encourage openness, provide appropriate federal oversight, help make certain that all researchers can make use of these critical research tools, and help assure full public access to the practical medical benefits of research using these cells.

**Style sheet: The Promise of Stem Cell Research**

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Dictionary consulted:

Style manual consulted:
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- Generate cells and tissue for transplantation. Pluripotent stem cells have the potential to develop into specialized cells that could be used as replacement cells and tissues to treat many diseases and conditions, including Parkinson's disease, spinal cord injury, stroke, burns, heart disease, diabetes, osteoarthritis, and rheumatoid arthritis.
- Improve our understanding of the complex events that occur during normal human development and also help us understand what causes birth defects and cancer.

- Change the way we develop drugs and test them for safety, rather than evaluating the safety of candidate drugs in an animal model, drugs might be initially tested on cells developed from pluripotent stem cells and only the safest candidate drugs would advance to animal and then human testing.

The Need for Guidelines to Govern Research Using pluripotent stem Cells

The NIH is prohibited from using any appropriated funds for "... (1) the creation of a human embryo or embryos for research purposes; or (2) research in which a human embryo or embryos are destroyed, discarded, or knowingly subjected to risk of injury or death greater than that allowed for research on fetuses in utero under 45 CFR 46.208(a)(2) and section 498(b) of the Public Health Service Act (42 U.S.C. 289g(b))."

Because of the enormous potential of human pluripotent stem cells to medical research, the NIH asked the General Council of the Department of Health and Human Services to determine whether research utilizing pluripotent stem cells is permissible under existing federal law governing embryo and fetal tissue research. After careful consideration, the DHHS concluded that because human pluripotent cells are not embryos, current Federal law does not prohibit DHHS funds from being used for research utilizing these cells.
Recognizing the ethical and legal issues surrounding human pluripotent stem cell research and the need for stringent oversight of this class of research, oversight that goes beyond the traditional rigorous NIH scientific peer review process, the NIH issued a moratorium on the funding of this research until guidelines could be developed and an oversight process could be implemented.

In April 1999, the NIH convened a working group of the Advisory Committee to the Director (ACD), NIH, to provide advice to the ACD relevant to guidelines and oversight for this research. The working group met in public session and included scientists, clinicians, ethicist, lawyers, patients, and patient advocates. During their deliberations, the group considered advice from the National Bioethics Commission, the public, and scientists. Draft guidelines for this research were published for public comment, and, after reviewing and considering all comments received, the *NIH Guidelines for Research Using Human Pluripotent Stem Cells (NIH Guidelines)* were published in the Federal Register and became effective on August 25, 2000.

**Specifics of the Guidelines**

The purpose of the *NIH Guidelines* is to set forth procedures to help ensure that NIH-funded research in this area is conducted in an ethical and legal manner. By issuing these guidelines, the NIH aims to enhance both the scientific and ethical oversight of this important arena of research and the pace at which scientists can explore its many promises. These guidelines will encourage openness, provide
appropriate federal oversight, help make certain that all researchers can make use of these critical research tools, and help assure full public access to the practical medical benefits of research using these cells.

**Style sheet: The Promise of Stem Cell Research**

<table>
<thead>
<tr>
<th>A-D</th>
<th>E-H</th>
<th>I-L</th>
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<tbody>
<tr>
<td>Federal guidelines</td>
<td>NIH Guidelines</td>
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</tr>
<tr>
<td>M-P</td>
<td>Q-T</td>
<td>U-Z</td>
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<tr>
<td>pluripotent</td>
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<td>Parkinson's disease</td>
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<td>non-living</td>
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<td>Miscellaneous</td>
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<tr>
<td></td>
<td>Rom for Latin terms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in vivo</td>
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<td></td>
<td>in utero</td>
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</tr>
</tbody>
</table>

For use with *Technical Editing, 3rd ed.* (© Pearson Education 2002)
Chapter 11, Discussion and Application #8
Internal Sentence Punctuation

a. The copy center, like the check cashing service and the convenience store would be open 24 hours each day.

b. Harris/3M offers a 36 month leasing plan. For the proposed copiers for the center, the 6055 and the 6213. Lease costs would be $702 per month which includes maintenance.

c. If the target goal of 36,000 copies per month billed at $.045 is met the equipment will pay for itself in 2.5 years sooner if the monthly allowance is exceeded.

d. The fixed costs involved with this project; electricity, ventilation and floor space are not considered.

e. There are two types of ultraviolet (UV) radiation; UV-A and UV-B. UV-A radiation which is frequently used for tanning beds, is lower in energy (longer in wavelength) than UV-B therefore it is considered safer than UV-B radiation. Some experimenters; however, believe that UV-A is just as damaging as UV-B; although higher doses of UV-A are required.

f. Many theories about the depletion of ozone have been proposed but at present, two main hypotheses are widely accepted; the chemical mechanism and the dynamic mechanism.

g. Chlorofluorocarbons (CFCs) such as the refrigerant freon, are very inert compounds, however, when CFCs drift into the upper atmosphere ultraviolet light will activate them.
Chapter 11, Discussion and Application #8
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Assignment 11.1  Digital Divide  (Basic Copyediting, Including Grammar and Punctuation)

This assignment, like 4.1 and 9.1, requires students to mark for text clarification and for typesetting. Issues of consistency are very important, as they were in 9.1. But this assignment adds responsibility for grammar and punctuation. Students will have to recognize restrictive and nonrestrictive clauses and their punctuation; the serial comma; punctuation of compound and complex sentences; subject-verb agreement; a dangling modifier; and the difference between “its” and “it’s.” The document also requires structural markup rather than descriptive (as described in Chapter 5).

Version for Electronic Editing at the Website

At the website (www.ablongman.com/rude/), a version of the document is available with instructions for electronic editing. It requires students to make changes directly in the text, to apply Microsoft Word styles, to insert queries in the form of Word comments, and to track changes. It would be appropriate to require electronic editing if you have already reviewed these methods and if you know that all students have access to computers and Microsoft Word.

Consistency Issues

This document will require choices about consistency

- **Cross-references:** References to figures and the table differ in capitalization and punctuation.
- **Introductory phrases:** A number of sentences begin with “In August 2000.” Sometimes the phrase is followed by a comma, and sometimes it is not.
- **Numbers:** spelling and numerals.
- **Percent:** Percentages are expressed both with the symbol and the word. With the symbol, spacing after the number varies.
- **Spacing:** The spacing before and after headings varies. Some paragraphs are indented and others are not.

There are not necessarily “right” answers for several of these choices. For example, the Chicago Manual says to spell out numbers in humanities texts but to use numerals in scientific and technical texts. Although this report quantifies a lot of information, the topic is a humanistic one of who has access to technology. I would give credit to students making either choice so long as they identified the need to make a choice, wrote it on their style sheet, and applied it consistently.

The visuals also raise consistency questions (see the section below).

**Style Sheet**

- e-mail
- Internet
- online
- between … and …
- data are (pl)
- % (no space after number)

**Cross-references:** … (Figure II-1). … (See Table II-1.)
**Hyphenation:** person-based, household-based, low-income (as adj)
**Punctuation:** In August 2000,
**Numbers:** Spell through nine

**Figures and Table**

This assignment asks students to pay attention to figures and the table. The table is missing an apostrophe in “bachelors degree.”

The figures raise a consistency issue: should the x axis always have a label (as in Figure II-1), or is it sometimes OK to leave it off (Figures II-2 and II-3)?

A major consistency issue with the table is that the order of the items does not match the order of the items in the text. In addition, headings for each of the sections could be added for clarity (e.g., “Income”). Also, the segmented line above the last section, with age information, should be marked to be an open space, as for the lines that separate the other sections.

If you assign this project after students have studied Chapter 12, they may also question the number of lines (“chartjunk”) and the excessive space separating the two righthand columns from the data.
Assignment 11.1: Copyediting “The Digital Divide” Name ____________________________

The United States government has as one of its missions to ensure equal opportunity to all of its citizens. Access to technology, however, is unevenly distributed among income and ethnic groups. To determine the nature and extent of the problem and to recommend policy, the government conducts studies. This information will help policymakers determine ways to solve the problem of the “digital divide.”

