

Tips From an Editor

The Writing Is Done, Now Make Your Manual User-friendly

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CTAG Manual Development Workshop

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Pennsylvania's Status

- We have 25 categories
- Prior to 2016, all were open-book exams
 - CORE for Public and Commercial was always closed book



Pennsylvania's Status

- 16 of 25 categories are closed-book now
 - 10 are single manuals
 - 4 are national manuals
 - 2 still have more than a single manual
- Status of the final 9
 - 4 are very close to going closed book
 - 2 more are being worked on now
 - And, 2 of the already DONE single manuals are being revised
 - Final 3 will be starting soon



My Role

- Taking a critical first look at each chapter after our staff writes them
- And YES, I love my **red pen!** And **Track Changes.**



What is Your Role in the Manual Development Process?

- What is your role?
 - Writing the manuals yourself
 - Using other states' manuals as a base
 - Having specialists or industry people write them
 - Reviewing/updating your current manuals before reprinting
 - Other?
- My goal is to give you an awareness and appreciation of your editor and hopefully **make you a better, more conscientious writer!**



My Major Editing Philosophies

- Be ORGANIZED
- Be CONSISTENT
- Remember the GOAL:

Make sure a new applicator



My Process

- Looking at chapter for the first time:
 - Outline the chapter and insert header levels
 - Read the chapter and make hard copy edits (in **red ink**)
- Read the chapter in Word making my hard copy edits (using **Track Changes**)
- Back to the original author to make changes
- Then to copy editor before going to review committee



Outline the Chapter

- Use the headings, this shows several things:
 - Overall flow of the chapter
 - Is it organized?
 - Is it consistent?

Part 3: Insect Identification and Management

- Introduction
- Surface Feeding Insects
 - Chinch Bugs
 - Nymphs and Adults
 - Damaging Stage(s)
 - Damage and Signs of Activity
 - ~~Chinch Bug~~ Life Cycle
 - Control Strategies [for Chinch Bugs](#)
 - Cultural Control
 - Biological Control
 - Chemical Control
 - Caterpillar Pests (Sod Webworms, Armyworms, and Cutworms)
 - Adults
 - [Damaging Stage\(s\)](#) Larvae (~~damaging stage~~)
 - Damage and Signs of Activity
 - Life Cycle
 - Control Strategies [for Sod Webworms](#)
 - Cultural Control
 - Biological Control
 - Chemical Control
- Subsurface [Feeding Insects](#) ~~Identification and Management~~
 - White Grubs (Scarab Beetle Larvae)
 - Adults
 - [Damaging Stage\(s\)](#) Larvae (~~damaging stage~~)
 - Damage and Signs of Activity
 - Scarab Beetle Life Cycles
 - Japanese Beetle Life Cycle
 - Control Strategies [for White Grubs](#)
 - Cultural Control
 - Biological Control
 - Chemical Control
 - Preventative
 - Curative



Insert Header Levels [H1]

- Add heading levels into the Word document, this helps the designer
 - [H1] Part #: Title
 - [H2] Major Section
 - [H3] Subsection
 - [H4] Sub, Subsection
 - [H5] Only when needed...

Part 2: Weed Management

Weeds are different from other pests (insects and diseases) in that they do not typically cause direct harm to ornamental plants. The problem is that weeds compete with ornamentals for water, light, and nutrients. In ornamental landscapes, the majority of weed problems are in bed plantings. Weeds are also commonly encountered around trees and shrubs, alongside buildings, stairways, driveways, sidewalks, and other areas where plants are not desired. Because weeds are often hardy plants, the main challenge is to control them without harming the desired plants in the landscape. Common weeds of ornamental plant beds include prostrate spurge, common purslane, crabgrass, hairy bittercress, and ground ivy.

Ornamental Weeds

Summer Annual Weeds

Summer annuals are problematic because they are noticeable and can ruin the look of an attractive landscape. These plants seem to thrive during harsh summer conditions that cause stress to desirable plants. Weeds germinate in the spring during the summer, and reproduce from seed.

