
**Version date:** 31 January 2019

<table>
<thead>
<tr>
<th>Version</th>
<th>Date</th>
<th>Distribution History</th>
<th>Status and summary of changes</th>
</tr>
</thead>
</table>
| Version 2.2 | 01 June 2018 | Journal copyediting level stakeholder group | • Updating supporting information  
• Using semicolon for back-to-back parentheses  
• Numbered abstracts are allowed for some society journals; display and block quotes to be set in roman |
| Version 2.3 | 31 January 2019 | Journal copyediting level stakeholder group | • 2.1 Article History: dates guideline  
• 2.4 Author Names: degree and job title update  
• 2.5 Author Affiliations: China as country name not to be used for Taiwan  
• 2.7 Funding Information: placement update  
• 2.9 Abstract/Summary: updated instructions  
• 2.11 Title Page Footnotes: symbol, order, and abbreviation update  
• 2.15.1 Figure Legends: label in all caps  
• 2.16.3 Table Footnotes: order update  
• 2.21 Conflict of Interest: heading update  
• 2.23 ORCID ID: whole section added  
• 2.24 Endnotes/Page Footnotes: updated instructions  
• 2.26 Author Biography: standard style for author names and headings  
• 2.27 Supporting Information: updated citation style and standard text  
• 2.28 How to Cite: whole section added  
• 2.31.8 Slash: APA 6th ed. style to be followed in all cases and not journal style  
• 3.2.16 Numbers (Decimal Fractions): no leading zero before decimal fractions with correlations, proportions, levels of statistical significance  
• 3.2.18 General Rules (Probability): lowercase italics for p values in accordance with APA 6th ed.; manufacturer information update  
• 4.2.5 Scientific and Mathematical Content: updated equation citation style; information about confidence intervals added |
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Preface

This manual has been prepared specifically for people who edit manuscripts to be published by Wiley.

It contains the following sections:

Section 1: Structuring and XML Tagging

Section 2: Mechanical Editing. This presents the specific requirements for content editing and formal style or mark-up.

Section 3: Copyediting Level 1. Copyediting includes elements of both mechanical and language editing and also editing the scientific and mathematical content.

Section 4: Copyediting Level 2. This presents the specific requirements for language editing pertaining to Level 2.

Section 5: Copyediting Level 3.

This knowledge has been collected in numerous excellent reviews of good editorial practice. We would like to acknowledge the most important of these sources to which this manual owes a great deal: the APA Manual of Style, 6th edition.

We look forward to receiving further suggestions to improve this manual.

This style manual does not pretend to be complete or neutral and might change according to the APA Manual of Style or Wiley copyediting guidelines.

1 Structuring and XML Tagging

Structuring is the process in which the typesetter identifies the various elements in the article and applies the electronic tagging (mark-up), including metadata, DOI, authors, affiliations, headings, paragraphs, tables, figures, charts, links, and so on, according to WileyML 3G specifications.

Structuring (NOT the technical or content style sheets within the journal-specific style sheet [JSS]) and XML tagging of the manuscript according to WileyML 3G specifications have to be done by the typesetter (i.e., Wiley production team/vendor).
2 Mechanical Editing

Mechanical editing comprises the technical and content-related editing specifically mentioned in the journal style sheet. Here are the rules that have to be followed for journals adhering to NJD-APA style irrespective of their level of editing.

2.1 Article History

- History should be included only for the titles which have included this section in the old layout. In such titles, received and accepted dates are mandatory; revised date is optional. If the revised date is not provided, do not raise a query.
- Do not retain dates for Introduction articles.
- No period at the end of history dates.
- Standardized text: “Received”, “Revised”, “Accepted” (no “Published on” date).

For example:

- Received: 5 July 2016  |  Revised: 2 October 2016  |  Accepted: 29 October 2016

2.2 Article Category

- For article category, follow existing journal style.
- The category name should be ranged left, ALL CAPS, and underlined.
- The category name should be placed above the article title.