This report is part II of a much longer report. (Note that the figures and table use a II as their first number.) The style choices you make for this section will apply to the entire report.

To copyedit this statement, you will need to make decisions about spelling, capitalization, and abbreviations as well as to edit for consistency. Use a style manual and dictionary as you make copyediting decisions. Make a short style sheet indicating choices that involve editorial judgment and that might apply to related documents, even if the judgment is to leave the text as it stands.

You will also need to edit for grammar and punctuation.

When you analyze the table, consider the order of sections in comparison with the order of sections in the text.

You will also need to mark for graphic design, using “structural” markup (see Chapter 5). You will identify each element of text by its abbreviation. The elements and their specifications follow. The text is set on a 6-inch line.

T  Title Arial 14 pt bold, centered, caps and lowercase, 24 pts above, 12 pts below
H1 heading level 1 Arial 12-pt bold, left-justified, caps and lower case; 12 pts above, 3 pts after;
H2 heading level 2 Arial 11-pt bold ital, initial cap only; 9 pts above, 0 pts after
P1 paragraph after a heading (no indent) Times New Roman 12 pt, left justified; no indent
P2 paragraph following another paragraph Times New Roman 12 pt, left justified; indent ¼ inch
BL bulleted list P2 + left indent ¼ inch, hanging indent ¼ inch

Style sheet: Digital Divide

<table>
<thead>
<tr>
<th>A-D</th>
<th>E-H</th>
<th>I-L</th>
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<th>M-P</th>
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<th>Numbers</th>
<th>Style-spacing</th>
<th>Miscellaneous</th>
</tr>
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<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Dictionary consulted: Style manual consulted:
USE OF THE INTERNET BY INDIVIDUALS

As of August 2000, 116.5 million Americans were online--31.9 million more than only 20 months earlier. Internet users accounted for 44.4 % of the U.S. population (age 3 and older), up from 32.7% in December 1998. This pattern of increasing Internet use held true at all income and education levels, for all age groups, for both men and women, for the employed and the unemployed and across all race and ethnic groups.

Groups that have historically been digital "have nots"--individuals who come from low-income households, individuals with low levels of education, minority groups (particularly Blacks and Hispanics), and older people--are participating in this dramatic increase in Internet usage but their use rates remain below the national average.

This report examines individual computer use. The person-based data and household-based data yields related, but not identical, rates of Internet use for factors that are common to the two data sets, such as income and race. Person-based data offer an understanding of ways in which individuals use the internet. They offer the ability to examine demographic characteristics, such as age and gender that are unique to individuals with no logical correspondence at the household level. These data offer insight into where individuals use the Internet--at home, outside the home, or in multiple places. And, where individuals are using the Internet from a location away from their home, these data provide insight into where they are getting that access. Finally, these data offer some information about the activities that individuals are undertaking while they are online.

Key insights offered by these data include:

- Individuals age 50 and older are among the least likely to be Internet users with Internet use rate of 29.6% in 2000. This age group; however, saw faster growth in Internet use than the country as a whole, with Internet use growing at a rate of 53% compared to 36% for the country as a whole. Age, however, is only part of the story. In August 2000 individuals age 50 and older were almost 3 times as likely to be Internet users if they were in the labor force.
• In August 2000, Internet use rates in the aggregate were virtually identical for men (44.6%) and women (44.2%). In December 1998, there was a gender gap in this measure--34.2% for men versus 31.4% for women.

• For some groups with Internet use rates below the national average, use at locations outside the home appear to be a factor in the growth of Internet use rates. Nationwide, a greater share of people used the Internet from their homes in August 2000 than in December 1998. Black Internet users were more likely than other Internet users, to rely exclusively on Internet access from outside their homes.

• Most people who used the Internet from outside their homes reported using it at work or at school. Unemployed individuals were more likely to use it from another person's computer; or from libraries.

• E-mail is still the Internet's most widespread application--79.9 percent of Internet users used email. Among other online activities, shopping and bill paying saw the fastest growth. Low income unemployed people were the most likely to report using the Internet to look for jobs.

Person-based information is likely to become an even more important compliment to the household based measures in the future. We are already seeing the emergence of a world where Internet access is mobile, traveling with the individual rather than being a function of a physical place. For years, laptop computers have offered processing power and Internet access to individuals wherever they happened to be--at home, in the office, or in hotels across the globe. Mobile devices, such as personal digital assistants and mobile phones now offer Internet access anywhere via wire less connections.
INTERNET USE AMONG INDIVIDUALS

Almost 32 million people became Internet users during the 20 months between December 1998 - August 2000. Internet use increased across the age distribution. More people at all ages were using the Internet. This figure, however, also illustrates that although Internet use increased across the board, Internet use rates are not equal across all age groups. A person's age as well as factors such as household income, race/ethnicity, gender, educational attainment, and labor force participation matter in the Internet use equation. This section explores these factors.

INCOME

While individuals in all income groups were more likely to be Internet users in 2000 than in 1998; Internet use rates were higher in higher income brackets. (Figure II-1.) Only 18.9% of individuals who lived in households with annual incomes of less than $15,000 were Internet users in August 2000. In contrast, 70.1% of people who lived in households, where the annual income was greater than $75,000, reported using the Internet. Middle income groups saw the largest point gains while the lowest income groups had the fastest expansion rates, albeit from low starting levels. (See Table II-1)

RACE AND ETHNICITY

Although Internet use is growing across the board, groups of different racial and ethnic backgrounds still use the Internet to differing degrees. (Figure II-2.) In August 2000, Whites (50.3%) continued to be
the most likely to use the Internet, followed by Asian Americans and Pacific Islanders (49.4%), Blacks (29.3%), and Hispanics (23.7%).

During the 20 month period between the two surveys, Whites gained 12.7 percentage points and Asian Americans and Pacific Islanders gained 13.6 percentage points in the share of their populations using the Internet. Over the same period, Blacks gained 10.3 percentage points, and Hispanics gained 7.1 percentage points. Blacks were 13.7 percentage points behind the national average in December 1998 and in August 2000 they were 15.1 percentage points behind the national average. Similarly, in December 1998, Hispanics were 16.1 percentage points behind the national average, and in August 2000 they were 20.7 percentage points behind.

Reviewing the data by race and Hispanic origin, the lack of close correspondence between the household-based measures of access to the Internet and the person-based measures of use is brought out. For example, although 56.8 percent of Asian American and Pacific Islander households had Internet access, only 49.4 percent of persons in that group were using the Internet. In contrast, the rates of personal use were higher for Whites and Blacks than their household connection rates. Among Whites, 46.1 percent of their households have on-line connections but 50.3% of Whites were Internet users at some location. The gap was even larger for Blacks, only 23.5% of their homes were online, but 29.3% of Blacks were Internet users. Only for Hispanics were the two percentages essentially the same at 23.6% and 23.7%, respectively.
Why do Whites have personal Internet usage rates similar to the rates for Asian Americans and Pacific Islanders despite having rates of household connections 11 points lower? Why do Blacks have household rates of Internet access comparable to Hispanics but much higher personal use rates? Three factors come into play; the relative family size of households with Internet access, the share of persons with home access who actually use the Internet at home, and the share of persons who use the Internet only outside the home. The difference in household size for online households is larger for Whites and Blacks. Whites also have the highest share of people who live in homes with Internet access, who actually make use of that access, while Hispanics have the lowest share. Finally, Blacks have the highest share of people who access the Internet only outside the home (10.4%), followed by Whites at 8.6%. Only 7.5% of Hispanics and Asian Americans and Pacific Islanders use the Internet exclusively outside the home.

**GENDER**

Over the 20-months prior to August 2000, women raised their Internet use rates fast enough to close the gap with men. In December 1998, 34.2% of men and 31.4% of women were using the Internet. By August 2000, 44.6% of men and a statistically indistinguishable 44.2% of women were Internet users.