Prostrate Spurge

Prostrate spurge grows well during

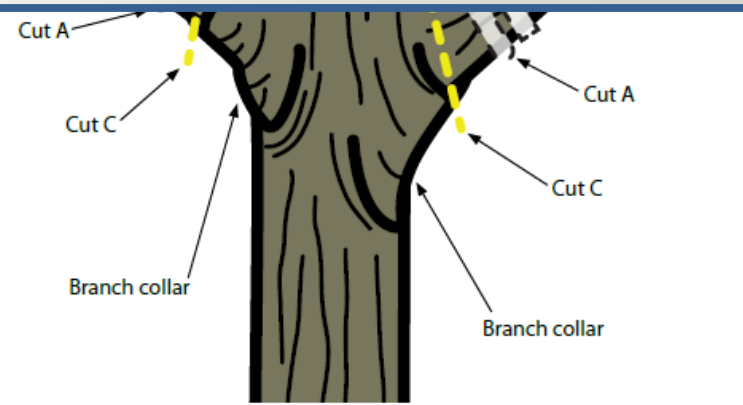


Figure 9.11: When pruning tree branches more than 2 inches in diameter make a series of three cuts to reduce the weight of the branch and prevent tearing the bark.
Step 1 (Cut A): Make a cut on the underside of the limb about 1/4 to 1/3 of the way through the limb.
Step 2 (Cut B): This cut is made a short distance above the first cut removing the limb.
Step 3 (Cut C): The final cut is made below the first cut (A) outside the branch collar to remove the stub.
Illustration: Garo Goodrow, Penn State Extension

hot, dry weather and can be found in landscape beds and along sidewalks, curbs, and driveways. It is low growing and forms a flat, extensively branched mat (see Figure 9.12). When the purplish stems are broken, milky sap is released. The leaves are small, oval, and grow opposite each other.



Figure 9.12: Prostrate spurge is flat and will form an extensively branched mat.
Photo: Shane Williams Penn State Extension

Common Purslane

Common purslane grows rapidly in the summer and can be found in landscape beds and along sidewalks, curbs, and driveways. It grows in dry conditions and tolerates poor, compacted soils.



Paragraphs and Sentences

- Be aware of paragraph and sentence length
- Make paragraphs digestible
- Pay attention to examples



Paragraphs and Sentences

- Look things up...
 - Verify facts
 - Scientific name spellings
- Do the MATH!
- Don't get overly technical



Photos, Illustrations, and Tables

- What are some reasons to use photos, illustrations, or tables?
 - Show fine details
 - Show things that cannot be photographed
 - Visualize or simplify a complex concept
 - Show differences between two things
 - Provide data
 - Used to break up text
- They also need to serve a purpose