<table>
<thead>
<tr>
<th>Article with lengthy category</th>
<th>Article with subtitle (subcategory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparing demographic, social supp</td>
<td>ENIGMA PORTAL</td>
</tr>
<tr>
<td>Dedicated to teaching and education for</td>
<td></td>
</tr>
</tbody>
</table>

2.3 Article Title

- Article titles are to be set in sentence case but capitalize proper nouns.
- Bold, roman, no end period.
- Capitalize the first word after a colon or em dash unless it is a lower-case abbreviation or any other specified usage.
- Spell out numerals if they appear in the beginning of the title.
- Avoid the use of abbreviations in a title unless they include the name of a group that is best known by its acronym (e.g., CONSORT statement).
- Non-English words not found in the recommended dictionaries (US English: Webster’s, UK English: Concise Oxford English Dictionary) are to be italicized.
For example:
Sexual dysfunction and response to medications in multiple sclerosis

2.4 Author Names (Byline)

- Title case, names in full, ranged left; do not use “and” or “&” between last two authors.
- Initials are spaced out.
- Degree to be included if present in existing journal style. Degree without periods; no comma between author name and degree; more than one degree for the same author should be separated with a comma.

For example:

Jing Peng MD¹ | Jari A. Laukkanen MD, PhD¹,²,³ | Qianping Zhao MD¹
Xu Zhang MD¹ | Gang Li MD, PhD¹

- Job title to be included if present in existing journal style. No comma between author name and job title; comma separator needed between a degree and job title.

Examples:

John Engler MPH, Postdoctoral Researcher
Ellen Kojima Research Assistant

- Use superscript numerals to indicate affiliations. If there is just one affiliation, then no superscript numbers should be used.
- The superscript Arabic numbers should be closed up with the author surname.
- Asterisk should not be used to denote corresponding authors, but name, affiliation, and email should be provided in the Correspondence section.

Shivani Agarwal¹,² | Katharine C. Garvey³ | Jennifer K. Raymond⁴

2.5 Author Affiliation

- Placement: below author names.
- Affiliations should be linked to author names with superscripted Arabic numerals.
- Roman, title case.
- Short address with Arabic numerals as links. ZIP code, PO box number, and street names are not allowed.
- List department, institution, city, state (if US), or country (outside the USA).
- Traditionally, China is used to refer to mainland China (People’s Republic of China); in case of Taiwan, ROC (Republic of China) should be retained. Exercise caution in making any changes, and check with the author if in doubt.
- No country name for US papers.
- US state names should be spelled out in affiliations (e.g., Michigan) and abbreviated in the corresponding address with postal abbreviations (e.g., MI).
• UK: no full stops, same as in text.
• Provide city and country for authors whose affiliations are outside the USA, and include province for authors from Canada or Australia.

For example:
1Department of Preventive Medicine, Baylor College of Medicine, Houston, Texas
2Department of Obstetrics, University of Utah, Salt Lake City, Utah
3Department of Dermatology, University Hospital, Ghent, Belgium
3Department of Endocrinology, University College London, London, UK

2.6 Author Correspondence

• The heading “Correspondence” should be set in bold and roman.
• Author name and address details in roman.
• Short address with email ID is enough. No phone and fax numbers required and to be deleted.
• Provide country names other than USA.
• US state names should be spelled out in affiliations (e.g., Michigan) and abbreviated in the correspondence address with postal abbreviations (e.g., MI). Full stop at the end of the correspondence address before email.
• Email starts on a new line. Use “Email” without a hyphen.
• Use a semicolon to separate two email addresses of the corresponding author.
• For other categories (Editorial, Letter, etc.) follow the existing style for Correspondence section.

For example:
Correspondence
John A. Doe, Department of Pediatrics, Baylor College of Medicine, 1 Baylor Plaza, Houston, TX 77030.
Email: jdoe@baylor.edu

Correspondence
Patrick J. Gullane, MB, FRCS, University Health Network, University of Toronto, 200 Elizabeth St, Suite 8N-800, Toronto, ON M5G 2C4, Canada.
Email: patrick.gullane@uhn.on.ca

2.7 Funding Information

• If funding information is supplied as a part of acknowledgments, then the funding agency and grant number are to be tagged and displayed below the Correspondence section on the first page.
• If funding information is supplied as a separate section, then the funding agency and grant number(s) are to be tagged and the complete section has to be displayed below the
Correspondence section on the first page.

- If the content is long and cannot be displayed below the Correspondence section on the first page, then place it as a first page footnote.

- If funding information is supplied as “None” or something similar to that, then it need not be displayed for PDF or HTML.

- For articles where we list the author names at the end of the article (Editorial, Letter, Correspondence, etc.), funding information can be displayed in the same section as it is supplied in the input.

- Section heading should be “Funding information” and should be set on an independent line in bold roman and sentence case.