Underlying the closing aggregate gender gap are some gender differences by age. For both surveys, in the early years of life, boys and girls were equally likely to be Internet users. The small gap in favor of females of college age widened by 2000. During the years of prime labor force participation, while men were more likely than women to be Internet users in 1998, twenty months later the situation had reversed—in August 2000 women were more likely than men to be Internet users. For older adults in both surveys, men were more likely than women to be online.

In August 2000, males and females had very similar Internet use rates in all but one race/ethnic group—Asian Americans and Pacific Islanders. Among Asian American and Pacific Islanders, males had higher Internet use rates than females.

**EDUCATIONAL ATTAINMENT**
In both 1998 and 2000, Internet use rose with higher levels of education (figure II-4). Adults with no more than an elementary level of education had Internet use rates of less than 4%. People whose highest level of education was a bachelor's degree or higher had the highest Internet use (74.5%). The percentage point gain of this group (13 points between 1998 and 2000) was less than that of adults with only some college education (16 percentage points).
<table>
<thead>
<tr>
<th>Table II-1</th>
<th>Internet Use By Individuals Age 3 and Older, 1998 and 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dec. 1998</td>
</tr>
<tr>
<td>Total Population</td>
<td>84,587</td>
</tr>
<tr>
<td>Male</td>
<td>43,033</td>
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<tr>
<td>Female</td>
<td>41,555</td>
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<tr>
<td>White</td>
<td>69,470</td>
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<tr>
<td>Black</td>
<td>6,111</td>
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<tr>
<td>Asian</td>
<td>3,467</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4,887</td>
</tr>
<tr>
<td>Employed*</td>
<td>56,790</td>
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<tr>
<td>Not Employed*</td>
<td>1,647</td>
</tr>
<tr>
<td>Not in the Labor Force</td>
<td>14,411</td>
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<tr>
<td>Less than $15,000</td>
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</tr>
<tr>
<td>$25,000 - $34,999</td>
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<td>$35,000 - $49,999</td>
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<td>19,902</td>
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<tr>
<td>$75,000 and above</td>
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<tr>
<td>Elementary †</td>
<td>206</td>
</tr>
<tr>
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<tr>
<td>Some College †</td>
<td>16,603</td>
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<tr>
<td>Bachelors Degree or Higher †</td>
<td>26,571</td>
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<tr>
<td>Age 3 to 8</td>
<td>2,680</td>
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<tr>
<td>Age 9 to 17</td>
<td>15,396</td>
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<tr>
<td>Age 18 to 24</td>
<td>11,356</td>
</tr>
<tr>
<td>Age 25 to 49</td>
<td>41,694</td>
</tr>
<tr>
<td>Age 50 +</td>
<td>13,669</td>
</tr>
</tbody>
</table>

Notes: The sum of the components may not equal the total due to rounding. * Age 16 and older. † Age 25 and older.
Assignment 11.1, Digital Divide—Edited

USE OF THE INTERNET BY INDIVIDUALS

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Groups that have historically been digital "have nots"—individuals who come from low-income households, individuals with low levels of education, minority groups (particularly Blacks and Hispanics), and older people—are participating in this dramatic increase in Internet usage, but their use rates remain below the national average.

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- In August 2000, Internet use rates in the aggregate were virtually identical for men (44.6%) and women (44.2%). In December 1998, there was a gender gap in this measure—34.2% for men versus 31.4% for women.

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- Most people who used the Internet from outside their homes reported using it at work or at school. Unemployed individuals were more likely to use it from another person’s computer or from libraries.

- E-mail is still the Internet’s most widespread application—79.8% of Internet users used email. Among other online activities, shopping and bill paying saw the fastest growth. Low-income unemployed people were the most likely to report using the Internet to look for jobs.

- Person-based information is likely to become an even more important complement to the household-based measures in the future. We are already seeing the emergence of a world where Internet access is mobile, traveling with the individual rather than being a function of a physical place. For years, laptop computers have offered processing power and Internet access to individuals wherever they happened to be—at home, in the office, or in hotels across the globe. Mobile devices, such as personal digital assistants and mobile phones now offer Internet access anywhere via wireless connections.
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While individuals in all income groups were more likely to be Internet users in 2000 than in 1998, Internet use rates were higher in higher income brackets (Figure II-1). Only 18.9% of individuals who lived in households with annual incomes of less than $15,000 were Internet users in August 2000. In contrast, 70.1% of people who lived in households where the annual income was greater than $75,000 reported using the Internet. Middle income groups saw the largest point gains while the lowest income groups had the fastest expansion rates, albeit from low starting levels. (See Table II-1).

![Figure II-1: Internet Use by Income ($000)](image-url)
Although Internet use is growing across the board, groups of different racial and ethnic backgrounds still use the Internet to differing degrees (Figure II-2). In August 2000, Whites (50.3%) continued to be the most likely to use the Internet, followed by Asian Americans and Pacific Islanders (49.4%), Blacks (29.3%), and Hispanics (23.7%).

During the 24-month period between the two surveys, Whites gained 12.7 percentage points and Asian Americans and Pacific Islanders gained 13.6 percentage points in the share of their populations using the Internet. Over the same period, Blacks gained 10.3 percentage points, and Hispanics gained 7.1 percentage points. Blacks were 13.7 percentage points behind the national average in December 1998 and in August 2000 they were 15.1 percentage points behind the national average. Similarly, in December 1998, Hispanics were 16.1 percentage points behind the national average, and in August 2000 they were 20.7 percentage points behind.

Reviewing the data by race and Hispanic origin, the lack of close correspondence between the household-based measures of access to the Internet and the person-based measures of use is revealed. For example, although 56.8 percent of Asian American and Pacific Islander households had Internet access, only 49.4 percent of persons in that group were using the Internet. In contrast, the rates of personal use were higher for
Whites and Blacks than their household connection rates. Among Whites, 46.1% of their households have online connections but 50.3% of Whites were Internet users at some location. The gap was even larger for Blacks; only 23.5% of their homes were online, but 29.3% of Blacks were Internet users. Only for Hispanics were the two percentages essentially the same at 23.6% and 23.7%, respectively.

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GENDER

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Underlying the closing aggregate gender gap are some gender differences by age. For both surveys, in the early years of life, boys and girls were equally likely to be Internet
users. The small gap in favor of females of college age widened by 2000. During the years of prime labor force participation, while men were more likely than women to be Internet users in 1998, twenty months later the situation had reversed—in August 2000, women were more likely than men to be Internet users. For older adults in both surveys, men were more likely than women to be online.

In August 2000, males and females had very similar Internet use rates in all but one race/ethnic group—Asian Americans and Pacific Islanders. Among Asian American and Pacific Islanders, males had higher Internet use rates than females.

EDUCATIONAL ATTAINMENT

In both 1998 and 2000, Internet use rose with higher levels of education (figure II-3). Adults with no more than an elementary level of education had Internet use rates of less than 4%. People whose highest level of education was a bachelor's degree or higher had the highest Internet use (74.5%). The percentage point gain of this group (13 points between 1998 and 2000) was less than that of adults with only some college education (16 percentage points).