Photo Considerations

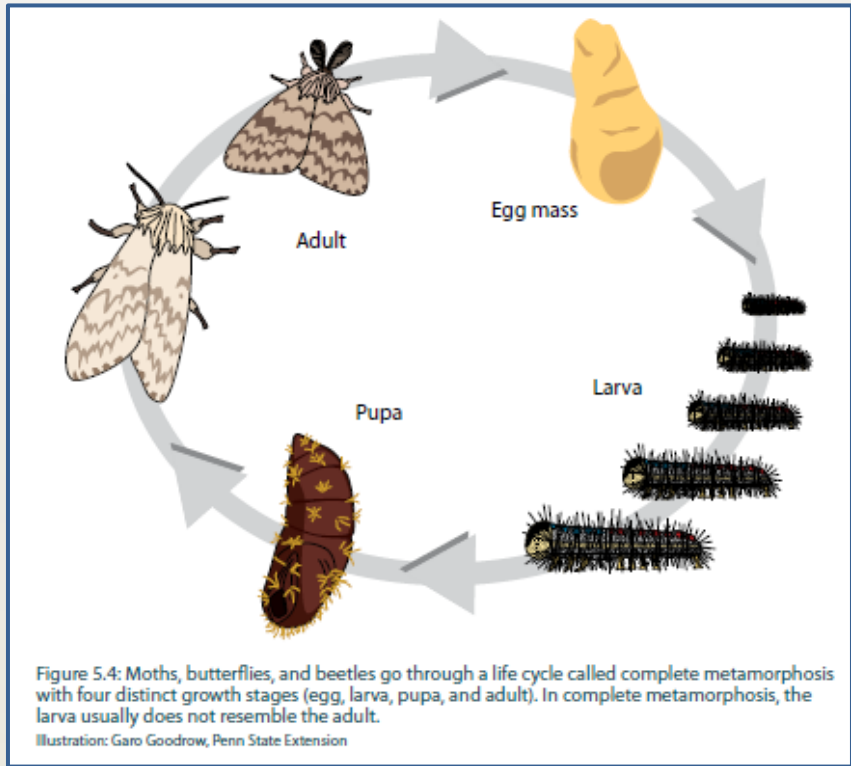
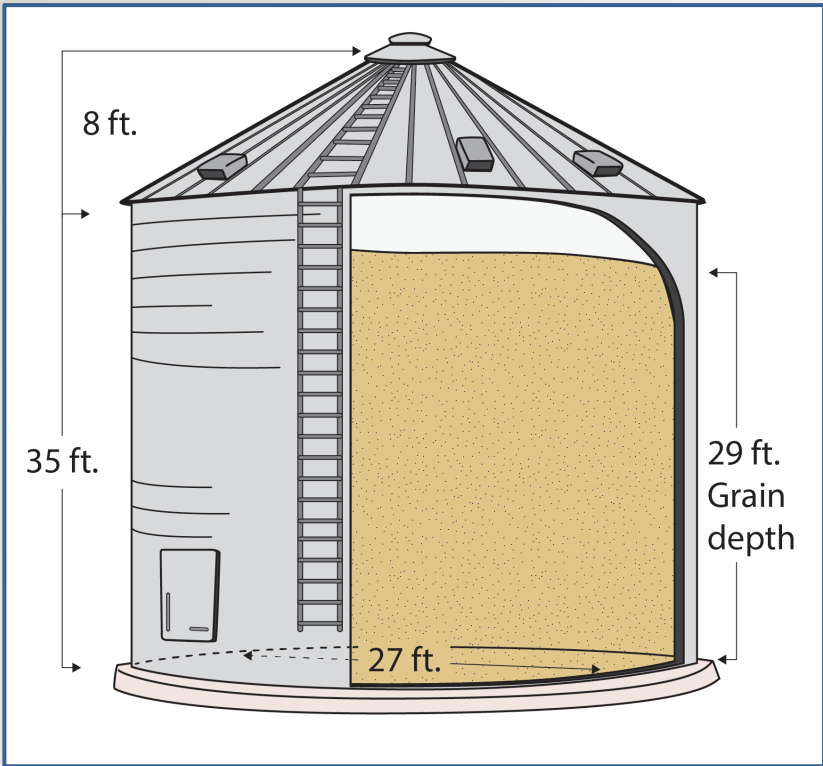
- Think about what you want to use while writing
 - Be specific, Find examples, and Make a list
- Request photos in as high of resolution as possible
 - Need 300 dpi (dots per inch) or greater
 - Website or PowerPoints will not likely work for print
- Other considerations
 - Crop photo to show what is needed or important
 - Be aware of background (people, scenery) in photos
 - Check lighting and shadows



Photo Examples



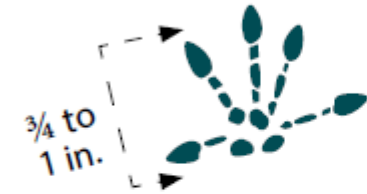
Illustration Examples



Rat footprints



Front feet has 4 toes.

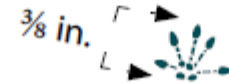


Hind feet has 5 toes.



Mouse footprints



Front feet has 4 toes.



Hind feet has 5 toes.



Table Examples

Table 7.1: Termite and Ant Body Characteristics		
Body part	Termite	Ant
		
Antennae	Resemble a string of beads and are never elbowed.	Usually elbowed and segments not similar in shape.
Body	Uniform shape without constriction between body parts.	Constricted between thorax and abdomen forming an "hourglass" waist.
Wings	Both pairs of wings are identical in size.	Hind wings are much smaller than forewings.



How and Where to Reference Graphics

- Decide how to reference in your text
 - Photo / Illustration / Figure / Table
- Decide numbering system
 - Figure 15 vs. Figure 4.15
- Decide where to reference
 - Best spot in the sentence or at the end
- Be consistent!

Nozzle screens from 50- to 100-mesh (Figure 4.15) are typical for herbicide applications.

Nozzle screens from 50- to 100-mesh are typical for herbicide applications (see Figure 4.15).