  For example:
2.8 Handling Editor

Place on the first page under Correspondence.

For example:

Correspondence
Sophie Restellini, MD, Service de Gastroentérologie et Hépatologie, Geneva University Hospital, Geneva, Switzerland.
Email: sophie.restellini@hcuge.ch

Handling Editor: Vincent Wong

2.9 Abstract/Summary

- Follow existing journal style for whether the abstract should be structured, unstructured, or list style.
- Either Abstract or Summary is allowed as heading.
- Unstructured abstract: Only one paragraph is allowed; there are no subsections.
- Please follow existing journal style.
- Abstract/Summary text in roman.
- Structured abstract subheadings in bold, followed by colon, title case.
- Reference citations are not allowed. Abbreviations in the abstract text are allowed; define all abbreviations and acronyms on first occurrence and use abbreviations thereafter.
- Numerals: Use numerals for numbers 10 and above throughout the manuscript, except at the beginning of a sentence.
- Genus and species names should be defined at first use as in text.
- Numbered abstracts are allowed for some society journals.
- JEL CLASSIFICATION heading in ALL CAPS and bold type, followed by colon.
2.10 Keywords (If Applicable)

- Include keywords if journal style.
- The heading "KEYWORDS" should be set in all caps, bold, and roman.
- Placed under abstract.
- Set in lowercase (except for proper nouns, etc.); alphabetical order; separated by commas; no end period; unjustified.
- Abbreviations are allowed.
- Chemical formulas beginning with symbols (e.g., δ13C, δ15N) are listed at the end of the keywords; formulas starting with letters (e.g., C3) should be arranged alphabetically among the other keywords; formulas starting with numerals (e.g., 13C) come at the beginning of the keywords.

For example:

KEYWORDS

carbon cycle models, dynamical systems, radiocarbon, reservoir theory

2.10.1 Keyword Style in Articles Without Abstract

Correspondence

John A. Doe, Department of Pediatrics, Baylor College of Medicine, 1 Baylor Plaza, Houston, TX 77030.
Email: jdoe@baylor.edu

Funding information

National Institute of Child Health and Human Development; CIHR, Grant/Award Number: HOA-80072

KEYWORDS

breast cancer, cancer, caregivers, dyadic, oncology, qualitative, survivors

2.11 Title Page Footnotes

- Do not use symbols in title page footnotes except for deceased authors (dagger †).
- Footnote order:
  - Abbreviations
  - Equal contributions
  - Paper presentation
  - Deceased authors
- Abbreviations:
  - Not all the journals use abbreviations lists.
  - Unjustified style with the format: “Abbreviations: xx, x; xx, xxx; xx, xxxx; xx, xxxx.”
- Set in alphabetical order.

For example:

Abbreviations: ANA, anti-nuclear antibodies; APCs, antigen-presenting cells; cDCs, conventional dendritic cells; DCs, dendritic cells; EAE, experimental autoimmune; IFN, interferon; IL, interleukin; IRF, interferon regulatory factor; PD-1, programmed.

Myrtle Coe and Simon Foe contributed equally to this study.

This study was first presented at the...

†Died May 14, 2014.

2.12 Copyright Line

Copyright and catch line should be followed as below:

For example:

2.13 Running Head

- No short title.
- Author names: use only surnames, set in full caps.
- Single author: SURNAME.
- Two authors: SURNAME 1 AND SURNAME 2 (“AND” in small caps).
- More than two authors: SURNAME 1 ET AL. (“ET AL.” in roman and small caps).
- Lowercase particles in small caps (e.g., VAN KARGA).
- Miscellaneous categories (Editorial, Letter to the Editor, Correspondence): The article category should be used as running head in full caps.

2.14 Heading Levels

Headings 1, 2, 3, and 4—unjustified style:

- Numbers and headings should be bold; dividing line should be roman.
- Heading 1: ALL CAPS.
- Headings 2, 3, 4, and 5: sentence case except proper nouns.
- Section numbers are not applicable for Headings 4 and 5.
<table>
<thead>
<tr>
<th>Heading level</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Numbered with Arabic numbers <strong>Bold</strong> ALL CAPS</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td>2</td>
<td>Numbered <strong>Bold</strong> Sentence case (except for proper nouns and acronyms)</td>
<td>2.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Categorical variables were presented using frequencies and percentages. Categorical variables were analysed using Fisher exact test, and continuous variables were compared using Mann-Whitney U tests in SPSS software version 17.</td>
</tr>
<tr>
<td>3</td>
<td>Numbered <strong>Bold</strong> Sentence case (except for proper nouns and acronyms) Free-standing</td>
<td>2.2.1</td>
</tr>
<tr>
<td>4</td>
<td>Unnumbered <strong>Lightface Italic</strong> Sentence case without end period Free-standing</td>
<td><em>Acceptance set</em></td>
</tr>
<tr>
<td>5</td>
<td>Unnumbered <strong>Lightface Italic</strong> Sentence case with end period Run-on</td>
<td><em>Properties. There is considerable variability in phenotype in patients with missense mutations...</em></td>
</tr>
</tbody>
</table>

2.15 Figures

- Figures should be placed close to their main citation.

2.15.1 Figure Legends

- Sentence case, roman, unjustified, no period at the end (except if integral part of title, as abbreviation, etc.).
- Label in ALL CAPS and bold (**FIGURE 1**) without period.
- Abbreviations need to be redefined.
- Raise a query if any symbol in the artwork is not defined in the figure caption.

2.15.2 Parts of Figures

- **Artwork:** Use lowercase labels enclosed in parentheses. *For example:* (a), (b)
• **Captions:** Use lowercase labels enclosed in parentheses.  
  *For example:* (a) Histological section of... (b) Comparison of...

• Match the figure parts given in the legend with the parts given in the artwork.

### 2.15.3 Figure Citations in Text

• All figures must be cited in the text by number.

• The order of the main citations of figures in the text must be sequential.

• Insert missing citations and query the author.

• Spell out in full (even in parentheses).
  *For example:*

  Figure 1 shows...

  As shown in Figures 2 and 3...

  in the illustration (Figure 1).

  ...which are leiomyosarcomas (Figures 1 and 2).

• **Figure parts:** Use lowercase labels closed-up with the number, separated by comma without space after the comma.
  *For example:*

  Figure 1a

  Figure 1a-c

  Figures 2b and 2d

  Figure 1a,b

  Figures 2d,s and 5d,e

  **Wrong:** Figure 1(a); Fig. 1a; Figure 1a, b; Figure 2 a,b

• Citations to tables, figures, and equations from other sources should be lowercase and contracted (e.g., table 1, fig. 3, eq. 5).

### 2.16 Tables

• Tables should be placed and cited in order of reference and in numerical order.

#### 2.16.1 Table Legends

• Sentence case, roman, unjustified, left aligned, no period at the end (except if integral part of title, as abbreviation, etc.).

• Label in ALL CAPS and bold (**TABLE 1**); use Arabic numerals for table numbers.

• Abbreviations need to be redefined.
2.16.2 Table Body

- Column headings: initial caps, bold, roman; bottom aligned.
- Capitalize only the first letter of the first word of all headings (column heads, column spanners, subheads, and table spanners) and word entries. Also, capitalize the first letter of each word of all proper nouns and the first word following a colon or em dash.
- First column left aligned, numerical columns follow left alignment with decimal/operator alignment, text columns left aligned.
- Each cell entry in sentence case.

2.16.3 Table Footnotes

- Justified; footnotes end with a period.
- All footnotes are placed above one another.
- Order of table footnotes:
  - general notes,
  - abbreviations and their definitions,
  - linked table footnotes, and
  - levels of probability.
- The heading "Note." in italics is used for general statements. (This heading is not required if there are only labelled and linked table footnotes.): Note. xxxxx.
- Abbreviations: Use the heading “Abbreviation” if only one abbreviation follows; use “Abbreviations” if there are more. Abbreviations need to be redefined; list them in alphabetical order, use semicolons as separators, and a period at the end.
- Use superscript letters for linked table footnotes (a, b, c, ...); asterisks are used for levels of probability.

For example:
Abbreviations: CI, confidence interval; OR, odd ratio.
aControls were matched to cases by age, sex, index date, and duration of recorded history in the UK General Practice Research Database before the index date.

2.16.4 Table Citations in Text

- All tables must be cited in the text by number.
- The order of the main citations of tables in the text must be sequential.
- Insert missing citations and query the author.
- Spell out in full (even in parentheses).

For example:
Table 1 shows...
As shown in Tables 2 and 3...
...text (Table 1).
...text (Tables 1 and 2).

- Citations to tables, figures, and equations from other sources should be lowercase and contracted (e.g., table 1, fig. 3, eq. 5).