![Figure II-3: Internet Use Rates by Educational Attainment (Age 25 and Older)](image-url)

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## Table II-1

### Internet Use By Individuals Age 3 and Older, 1998 and 2000

<table>
<thead>
<tr>
<th></th>
<th>Internet Users Total</th>
<th>Internet Users Total</th>
<th>Dec. 1998</th>
<th>Aug. 2000</th>
<th>Percentage Point Difference</th>
<th>Growth in Use Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Population</strong></td>
<td>84,587</td>
<td>258,453</td>
<td>116,480</td>
<td>262,620</td>
<td>32.7</td>
<td>44.4</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age 3 to 8</td>
<td>2,680</td>
<td>24,282</td>
<td>3,671</td>
<td>23,962</td>
<td>11.0</td>
<td>15.3</td>
</tr>
<tr>
<td>Age 9 to 17</td>
<td>15,396</td>
<td>35,821</td>
<td>19,579</td>
<td>36,673</td>
<td>43.0</td>
<td>53.4</td>
</tr>
<tr>
<td>Age 18 to 24</td>
<td>11,356</td>
<td>25,662</td>
<td>15,039</td>
<td>26,458</td>
<td>44.3</td>
<td>56.8</td>
</tr>
<tr>
<td>Age 25 to 49</td>
<td>41694</td>
<td>101836</td>
<td>56433</td>
<td>101946</td>
<td>40.9</td>
<td>55.4</td>
</tr>
<tr>
<td>Age 50 +</td>
<td>13669</td>
<td>70852</td>
<td>21758</td>
<td>73580</td>
<td>19.3</td>
<td>29.6</td>
</tr>
<tr>
<td><strong>Income</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than $15,000</td>
<td>5,170</td>
<td>37,864</td>
<td>6,057</td>
<td>32,096</td>
<td>13.7</td>
<td>18.9</td>
</tr>
<tr>
<td>$15,000–$24,999</td>
<td>5,623</td>
<td>30,581</td>
<td>7,063</td>
<td>27,727</td>
<td>18.4</td>
<td>25.5</td>
</tr>
<tr>
<td>$25,000–$34,999</td>
<td>8,050</td>
<td>31,836</td>
<td>11,054</td>
<td>31,001</td>
<td>25.3</td>
<td>35.7</td>
</tr>
<tr>
<td>$35,000–$49,999</td>
<td>13,528</td>
<td>39,026</td>
<td>16,690</td>
<td>35,867</td>
<td>34.7</td>
<td>46.5</td>
</tr>
<tr>
<td>$50,000–$74,999</td>
<td>19,902</td>
<td>43,776</td>
<td>25,059</td>
<td>43,451</td>
<td>45.5</td>
<td>57.7</td>
</tr>
<tr>
<td>$75,000 and above</td>
<td>24,861</td>
<td>42,221</td>
<td>36,564</td>
<td>52,189</td>
<td>58.9</td>
<td>70.1</td>
</tr>
<tr>
<td><strong>Race and ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>69,470</td>
<td>184,980</td>
<td>93,714</td>
<td>186,439</td>
<td>37.6</td>
<td>50.3</td>
</tr>
<tr>
<td>Black</td>
<td>6,111</td>
<td>32,123</td>
<td>9,624</td>
<td>32,850</td>
<td>19.0</td>
<td>29.3</td>
</tr>
<tr>
<td>Asian</td>
<td>3,467</td>
<td>9,688</td>
<td>5,095</td>
<td>10,324</td>
<td>35.8</td>
<td>49.4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4,887</td>
<td>29,452</td>
<td>7,325</td>
<td>30,918</td>
<td>16.6</td>
<td>23.7</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>43,033</td>
<td>125,932</td>
<td>56,962</td>
<td>127,844</td>
<td>34.2</td>
<td>44.6</td>
</tr>
<tr>
<td>Female</td>
<td>41,555</td>
<td>132,521</td>
<td>59,518</td>
<td>134,776</td>
<td>31.4</td>
<td>44.2</td>
</tr>
<tr>
<td><strong>Employment status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed*</td>
<td>56,790</td>
<td>133,516</td>
<td>77,507</td>
<td>136,756</td>
<td>42.5</td>
<td>56.7</td>
</tr>
<tr>
<td>Not Employed*</td>
<td>1,647</td>
<td>5,726</td>
<td>2,698</td>
<td>5,961</td>
<td>28.8</td>
<td>45.3</td>
</tr>
<tr>
<td>Not in the Labor Force</td>
<td>14,411</td>
<td>70,924</td>
<td>20,661</td>
<td>71,232</td>
<td>20.3</td>
<td>29.0</td>
</tr>
<tr>
<td><strong>Educational attainment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary †</td>
<td>206</td>
<td>12,529</td>
<td>452</td>
<td>12,253</td>
<td>1.6</td>
<td>3.7</td>
</tr>
<tr>
<td>Not a High School</td>
<td>1,022</td>
<td>16,510</td>
<td>2,030</td>
<td>16,002</td>
<td>6.2</td>
<td>12.7</td>
</tr>
<tr>
<td>Graduate †</td>
<td>10,961</td>
<td>57,103</td>
<td>17,425</td>
<td>56,889</td>
<td>19.2</td>
<td>30.6</td>
</tr>
<tr>
<td>High School Graduate †</td>
<td>16,603</td>
<td>43,038</td>
<td>24,201</td>
<td>44,628</td>
<td>38.6</td>
<td>54.2</td>
</tr>
<tr>
<td>Bachelor’s Degree  or Higher †</td>
<td>26,571</td>
<td>43,509</td>
<td>34,083</td>
<td>45,755</td>
<td>61.1</td>
<td>74.5</td>
</tr>
</tbody>
</table>


Notes: The sum of the components may not equal the total due to rounding. * Age 16 and older. † Age 25 and older.
Assignment 11.2 Exam (Grammar, punctuation, editing for consistency)

This assignment is an in-class exam testing for basic copyediting (what to mark and how to mark it) and for knowledge of basic principles of grammar and punctuation. Because knowledge of grammar and punctuation represents the fundamental qualification for editors, I want to be sure that graduates know what they are doing with sentences and why. Some companies give an editing test as a condition of employment, and I want the students to do well on that test.

I also want them to know the vocabulary for explaining punctuation and grammar choices and not edit by ear.

I hope that the grammar and punctuation segment of the course constitutes review, and I spend only three class periods on it, but for some students, the material is unfortunately too new.

Logistics
I divide an 80-minute class period in two. For the first 40 minutes, I require students to complete Part 1 of the exam without books. When they turn in that section, they get Part 2, which they work on using whatever resources they want to bring: dictionary, textbook, style manual, handbook.

Part 1: Sentences, Articulating Reasons for Editorial Choice
The sentences in Part 1 require students not only to edit but to articulate reasons for their choices. As the directions to the exam explain, they can provide abbreviated reasons, such as “restrictive” for explaining why they omitted commas. Part 1 tests for the kinds of grammar and punctuation choices that editors should complete without reference materials, such as subject-verb agreement and the punctuation of a complex sentence, but it does not ask students to remember details of hyphenation.

Part 2: Copyediting for Consistency and for Grammar and Punctuation
This part of the test may require students to consult their resources. Some grammar and punctuation problems occur in these paragraphs, but students also consider consistency and details, such as hyphenation, that an editor may not commit to memory. The style sheet is also a part of this section of the test.

Grading the Test
The first part of the test contains about 20 problems. Students earn 3 points for each correct editorial choices and 2 additional points for the correct explanation. They may lose 3 points for each error that they introduce.

Repeat Tests
If students do not earn at least 85% on the test, they take a similar test until they do achieve that score. This practice holds them accountable for some fundamental knowledge of sentence patterns, which will also be useful in editing for style. Rarely does a student require more than a second test to earn that score.

Website Support Materials
Some PowerPoint presentations on the textbook website cover some points of grammar in more detail than the textbook does.
Directions: Using correct copymarking symbols, edit these sentences for grammar and punctuation. Do not worry about spelling, capitalization, or hyphenation. For each emendation, note the reason for the editing. (For grammar errors, name the error, such as “agreement”; for punctuation errors, you may note sentence structures, such as “simple,” “complex,” “compound,” and “restrictive clause.”) Some sentences or groups of sentences may contain more than one error. Some may be correct.

Hint: Work “top down” from sentence pattern and clauses, to phrases, to words.
• Find the subject(s) and verb(s) for each sentence, identify the clause(s), determine the sentence pattern, and punctuate appropriately. Look for subject-verb agreement and faulty predication problems.
• Then find modifying phrases and punctuate or rearrange or restructure appropriately.
• Then find words that need attention (perhaps to distinguish plural from possessive or to use a pronoun in the correct case.).

1. The Union of Concerned Scientists (UCS) have developed plans for a sport utility vehicle (SUV), that is friendlier to the environment than SUVs on the market.