Captions

- Have a caption for all the graphics
- Try to use full sentences as the caption
 - Pull some information from the text to reinforce
- If possible, write the caption as you are writing
 - Help remember precisely what you wanted
 - Helps if someone else will be the one to take the photo or make the illustration at a later time



Citations

- Always cite the photographer / illustrator / data source
- Remember you need to get permission to use graphics that are not yours
- Maintain a file of all the permissions
- Decide where you are going to include citations
 - Listed under the graphic or incorporated within the graphic



Citations

- Decide how you are going to format citations
 - Photo: Ed Crow, Penn State Extension
 - Photo: Whitney Cranshaw, Colorado State University, Bugwood.org
 - Photo: Tracey Harpster (retired), Penn State Extension
 - Photo: Ryan Selking, Texas A&M AgriLife Extension (formerly of Penn State Extension)
- Other citation formats we have used:
 - Specimen label used for educational purposes only.
 - Illustration: Garo Goodrow, Penn State Extension (adapted from Arborjet illustration)



Exercise: What Not To Do...

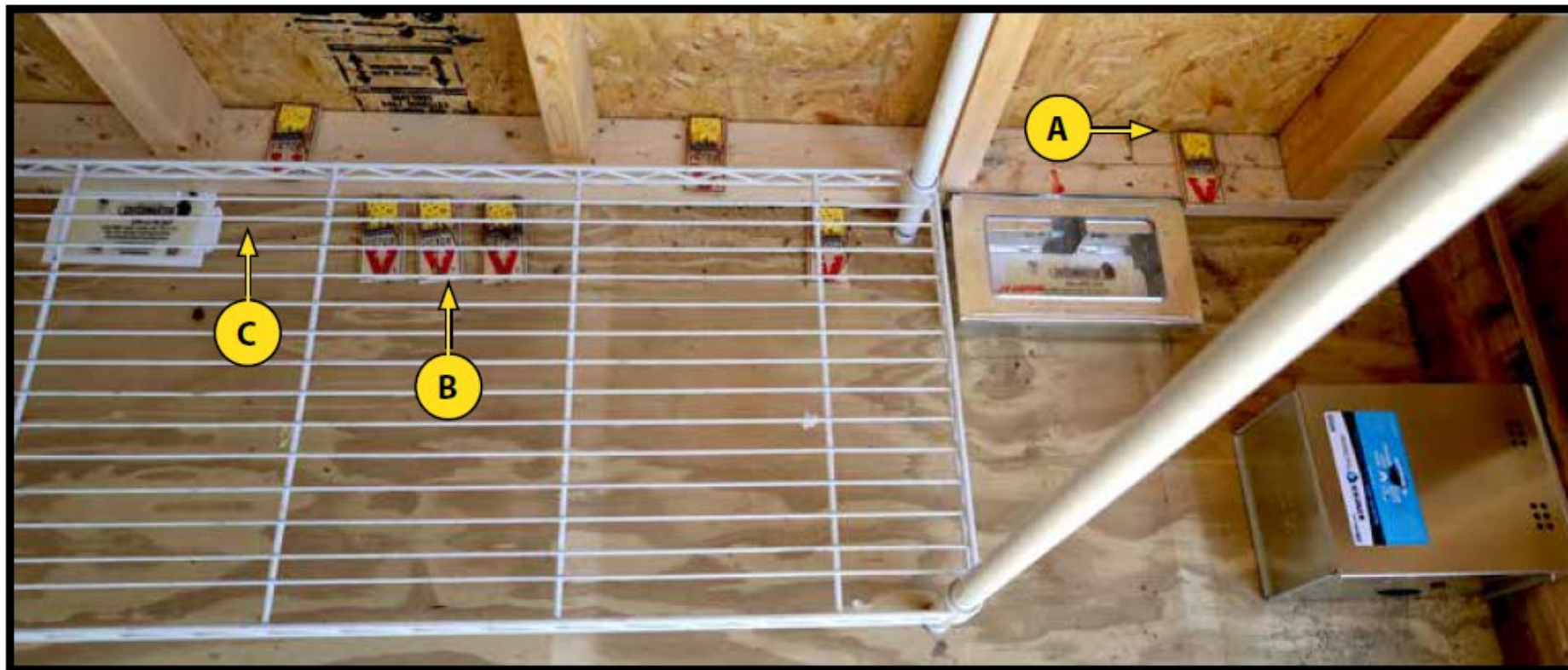


Figure 11.11: Place snap traps in runways so the trigger is against the wall or object (a). Traps can be placed side-by-side (b) and (c) for rodents that may be jumping a single trap.