2.17 Lists

2.17.1 Display Lists

- Both numbered and bulleted lists are allowed.
- Provide end period.

<table>
<thead>
<tr>
<th>Numbered List</th>
<th>Bulleted List</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Text</td>
<td>• Text.</td>
</tr>
<tr>
<td>2. Text</td>
<td>• Text.</td>
</tr>
<tr>
<td>3. Text</td>
<td>• Text.</td>
</tr>
</tbody>
</table>

2.17.2 Run-in Lists

- In text use lowercase alphabets within round parentheses.
  
  For example:
  
  (a) text, (b) text, and (c) text

- Use semicolons to separate three or more elements that have internal commas.
  
  For example:
  
  We tested three groups: (a) low scorers, who scored fewer than 20 points; (b) moderate scorers, who scored between 20 and 50 points; and (c) high scorers, who scored more than 50 points.

2.18 Enunciations (Math Statements)

- Should be set according to AMS style, regardless of referencing or copyediting style for the journal.
- Should be indented on both sides.

<table>
<thead>
<tr>
<th>Enunciation</th>
<th>Title</th>
<th>Number (if any)</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theorem (and Assertion, Axiom, etc.)</td>
<td>Roman, <strong>bold</strong></td>
<td>Roman, <strong>bold</strong></td>
<td><strong>Italics</strong></td>
</tr>
<tr>
<td>Proof</td>
<td><em>Italics</em></td>
<td>Roman</td>
<td>Roman</td>
</tr>
<tr>
<td>Definition (and Assumption, Example, etc.)</td>
<td>Roman, <strong>bold</strong></td>
<td>Roman, <strong>bold</strong></td>
<td>Roman</td>
</tr>
<tr>
<td>Remark (and Answer, Case, Claim, etc.)</td>
<td><em>Italics</em></td>
<td>Roman</td>
<td>Roman</td>
</tr>
</tbody>
</table>

Further elaboration and examples can be found on pages 31-35 of the AMS Style Guide.
2.19 Additional Section: Significance Boxes

- Significance boxes should appear in all Original Articles.
- Follow style as for main text.

For example:

2.20 Acknowledgments

- Should be presented as a separate section.
- For journals using US spelling, it should be “Acknowledgment” or “Acknowledgments.”
- For journals using UK spelling, it should be “Acknowledgement” or “Acknowledgements.”

For example:

ACKNOWLEDGMENTS

This study was aided by the Fluid research grant of the institution and partially supported by Immunoc India Pvt. Ltd. We are grateful to Mr Sanjay Bhadwaj and Mr Ameen for careful technical assistance. We also acknowledge Dr Vishal B. for her assistance in statistical analysis. A.S.J. performed data collection, interpretation of data, preparation of the manuscript and review of the manuscript. D.D., M.P.-C. and A.S. helped in creating the study design, interpretation of data.

How to cite this article: Abraham AS, Chacko MP, Fouzia NA, Srivastava A, Daniel D. Antibodies to human platelet antigens form a significant proportion of platelet antibodies detected in Indian patients with refractoriness to platelet transfusions. Transfusion Med. 2018;1–5. https://doi.org/10.1111/trm.00003

2.21 Conflict of Interests/Disclosure of Interests

- This section will not be used in all journals/articles, but when it is used, it should be placed after the Acknowledgment section.
- Should be set in all caps.
- Section heading should be “CONFLICT OF INTEREST” or “CONFLICT OF INTERESTS.”

For example:

CONFLICT OF INTEREST

The author declares that there is no conflict of interest that could be perceived as prejudicing the impartiality of the research reported.
2.22 **Author Contributions**

- Retain if given by the author.
- Placement after Conflict of Interests/Disclosure of Interests before References.

*For example:*

**AUTHOR CONTRIBUTIONS**

*Study concept and design:* Fortes, Melchi, and Abeni. *Analysis and interpretation of data:* Fortes, Mastroeni, and Leffondre. *Drafting of the manuscript:* Fortes. Critical revision of the manuscript for important intellectual content: Mastroeni, Leffondre, Sampogna, Melchi, Mazzotti, Pasquini, and Abeni. *Statistical analysis:* Fortes and Mastroeni. Obtained funding: Pasquini and Abeni. *Study supervision:* Fortes, Melchi, and Abeni.