2. The UCS Exemplar is equivalent to the Ford Explorer in nearly every way.

3. The real difference lays in it’s higher efficiency, and lower emission of pollutants.

4. The Exemplar uses technologies to protect the planet; engine advances, transmission improvements, drag-reduction techniques, improved exhaust-control equipment and weight-saving technology.

5. Changes to the engine improve control over air and fuel, reduce engine losses, and minimizing energy waste during idling.

6. The vehicle’s streamlined body lowers aerodynamic drag and low-resistance tires provide further gains.

7. By using high-strength lightweight steel, 15 percent of the total vehicle weight was eliminated.

8. These technologies would save 2,900 to 3,900 gallons of gasoline over their lifetime. Therefore cutting emissions of global-warming gases by 37 to 50 tons.

9. Performance actually increases with these changes, the Exemplar shaves 1.7 seconds off the Explorer’s acceleration speed of 12.4 seconds to go from 0 to 60 miles per hour.
10. Engineers met safety requirements by adopting technologies, which have undergone a crash analysis by the American Iron and Steel Institute.

11. The lighter weight avoids crashes because the driver can maneuver and stop easily.

12. It's a big step to move a concept from the drawing board to the driveway.

13. Exemplar-type vehicles are well within Detroit's capability, however, getting them into production will require prodding from policymakers.

14. Consumers would save money driving the Exemplar. Although the sticker price might be a few hundred dollars higher than the price for the Explorer.

15. The technology improvements which would pay for themselves after two years of lower fuel bills would slash United States emissions by over 240 million tons annually.

16. We can put America back on the road to reducing environmental damage caused by driving with stronger policies.

Bonus (5 points): Give 2 examples of each of the following parts of speech:
Coordinating conjunction
Subordinating conjunction
Relative pronoun
Midterm exam, Part II

Name __________________________________________

Directions: Using correct copymarking symbols, edit these stories from a newsletter from an environmental organization, the Union of Concerned Scientists. You will need to edit for grammar and punctuation as well as for spelling and consistency in capitalization, hyphenation, and use of numbers. Also mark for graphic design:

- Mark the title to be set in 18 point bold Helvetica, caps and lowercase, centered.
- Mark the stories to be set in 10-point Times over 12 on a 19-point line, flush left, ragged right, with a one-em paragraph indentation.

Create a style sheet that indicates choices of capitalization, hyphenation, spelling, and other mechanics when a choice is available. You may use your dictionary, CMS, and textbook.

Taming the SUV

The popularity of sport utility vehicles (SUVs) and other light trucks such as pick-ups and minivans has taken a big bite out of efforts to improve air quality, and reduce global warming. But a new Union of Concerned Scientist report, Greener SUVs, shows that these high-way monsters can be tamed. Using off the shelf technology, UCS enginners have created a blue-print for an SUV that meets high standards for fuel efficiency and emission control – with no loss of the teeth that make SUV’s so popular.

Environmental regulations that govern fuel economy and tail pipe pollution from passenger vehicles, continue to ignore light trucks. The average truck on the road today emit 47% more smog forming exhaust and 43 percent more of the heat-trapping gases that cause global warming than the average car. The impact of this gap has been compounded by a dramatic shift in America’s passenger vehicle market. Over the past 2 decades, sales of light trucks have tripled. They once accounted for less than a fifth of new vehicle sales, they now approach ½. The combination—loopholes plus booming sales of light trucks have created enough global-warming gases and smog-forming pollution to equal the output of an additional forty million cars.

Style Sheet

<table>
<thead>
<tr>
<th>A-H</th>
<th>I-P</th>
<th>Q-Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>numbers</td>
<td>Type style and spacing</td>
<td>misc</td>
</tr>
</tbody>
</table>

Edited Sentences with Explanations, Exam

For use with Technical Editing 3rd ed. 
Content provided by the Union of Concerned Scientists and used by permission. Grammar and punctuation errors introduced.
Midterm exam, Part I: Edited
In some cases, alternative choices and explanations are acceptable.

1. The Union of Concerned Scientists (UCS) have developed plans for a sport utility vehicle (SUV) that is friendlier to the environment than SUVs on the market.
   
   Subject-verb agreement; restrictive clause

2. The UCS Exemplar is equivalent to the Ford Explorer in nearly every way.
   
   Simple sentence

3. The real difference lies in its higher efficiency and lower emission of pollutants.
   
   Intransitive verb; possessive; compound object of preposition

4. The Exemplar uses technologies to protect the plane: engine advances, transmission improvements, drag-reduction techniques, improved exhaust-control equipment and weight-saving technology.
   
   Colon to introduce; serial comma

5. Changes to the engine improve control over air and fuel, reduce engine losses, and minimizing energy waste during idling.
   
   Faulty parallelism

6. The vehicle’s streamlined body lowers aerodynamic drag and low-resistance tires provide further gains.
   
   Compound sentence with a coordinating conjunction

7. By using high-strength lightweight steel, 15 percent of the total vehicle weight was eliminated.
   
   Dangling modifier

8. These technologies would save 2,900 to 3,900 gallons of gasoline over their lifetime, therefore cutting emissions of global-warming gases by 37 to 50 tons.
   
   Sentence fragment

9. Performance actually increases with these changes: the Exemplar shaves 1.7 seconds off the Explorer’s acceleration speed of 12.4 seconds to go from 0 to 60 miles per hour.
   
   Two independent clauses, no coordinating conjunction (comma fault, compound sentence)
10. Engineers met safety requirements by adopting technologies which have undergone a crash analysis by the American Iron and Steel Institute.

**Restrictive clause**

11. The lighter weight avoids crashes because the driver can maneuver and stop easily.

**Faulty predication** [alternative: "The lighter weight reduces crashes..."]

12. It's a big step to move a concept from the drawing board to the driveway.

**Contraction for "it is" (not possessive)**

13. Exemplar-type vehicles are well within Detroit's capability; however, getting them into production will require prodding from policymakers.

**Possessive; compound sentence with no coordinating conjunction (comma fault)**

14. Consumers would save money driving the Exemplar; although the sticker price might be a few hundred dollars higher than the price for the Explorer.

**Sentence fragment (dependent clause)**

15. The technology improvements which would pay for themselves after two years of lower fuel bills would slash United States emissions by over 240 million tons annually.

**Non-restrictive clause**

16. We can put America back on the road to reducing environmental damage caused by driving with stronger policies.

**Misplaced modifier**

**Bonus** (5 points): Give 2 examples of each of the following parts of speech:

- **Coordinating conjunction** and, but, or, for, nor, yet, so
- **Subordinating conjunction** although, as, before, because, if, since, whenever, while...
- **Relative pronoun** who, which, that, whomever, whoever, whichever
Taming the SUV

The popularity of sport utility vehicles (SUVs) and other light trucks such as pick-ups and minivans has taken a big bite out of efforts to improve air quality and reduce global warming. But a new Union of Concerned Scientist report, Greener SUVs, shows that these highway monsters can be tamed. Using off-the-shelf technology, UCS engineers have created a blueprint for an SUV that meets high standards for fuel efficiency and emission control — with no loss of the teeth that make SUVs so popular.

Environmental regulations that govern fuel economy and tailpipe pollution from passenger vehicles continue to ignore light trucks. The average truck on the road today emits 47% more smog-forming exhaust and 43% more of the heat-trapping gases that cause global warming than the average car. The impact of this gap has been compounded by a dramatic shift in America’s passenger vehicle market. Over the past decades, sales of light trucks have tripled. They once accounted for less than a fifth of new vehicle sales; they now approach one-half. The combination—loopholes plus booming sales of light trucks have created enough global-warming gases and smog-forming pollution to equal the output of an additional forty million cars.