Exercise: What Not To Do...

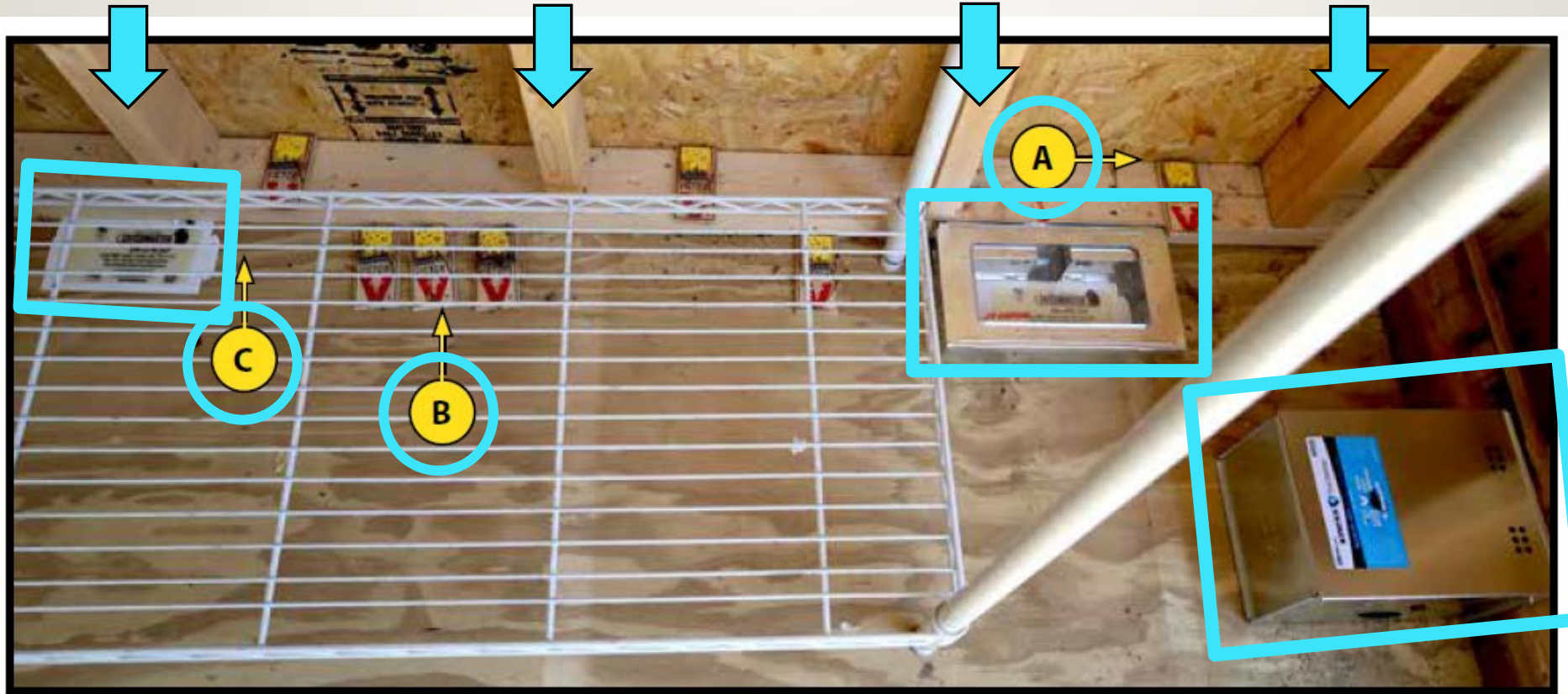


Figure 11.11: Place snap traps in runways so the trigger is against the wall or object (a). Traps can be placed side-by-side (b) and (c) for rodents that may be jumping a single trap.



Learning Objectives and Key Terms

- Start chapters with Learning Objectives
 - Dan already talked about their importance
- Think about also using Key Terms
 - Key Terms are listed in alphabetical order
 - So, Preemergent **vs.** Postemergent
- Glossary at the end of the manual has definitions of Key Terms from all the chapters



Worthy Key Terms

- Make sure the Key Term is in the chapter and well defined
- Key Terms can be made to stand out in chapter text
 - **Invasive species**, *Generalist*, or **host specific**
- What if Key Term only used once or twice
 - You need to determine importance to applicator
- What if it is a CORE term or concept?
 - Again, how important is it to the category



Learning Objectives 101

- Make sure they are all covered in the chapter
- Sometimes a chapter can go off target, either:
 - Write a Learning Objective for that text
 - Delete the extra information out of the text



End of Chapter Review Questions

- We include end of chapter review questions
 - Usually just 4 to 8 questions
 - Include a variety of question types
- Again, make sure the answers can be found in the chapter!!
- Make them relevant – that will help the user’s comprehension of the material



Style Sheets

- Overall document styles
- Word styles
- My pet peeves...