**AUTHOR CONTRIBUTIONS**

Yoon Kong Loke developed the original idea and the protocol, abstracted and analyzed data, wrote the manuscript, and is the guarantor. Deirdre Price and Sheena Derry contributed to the development of the protocol and prepared the manuscript.

2.23 **ORCID ID**

The ORCID ID logo will appear in the PDF with a hyperlink to the ORCID ID in the author byline (check for the ORCID ID in the metadata; updated 23 Feb 2017). Copyeditors are not responsible for inserting the ORCID logo.

2.24 **Endnotes/Page Footnotes**

- Existing journal style will be applied for body footnotes (whether bottom-of-the-page footnotes or endnotes should be used).
- Endnotes:
  - "ENDNOTE" (or "ENDNOTES" if there are more) is the standard heading text to be used for endnotes. Do not use "NOTE" as the default heading text.
  - Placement: before References.

*For example:*

**ENDNOTES**

1 A subgraph is a subset of vertices and edges in the graph.
2 http://newsroom.fb.com/company-info/
3 http://www.worldwidewebsite.com/
4 Note that a matrix is a special type of tensor, that is of dimension two.
5 A *clique* is a set of vertices, that are pairwise connected to each other.

- Both endnotes and bottom-of-the-page footnotes are cited by sequential superscript Arabic numerals, following any punctuation mark except a dash. A footnote number that appears with a dash—like this—always precedes the dash.
2.25 References

2.25.1 Citing References in Text

- One author: Gabriel (2000) and (Gabriel, 2000).
- Two authors: (Mathes & Severa, 2004) and Mathes and Severa (2004).
- Three to five authors (first occurrence): Waterman, Roman, and Rock (1993) and (Waterman, Roman, & Rock, 1993).
- Three to five authors (subsequent occurrence): Waterman et al. (1993) and (Waterman et al., 1993).
- Six or more authors: Smith et al. (1999) and (Smith et al., 1999).
- Authors with same surname: Among studies, we review M. A. Light and Light (2008) and I. Light (2006).
- Several studies: (Miller, 1999; Shafranske & Mahoney, 1998).
- Citing parts of a source: (Shimamura, 1989, Chapter 3).
- Personal communications: T. K. Lutes (personal communication, April 18, 2001).
- Sample reference to an unreported decision: Gilliard v. Oswald, No. 76-2109 (2d Cir. Mar. 16, 1977).
• Form for executive order: Executive Order No. 11,609 (1994).

Table 2.1 Basic citation styles

<table>
<thead>
<tr>
<th>Type of citation</th>
<th>First citation in text</th>
<th>Subsequent citations in text</th>
<th>Parenthetical format, first citation in text</th>
<th>Parenthetical format, subsequent citations in text</th>
</tr>
</thead>
<tbody>
<tr>
<td>One work by three authors</td>
<td>Bradley, Ramirez, and Soo (1999)</td>
<td>Bradley et al. (1999)</td>
<td>(Bradley, Ramirez, &amp; Soo, 1999)</td>
<td>(Bradley et al., 1999)</td>
</tr>
<tr>
<td>One work by four authors</td>
<td>Bradley, Ramirez, Soo, and Walsh (2006)</td>
<td>Bradley et al. (2006)</td>
<td>(Bradley, Ramirez, Soo, &amp; Walsh, 2006)</td>
<td>(Bradley et al., 2006)</td>
</tr>
<tr>
<td>One work by six or more authors</td>
<td>Wasserstein et al. (2005)</td>
<td>Wasserstein et al. (2005)</td>
<td>(Wasserstein et al., 2005)</td>
<td>(Wasserstein et al., 2005)</td>
</tr>
</tbody>
</table>

• Unnumbered reference style.
• Indirect citations should be listed alphabetically.
• Use “and” for direct citations and “&” for indirect citations.