Style Sheet

<table>
<thead>
<tr>
<th>A-H</th>
<th>I-P</th>
<th>Q-Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>percent</td>
<td>pickups</td>
<td>SUVs tailpipes</td>
</tr>
<tr>
<td>numbers</td>
<td>spell to ten: two decades, one-half, 40 decades, 47 percent</td>
<td>Type style and spacing: Ital report title</td>
</tr>
</tbody>
</table>

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Chapter 12, Discussion and Application, #1

a. When the electrode is fully in the spinal cord tissue, the resistance shoots up to 1000-ohms or more.

b. There are two methods of applying a coagulating current. One uses a fixed time, eg, 30 sec, and varies the power applied, eg, 5-mA, then 10mA, 15mA, etc, up to a limit given by the manufacturer. The other method fixes the power, eg at 30 mA, and varies the time, eg 5 sec, then 10 seconds, 15 sec, etc.

c. The spinal cord at the C1-C2 level is about 15-MM across and 10- to 12-mm from front to back, so the maximum lesion needed is 6 mm x 4 mm. Furthermore, a cylindrical electrode with a 2-mm uninsulated tip will provide a lesion somewhat barrel shaped; an exposed tip of 3-mm. is also used and will provide a lesion of about 4.5 x 3.0 mm.
Chapter 12, Discussion and Application, #1

a. When the electrode is fully in the spinal cord tissue, the resistance shoots up to 1000 ohms or more.

b. There are two methods of applying a coagulating current. One uses a fixed time, e.g., 30 sec, and varies the power applied, e.g., 5 mA, then 10 mA, 15 mA, etc., up to a limit given by the manufacturer. The other method fixes the power, e.g., at 30 mA, and varies the time, e.g., 5 sec, then 10 seconds, 15 sec, etc.

c. The spinal cord at the C1-C2 level is about 15 mm across and 10-12 mm from front to back, so the maximum lesion needed is 6 mm x 4 mm. Furthermore, a cylindrical electrode with a 2-mm uninsulated tip will provide a lesion somewhat barrel shaped; an exposed tip of 3 mm is also used and will provide a lesion of about 4.5 x 3.0 mm.
Chapter 12, Discussion and Application, #2, 3, 4

a. Consequently an integer $p$ is even if $p^2$ is even and is odd if $p^2$ is odd.

b. Then, squaring we have:

$$p^2 = 2q^2$$

c. Hence: since 2 is rational, both $p$ and $q$ are even integers.

d. Thus,

$$|4| = 4, |-4| = -(-4) = 4 \quad |0| = 0.$$  

3.  

$$\frac{1}{16} \quad \frac{3}{a+b} \quad \frac{x+2}{2y}$$

4. $H(-x) = -(-x)^4 + 3(-x)^2 + 4 = -x^4 + 3x^2 + 4 = H(x)$. 
Chapter 12, Discussion and Application, #2, 3, 4

a. Consequently an integer \( p \) is even if \( p^2 \) is even and is odd if \( p^2 \) is odd.

b. Then, squaring we have

\[
p^2 = 2q^2
\]

\[\text{minus sign}\]

\[
|4| = 4, \quad |4| = 4, \quad |0| = 0.
\]

c. Hence, since 2 is rational, both \( p \) and \( q \) are even integers.

d. Thus,

\[
\text{less than, equal to, greater than symbols indicate these three relationships are written:}
\]

\[
a < b \quad a = b \quad a > b
\]

3.

\[
\frac{1}{16} \quad \frac{3}{x + 2y}
\]

4. \( H(-x) = -(x)^4 + 3(x)^2 + 4 = x^4 + 3x^2 + 4 = H(x) \).
Chapter 12, Discussion and Application, #5, 6

5. 
\[(2x^2 - 2)(x^2 - x - 12) = 0\]
\[2(x-1)(x+1)(x - 4)(x + 3) = 0\]
\[x = -1, 1, 4, -3\]

6. The analysis revealed a significant effect of method in both experiments. In experiment I, \(F = 8.09\) and \(p = .001\).

In experiment II, \(F = 8.58\) and \(p = .0007\).

Results of a two-tailed t test (\(t=.728, p<.20\)) indicate that the performance difference between the two groups is not significant.
Chapter 12, Discussion and Application, #5, 6

5. 
\[(2x^2 - 2)(x^2 - x - 12) = 0\]
\[2(x - 1)(x + 1)(x - 4)(x + 3) = 0\]
\[x = -1, 1, 4, -3\]

6. The analysis revealed a significant effect of method in both experiments. In experiment I, \(F = 8.09\) and \(p = .001\).

In experiment II, \(F = 8.58\) and \(p = .0007\).

Results of a two-tailed \(t\) test (\(t = 7.28\), \(df = 20\)) indicate that the performance difference between the two groups is not significant.
**Assignment 12.1 Traffic Tables**

These tables may be copyedited, or students may offer some alternatives for structuring and displaying the information, changing their character altogether. If comprehensive editing is your goal, the assignment could be used in conjunction with Chapter 18. Or, students could copyedit now and come back to comprehensive editing later in the semester. This use would provide a comparison of the differences in copyediting and comprehensive editing of visuals.

**Copyediting Tasks**

Some problems of the existing tables and tasks of copyediting are listed here, with the first items falling clearly into the category of basic copyediting and the final several items blending into comprehensive editing for content and clarity.

- **Crowding**: reduce the crowding, perhaps by giving more space to the rows and by removing the lines.
- **Footnotes**: The footnote numbers in columns 2, 5, and 8 should be superscript numbers so that they can be identified as footnotes. The numbers for the list could also be superscript to show visually the relationship between the notes and the definitions of the abbreviations. Or, the footnote numbers could be deleted as redundant—the footnotes would be replaced by a list of abbreviations.
- **Capitalization and abbreviations**: Students should question the capitalization in the definitions and the inconsistent abbreviations in headings.
- **Calculations**: Readers may question how the accident and fatal accident rates are calculated in Table B. The rate is the number of accidents per million miles driven, but the table does not say so.
- **Complexity**: Students may propose creating additional tables for some of the information to reduce the complexity of these two tables. For example, Tables A and B include the same information on average daily traffic, which might be presented in a separate table.
- **Clarity**: “Trended” in the titles is intimidating and ambiguous. “Traffic Volume Projections” and “Traffic Accident Projections” are informative (but a substitution should be queried).

**Comprehensive Editing Tasks**

A verbal introduction could explain the significance of the numbers and highlight the information that seems most significant, the ratio of volume to capacity.

Presenting the information in a bar or line graph would reveal the structure of the information.

**Development of Computer Skills**

Knowing how to use the “tables” function of Microsoft Word has applications beyond the creation of tables. For example, tables can be used for creating side headings, such as the ones you see on this page. Thus, you might want students to emend the tables directly, not just write notes directing the changes. A file is at the website.

The original file creates space between lines by using line breaks. A more efficient way to create this space is by manipulating the software.

First select the cells you want to modify. Then click through these steps:

1. Table menu ➔ Table properties ➔ Cell ➔ Options ➔ unclick “Same as the whole table” ➔ insert values for top, bottom, left, and right margins of the table cell.
2. If the default measure is inches, a value between 0.03 and 0.08 will provide appropriate space between lines of a table, with the larger values being appropriate for larger type.
3. The “minimal copyediting” version of the table on page 95 uses top and bottom padding of 0.08" and left and right padding of 0.06".
Assignment 12.1

These tables appeared in a report on highway traffic. The report analyzes existing and projected traffic on segments of one state highway (S.H. 13) and one federal highway (U.S. 40). Such an analysis forms the basis of a recommendation to increase the capacity of the highways or to leave them alone.

ADT (average daily traffic) refers to the number of vehicles to travel that segment per day. This number tells less than the PHT and V:C in terms of planning highway development.

PHT (peak hourly traffic) is the highest number of cars to travel that segment in one hour (volume).

PHC (peak hourly capacity) is the number of cars that the highway can accommodate in an hour (capacity).

V:C (volume to capacity ratio) indicates how heavy the traffic is in relation to the traffic the road can hold. On U.S. 40, the capacity (680) divided by volume (651) yields 0.96. The traffic on this segment of the highway has nearly equalled the capacity. Theoretically, when the ratio reaches 1, the traffic stops.

Segment length (Table B) is given in miles.

Your job as editor is to make this information more accessible to readers so that they can find it and interpret it. If some information is unclear or unavailable, prepare queries for the writer.