Overall Document Styles

- Number of columns (1, 2, or 3)
- Line spacing (Single, 1.15, or 1.5)
- Font size for text, captions, and citations
- Commas after all items in a list OR no comma before and
 - X,Y, and Z or X,Y and Z
- One or two spaces after a period



Header and Caption Styles

- Style for each header level
 - Make sure levels are distinguishable from each other
 - Are all words capitalized or just the first word
 - Font size and/or bolding for various levels
- This also applies to graphic captions
- Be consistent through the chapter and manual

Figure 8.6: This profile picture shows excessive thatch buildup. Excessive thatch can cause many problems for the turf manager, creating a barrier and preventing pesticides from reaching the soil.

Photo: Garo Goodrow, Penn State Extension



List Style

- All items should be parallel
- Decide what symbol to start the bullet list and use consistently
 - Bulleted
 - Pseudo arrow
 - Dash
- Also decide how the next level in will look

Parallel first words:

- **Selecting** *abc...*
- **Mixing** *mno...*
- **Applying** *xyz...*

- **Selecting** *abc...*
- **Mix** *mno...*
- **To apply** *xyz...*



List Style

- Decide how the list will look in the text
 - Alignment with text
 - Hanging indents for the 2nd line

Example of bullet indenting:

- Left-aligned

Example of bullet indenting:

- Slightly indented

Example of bullet indenting:

- More indented

- This would be my preference.



Word Style

- Words to include on a Style Sheet
- Spellings or common misspellings
 - Hemlock woolly adelgid (not wooly)
 - Goggles (not googles)
- Spell check doesn't catch everything
- New terminology
 - Gypsy moth is now Spongy moth



Word Style

- To use hyphens or not
 - Restricted-use pesticides vs Restricted use pesticides
 - Pre-emergence vs Preemergence
 - Mode-of-action vs. Mode of action
- Capital letters
 - Integrated Pest Management or integrated pest management
 - Diameter at Breast Height or diameter at breast height
- Abbreviations:
 - USEPA vs U.S. EPA vs EPA



Word Style

- Units
 - We spell out the units in text but then abbreviate when shown in an equation
 - Decide how the unit abbreviation is going to look
 - Ft vs ft / Ft. vs ft. AND Sq ft vs Sq.ft. vs Sq.Ft.
- Fractions
 - $\frac{1}{2}$ vs 1/2
 - Remember, the computer doesn't make all fractions look nice
 - 3/8 doesn't get changed automatically



Pet Peeves!

- Starting a sentence with:
 - There are...
 - I also don't care for: It is important...
- Ending a sentence with a preposition:
 - on, out, of, etc.
- Using contractions in formal writing
 - can't, doesn't, etc.
- Not defining abbreviations



Tips for You or Your Writers

- Identify Key Terms and Learning Objectives
- Outline the chapter BEFORE writing!
- Check your facts, because a good editor will look things up!
 - Scientific names, statistics, website URLs
- Think about the graphics you want to use and write captions as you go along
- Keep track of references
 - Write them down as you go or at least include a website



Tips for You or Your Writers

- **Lay your writing aside for a few days, then go back and reread it, **CRITICALLY!****
 - Does it make logical sense? Did you forget anything?
 - Can anything be dropped?
- Does an applicator need to know this on Day 1?
- Can anything be rewritten to make the concepts clearer or easier to understand?
- No doubt, 1 or 2 sentences will stand out as just being awkward



Major Editing Philosophies

- Be ORGANIZED
- Be CONSISTENT
- Remember the GOAL:

**Make sure a new applicator
is **COMPETENT** on Day 1,
not an *Expert!***





PennState Extension

This presentation was created in partnership with the Penn State Extension Pesticide Education Program and the Pennsylvania Department of Agriculture.

For more information on this and other resources, please visit:

<https://extension.psu.edu/insects-pests-and-diseases>

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