2.25.2 Reference List

• Arrange alphabetically.
• Retain the issue number in parentheses immediately after the volume number, if given in author manuscript.
• DOI format should be changed to URL format.
• Note: APA references for "Op cit" and "Ibid" should follow Journal Style Sheet. If journal style sheet does not contain any info, follow the APA style.
<table>
<thead>
<tr>
<th>Type of Publication</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal article with DOI, more than seven authors</td>
<td>Gilbert, D. G., McClernon, J. F., Rabinovich, N. E., Sugai, C., Plath, L. C., Asgaard, G.,... Botros, N. (2004). Effects of quitting smoking on EEG activation and attention last for more than 31 days and are more severe with stress, dependence, DRD2 A1 allele, and depressive traits. <em>Nicotine and Tobacco Research, 6, 249–267.</em> doi:10.1080/14622200410001676305</td>
<td></td>
</tr>
<tr>
<td>Type of Source</td>
<td>Details</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Type of Reference</td>
<td>Description</td>
<td>Example</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------</td>
<td>---------</td>
</tr>
<tr>
<td>Paper presentation or poster session</td>
<td>Presenter, A. A. (Year, Month). <em>Title of paper or poster</em>. Paper or poster session presented at the meeting of Organization Name, Location.</td>
<td></td>
</tr>
<tr>
<td>Symposium contribution</td>
<td>Muellbauer, J. (2007, September). Housing, credit, and consumer expenditure. In S. C. Ludvigson (Chair), <em>Housing and consumer behavior</em>. Symposium conducted at the meeting of the Federal Reserve Bank of</td>
<td></td>
</tr>
<tr>
<td>Reference Type</td>
<td>Reference Details</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>Type of source</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Archival/historical source for which the author and/or date is known or is reasonably certain but not stated on the document</td>
<td>[Allport, A.?], [ca. 1937]. Marion Taylor today—by the biographer. Unpublished manuscript, Marion Taylor Papers. Schlesinger Library, Radcliffe College, Cambridge, MA.</td>
<td></td>
</tr>
<tr>
<td>Newspaper article, historical, in an archive or personal collection</td>
<td>Psychoanalysis institute to open. (1948, September 18). [Clipping from an unidentified Dayton, OH newspaper]. Copy in possession of author.</td>
<td></td>
</tr>
<tr>
<td>Message posted to a newsgroup, online forum, or discussion group</td>
<td>Rampersad, T. (2005, June 8). Re: Traditional knowledge and traditional cultural expressions [Online forum comment]. Retrieved from <a href="http://www.wipo.int/roller/comments/ipisforum/Weblog/theme_eight_how_can_cultural#comments">http://www.wipo.int/roller/comments/ipisforum/Weblog/theme_eight_how_can_cultural#comments</a></td>
<td></td>
</tr>
</tbody>
</table>


Sample reference for federal testimony | RU486: The import ban and its effect on medical research: Hearings before the Subcommittee on Regulation, Business Opportunities, and Energy, of the House Committee on Small Business, 101st Cong. 35 (1990) (testimony of Ronald Chesemore).

Sample reference for a full federal hearing | Urban America’s need for social services to strengthen families: Hearing before the Subcommittee on Human Resources of the Committee on Ways and Means, House of Representatives, 102d Cong. 1 (1992).


### 2.26 Author Biography/Biosketch (If Applicable)

- An author biography should be set after any appendix or, if there is no appendix, after the References.
- The heading “AUTHOR BIOGRAPHY” for one biography and “AUTHOR BIOGRAPHIES” for more than one should be set in bold and all caps.
- Author’s photographs should be included if journal style.
- Author name in bold and roman (not in small caps or all caps). Spell out first name and surname, and use initials for middle names.

**For example: Jay W. Smith**

- A few titles use the terminology “Biosketch” instead of Biography. This section can be styled similar to Biography:
2.27 Supporting Information

- Supporting information should be placed at the end of the article after the References.
- Caption not required as general style, instead insert this standard text:

  **SUPPORTING INFORMATION**

  Additional supporting information may be found online in the Supporting Information section at the end of this article.

- Text citations for supporting information: Figure S1, Table S1, Data S1, etc.

Note: Caption for supporting information is displayed based on journal requirement.

2.28 How to Cite

- The “How to cite” section must be included in all journals for the main article types: Original article (and similar article types); Review article (and similar article types); Short communication; Commentary.
- This section would be automatically generated/manually developed by the typesetters.
- Place it after the Supporting Information section.
- Use the standard format below for the articles which have this section:
  - Include up to six author names. For more than six authors, display first three authors and then add et al. (for example: Hudson LN, Newbold T, Contu S, et al.).
- No "and" before the last author name.
- Journal titles are abbreviated and italicized (with the exception of single- and double-word journal names).
- No end period after the DOI URL.
- Hyphenated given names (e.g., Yi-Lei Fan and Feng-zhi Zhang): If the name after the hyphen starts with a capital, it should be included in the initials; otherwise, only the first capital letter will be included. For example: Abbreviate “Yi-Lei Fan” as “Fan, YL.” Abbreviate “Feng-zhi Zhang” as “Zhang, F” and NOT as “Zhang, F-z.”
- List authors’ surnames followed by closed-up initials without periods, and use a comma as a separator between the author names (e.g., “Hudson LN, Newbold T, Contu S”).
- The article title is presented in sentence case; the word after a colon should be capitalized.