(A) Trended Traffic Volumes

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>S.H. 13</td>
<td>1400</td>
<td>1550</td>
<td>1700</td>
<td>168</td>
<td>186</td>
<td>204</td>
<td>490</td>
<td>.34</td>
<td>.38</td>
<td>.42</td>
</tr>
<tr>
<td>U.S. 40</td>
<td>3600</td>
<td>4550</td>
<td>5550</td>
<td>540</td>
<td>581</td>
<td>651</td>
<td>680</td>
<td>.79</td>
<td>.85</td>
<td>.96</td>
</tr>
</tbody>
</table>

1. ADT: Average Daily Traffic
2. PHT: Peak Hour Traffic (corresponds to the Colorado Department of Highway's Design Hourly Volume figures)
3. PHC: Peak Hour Capacity (Capacity is defined as Volume at Service Level "C")
4. V:C: Volume to Capacity Ratio

(B) Trended Accident Projections

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>S.H. 13</td>
<td>36.7</td>
<td>1400</td>
<td>1550</td>
<td>1770</td>
<td>3.95</td>
<td>74</td>
<td>82</td>
<td>90</td>
<td>18.33</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>U.S. 40</td>
<td>13.2</td>
<td>3600</td>
<td>4550</td>
<td>5550</td>
<td>4.45</td>
<td>77</td>
<td>98</td>
<td>119</td>
<td>14.60</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Assignment 12.1  Traffic Table

Minimal copyediting

(A) Traffic Volumes and Capacity: SH 13 and US 40

<table>
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<tr>
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<tbody>
<tr>
<td>SH 13</td>
<td>1400</td>
<td>1550</td>
<td>1700</td>
<td>168</td>
<td>186</td>
<td>204</td>
<td>490</td>
<td>.34</td>
<td>.38</td>
<td>.42</td>
</tr>
<tr>
<td>US 40</td>
<td>3600</td>
<td>4550</td>
<td>5550</td>
<td>540</td>
<td>581</td>
<td>651</td>
<td>680</td>
<td>.79</td>
<td>.85</td>
<td>.96</td>
</tr>
</tbody>
</table>

<sup>1</sup>ADT: Average daily traffic  
<sup>2</sup>PHT: Peak hour traffic (corresponds to the Colorado Department of Highway’s design hourly volume figures)  
<sup>3</sup>PHC: Peak hour capacity (capacity is defined as volume at service level “C”)  
<sup>4</sup>V:C: Volume to capacity ratio

Editing to select data and shape interpretation

(A) Traffic Volume and Capacity: US 40

<table>
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</thead>
<tbody>
<tr>
<td>ADT average daily traffic</td>
<td>3600</td>
<td>4550</td>
<td>5550</td>
</tr>
<tr>
<td>PHT peak hour traffic</td>
<td>540</td>
<td>581</td>
<td>651</td>
</tr>
<tr>
<td>PHC peak hour capacity</td>
<td>680</td>
<td>680</td>
<td>680</td>
</tr>
<tr>
<td>V:C volume:capacity</td>
<td>.79</td>
<td>.85</td>
<td>.96</td>
</tr>
</tbody>
</table>

Table A shows that the ratio of volume to capacity on US 40 is quickly approaching 1.0. If V:C reaches 1.0, the traffic will stop.
Figures 1 and 2 show that the number of accidents on US 40 will increase as volume reaches capacity. Volume-to-capacity ratio will approach 1.0 in the year 2000, when 119 accidents are projected. These 119 accidents will occur on a 13.2-mile segment, compared to 90 accidents projected for a 36.7-mile segment of SH 13.
Chapter 13, Discussion and Application #5

Ivory Trade Continues

Elephants at risk of extinction

Recent studies have established that ivory poaching has reduced the elephant populations in East Africa by half in less than a decade. The same story is repeated for the rest of Africa except parts of Southern Africa where rigorous management has actually made it possible for the elephant numbers to increase. Over much of central Africa, elephants are so heavily poached, even in previously secure sanctuaries such as Selous, Tasvo, and the Luangwa Valley, that it will not be long before the elephant is extremely rare or even extinct. There is little doubt that short term profit-motivated poaching is responsible for the enormous decimation of the large herds of elephants. Conservation organizations of the world are now demanding immediate enlightened action, strong political will and a high degree of international cooperation to avert a disaster.
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Chapter 13, Discussion and Application #6

Ban on Ivory Imports Established

A moratorium on the importation of African elephant ivory was implemented through an announcement in the Federal Register.

A quota system for legal, regulated trade in ivory was authorized under the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES).

The United States, Western Europe, and Japan consume two-thirds of the world's “worked ivory.”

If the United States, Western Europe, and Japan were concerned enough as parties to CITES to agree to the appeal and prohibit importation of all ivory without exception, the present enormous demand for ivory would cease. In turn, poached ivory would become less lucrative. CITES, the one instrument of international standards available, should impose a world wide ban on the ivory trade to stop the convention being used to channel hundreds of tons of illegal ivory into legal trade.
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This proofreading assignment requires attention to headings, spacing, typography, and typos. In addition, unless students consult the dead copy, they will miss omitted words and may misspell words that look familiar but that are wrong here. Some students will be so confident of their proofreading ability that they will overlook headings, spacing, and numbers. The headnote to the assignment alerts them to the full range of their task, but you may need to reinforce this orally.

The proofreading assignment reinforces copyediting by requiring close attention to the text. But because of the emphasis on the place of proofreading in the publication process, it may also help students understand this process. They also pay attention to typography in ways that they might not in copyediting. The marks themselves differ from those of copyediting.

When I assign proofreading for a course grade (as opposed to a classroom activity), I often have students complete the work in class. It is too tempting to compare marks outside of class. A fairly short assignment like this document can work well in class for class credit. Classmates can mark each others’ texts in a different color of ink, sparing you the tedium of reading the work of a whole class comma by comma and typo by typo.

This text is adapted from “Bovine Spongiform Encephalopathy and New Variant Creutzfeldt-Jakob Disease,” by the U.S. Center for Disease Control, at http://www.cdc.gov/ncidod/diseases/cjd/bse_cjd.htm.

Errors have been introduced into the proof copy.
Bovine Spongiform encephalopathy and New Variant Creutzfeldt-Jakob Disease

Description

Since 1996, evidence has been increasing, for a casual relationship between ongoing outbreaks in Europe of a disease in cattle, called bovine spongiform encephalopathy (BSE, or “mad cow disease”), and a disease in humans, called new variant Creutzfeldt-Jakob disease (nvCJD). Both disorders are invariably fatal brain diseases with unusually long incubation periods measured in years, and are caused by an unconventional transmissible agent.

Although there is strong evidence that the agent responsible for these human cases is the same agent responsible for the BSE outbreaks in cattle; the specific foods that may be associated with the transmission of this agent from cattle to humans are unknown. However, bioassays have identified the presence of the BSE agent in the brain, spinal cord, retina, dorsal root ganglia (nervous tissue located near the backbone), and the bone marrow of cattle experimentally infected with this agent by the oral route.

In addition to cattle, sheep are susceptible to experimental infection with the BSE agent by the oral route. Thus, in countries where flocks of sheep and goats may have been exposed to the BSE agent through contaminated feed, there exist a theoretical risk that these animals may have developed infections caused by the BSE agent and that these infections have been maintained in the flocks, even in the absence of continued exposure to contaminated feed (for example, through maternal transmission).

In December 1998, the World Health Organization published a report encouraging countries to conduct risk assessments related to BSE in populations of sheep and goats. In August 2000, survey data of sheep farms in the United Kingdom were reported to have shown no rise in BSE-like illnesses in sheep that could be related to the BSE outbreak in cattle. Currently, cattle remain the only known food animal species with disease caused by the BSE agent.
Occurrence

From 1986 through August 2000, >99% of the cases of BSE reported were from the United Kingdom, but epidemic cases of BSE were also reported in other European countries, including Belgium, Denmark, Liechtenstein, Luxembourg, the Netherlands, Portugal, the Republic of Ireland, and Switzerland.

From 1995 through early August 2000, 79 human cases of nvCJD were reported in the United Kingdom, 3 in France, and 1 in Ireland. During that period, the reported rate of occurrence of these new cases increased.

Based on data available in mid-2000, the proportion of the total number of BSE cases in Europe reported outside the United Kingdom rose to 6.7% in 1998 and to >10% in 1999, primarily reflecting the declining large outbreak of BSE in the United Kingdom and the sharp rise in the number of reported cases in Portugal.

In July 2000, the European Union Scientific Steering Committee (SSC) on the geographic risk of BSE adopted a final opinion on the risks of BSE in the cattle populations of 23 different countries. The United Kingdom and Portugal were the only ones classified as countries where BSE was confirmed in domestic cattle at a higher level (over 100 cases per 1 million adult cattle in the 12 month period ending June 15, 2000).

Despite the absence of reported endemic cases of BSE in Germany, Italy, and Spain; the SSC concluded that it was likely that cattle in those three countries were infected and classified their geographic risk of BSE as similar to that of the countries where BSE had been confirmed (but at a level below 100 cases per 1 million adult cattle).

Because no data was available from Greece, the SSC reported that it was prudent to assume that the geographic BSE risk there was at a “high level”.

The reports of the final opinion of the SSC and its BSE risk assessments of individual countries are available on the European Union Commission on Food Safety and Animal Welfare internet website, europa.eu.int/comm/food/index_en.html (search for “BSE-risk assessment”).

In addition, the numbers of reported cases, by country are available on the Internet website of the Office International Des Epizooties, at www.oie.int/eng/info/en_esb.htm. These numbers should be interpreted with caution because of differences in the intensity of surveillance over time and by country.

Risks to Travelers

The current risk of acquiring nvCJD from eating beef (muscle meat) and beef products produced from cattle in Europe cannot be precisely determined, and this risk in specific countries might not reflect the fact that cattle products from one country might be distributed and consumed in others.

Nevertheless, in the United Kingdom, this current risk appears to be extremely small, perhaps about 1 case per 10 billion servings.

In the other countries of Europe, this current risk, if it exists at all, would not likely be any higher than that in the United Kingdom, except possibly in Portugal. In the 12-month period ending June 15, 2000, Portugal had about half the reported incidence of BSE cases per 1 million adult cattle as that reported in the United Kingdom, however, Portugal has less experience with implementing BSE-related public health control measures.
Preventative Measures

Public health control measures, such as BSE surveillance, the culling of sick animals, or banning specified risk materials (SRMs), or a combination of these, have been instituted in Europe to prevent potentially BSE-infected tissues from entering the human food chain.

The most stringent of these control measures have been applied in the United Kingdom and appear to have been highly effective.

In June 2000, the European Union Commission on Food Safety and Animal Welfare adopted a decision requiring all member states to remove SRM's from the animal feed and human food chains as of October 1, 2000; such bans have already been instituted in most member states.

To reduce the possible current risk of acquiring nvCJD from food, travelers to Europe may wish to consider either

(1) avoiding beef and beef products altogether or
(2) selecting beef or beef products, such as solid pieces of muscle meat (versus beef products such as burgers and sausages), that might have a reduced opportunity for contamination with tissues that might harbor the BSE agent.

Milk and milk products from cows are not believed to pose any risk for transmitting the BSE agent.
Assignment 13.1, Proofreading: Dead Copy

This marked copy was sent to the printer for typesetting. You can generally assume it is accurate and should proofread to make the typeset copy conform to this copy. However, copyeditors overlook errors, and if you see something in this copy that is incorrect, you should not mark the proof copy to incorporate unnecessary errors.

This copy is marked with structural rather than procedural markup. Level-one headings, for example, are marked simply with the circled "H1" rather than with all the details of type and spacing.

Bovine Spongiform Encephalopathy and New Variant Creutzfeldt-Jakob Disease

Description
Since 1996, evidence has been increasing for a causal relationship between ongoing outbreaks in Europe of a disease in cattle, called bovine spongiform encephalopathy (BSE, or "mad cow disease"), and a disease in humans, called new variant Creutzfeldt-Jakob disease (nCJD). Both disorders are invariably fatal brain diseases with unusually long incubation periods measured in years, and are caused by an unconventional transmissible agent.

Although there is strong evidence that the agent responsible for these human cases is the same agent responsible for the BSE outbreaks in cattle, the specific foods that may be associated with the transmission of this agent from cattle to humans are unknown. However, bioassays have identified the presence of the BSE agent in the brain, spinal cord, retina, dorsal root ganglia (nervous tissue located near the backbone), and the bone marrow of cattle experimentally infected with this agent by the oral route.

In addition to cattle, sheep are susceptible to experimental infection with the BSE agent by the oral route. Thus, in countries where flocks of sheep and goats may have been exposed to the BSE agent through contaminated feed, there exists a theoretical risk that these animals may have developed infections caused by the BSE agent and that these infections have been maintained in the flocks, even in the absence of continued exposure to contaminated feed (for example, through maternal transmission).

In December 1999, the World Health Organization published a report encouraging countries to conduct risk assessments related to BSE in populations of sheep and goats. In August 2000, survey data of sheep farms in the United Kingdom were reported to have shown no rise in BSE-like illnesses in sheep that could be related to the BSE outbreak in cattle. Currently, cattle remain the only known food animal species with disease caused by the BSE agent.

Occurrence
From 1986 through August 2000, >99% of the cases of BSE reported were from the United Kingdom, but endemic cases of BSE were also reported in other European countries, including Belgium, Denmark, France, Liechtenstein, Luxembourg, the Netherlands, Portugal, the Republic of Ireland, and Switzerland.

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These numbers should be interpreted with caution because of differences in the intensity of surveillance over time and by country.

**Risk to Travelers**

The current risk of acquiring nV CJ D from eating beef (muscle meat) and beef products produced from cattle in Europe cannot be precisely determined, and this risk in specific countries might not reflect the fact that cattle products from one country might be distributed and consumed in others.

Nevertheless, in the United Kingdom, this current risk appears to be extremely small, perhaps about 1 case per 10 billion servings.

In the other countries of Europe, this current risk, if it exists at all, would not likely be any higher than that in the United Kingdom, except possibly in Portugal. In the 12-month period ending June 15, 2000, Portugal had about half the reported incidence of BSE cases per 1 million adult cattle as that reported in the United Kingdom; however, Portugal has less experience with implementing BSE-related public health control measures.

**Preventive Measures**

Public health control measures, such as BSE surveillance, the culling of sick animals, or banning specified risk materials (SRMs), or a combination of these, have been instituted in Europe to prevent potentially BSE-infected tissues from entering the human food chain.

The most stringent of these control measures have been applied in the United Kingdom and appear to have been highly effective.

In June 2000, the European Union Commission on Food Safety and Animal Welfare adopted a decision requiring all member states to remove SRMs from the animal feed and human food chains as of October 1, 2000; such bans had already been instituted in most member states.

To reduce the possible current risk of acquiring nV CJ D from food, travelers to Europe may wish to consider either

1. avoiding beef and beef products altogether or

2. selecting beef or beef products, such as solid pieces of muscle meat (versus beef products such as burgers and sausages), that might have a reduced opportunity for contamination with tissues that might harbor the BSE agent.

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Chapter 18, Discussion and Application #3

Test planning. Mission planning defines the number and type of missions together with the actual flight plans for the mission to efficiently gather the data. The needed data include distributed clutter, discretes, and targets in clutter under varying conditions such as the following:

- **clutter types**: meadows, trees, tree lines, desert;
- **target types**: both civilian and military, in these clutter environments and in various target configurations; and
- **environmental conditions**: wet, dry, snow.

The mission planning will reflect inputs solicited from the MMW government and industry communities to make the database widely useful.

Three difficulties exist with 2-D images from a data analysis point of view.

- 2-D images are typically processed over a narrow angle of rotation (1° is typical).
- 2-D images in radar coordinates are also difficult to compare at different aspect angles because the target orientation is different in each image.
- Elevation ambiguity is inherent in 2-D radar imagery