Articles without an e-locator:
The DOI is set in https://-URL format after the page range (in black without underlining).

For example:


Articles with an e-locator:
The DOI appears in https://-URL format after the page range (in blue with underlining).

For example:


2.29 Appendix

- Placement: after References and "How to cite”.
- Heading: ALL CAPS.

For example:
2.30 **Graphical Abstract**

- Refer to metadata or transmittal sheet for graphical image and text info.
- Graphical abstract, if given, should be included and kept as in manuscript.
- Query: If GTOC text is not given and GTOC figure is given.
- No Query: If GTOC text is given and GTOC figure is not given.

2.31 **Punctuation**

Punctuation establishes the cadence of a sentence, telling the reader where to pause (comma, semicolon, and colon), stop (period and question mark), or take a detour (dash, parentheses, and brackets).

2.31.1 **Spacing After Punctuation Marks**

Insert one space after

- commas, colons, and semicolons;
- periods that separate parts of a reference citation; and
- periods of the initials in personal names (e.g., J. R. Zhang).

*Exception:*

Do not insert a space after internal periods in abbreviations (e.g., a.m., i.e.), including identity-concealing labels for study participants (F.I.M.), or around colons in ratios.

2.31.2 **Period**

Use a period to end a complete sentence. Periods are used with abbreviations as follows:

<table>
<thead>
<tr>
<th>Use periods with</th>
<th>Do not use periods with</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initials of names (J. R. Smith)</td>
<td>Abbreviations of state names (NY; OH; Washington, DC) in reference list entries or in vendor locations (e.g., for drugs and apparatus described in the Method section)</td>
</tr>
<tr>
<td>Abbreviation for United States when it is used as an adjective (US Navy)</td>
<td>Capital letter abbreviations and acronyms (APA, NDA, NIMH, IQ)</td>
</tr>
</tbody>
</table>
Identity-concealing labels for study participants (F.I.M.) | Abbreviations for routes of administration (icv, im, ip, iv, sc)
---|---
Latin abbreviations (a.m., cf., i.e., vs.) | Web addresses in text or in the reference list (http://www.apa.org)
Reference abbreviations (Vol. 1, 2nd ed., p. 6, F. Supp.) | Metric and nonmetric measurement abbreviations (cd, cm, ft, hr, kg, lb, min, ml, s)

*Exception:* The abbreviation for inch (in.) takes a period because without the period it could be misread.

### 2.31.3 Comma

<table>
<thead>
<tr>
<th>Use a comma</th>
<th>Do not use a comma</th>
</tr>
</thead>
<tbody>
<tr>
<td>To set off the year in exact dates (April 18, 1992, was the correct date)</td>
<td>To separate parts of measurement (8 years 2 months, 3 min 40 s)</td>
</tr>
<tr>
<td>To set off the year in parenthetical reference citations (Patrick, 1993; Kelsey, 1993, discovered …)</td>
<td></td>
</tr>
<tr>
<td>To separate groups of three digits in most numbers of 1,000 or more</td>
<td></td>
</tr>
</tbody>
</table>

### 2.31.4 Colon

<table>
<thead>
<tr>
<th>Use a colon</th>
</tr>
</thead>
<tbody>
<tr>
<td>In ratios and proportions</td>
</tr>
<tr>
<td>In references between place of publication and publisher</td>
</tr>
</tbody>
</table>

### 2.31.5 Dashes

**Em Dash**

An em dash is longer than a hyphen or an en dash and is used to set off an element added to amplify or to digress from the main clause (e.g., Studies—published and unpublished—are included). Use no space before or after an em dash.

**En Dash**

Number ranges use an en dash (e.g., 1–9). Use no space before or after an en dash.

### 2.31.6 Quotation Marks

- Use single quotation marks inside double quotation marks.

  **For example**

  Miele (1993) found that “the ‘placebo effect,’ which had been verified in previous studies, disappeared when [only the first group’s] behaviors were studied in this manner” (p. 276).

- Place periods and commas inside quotation marks; place other punctuation marks outside quotation marks unless they are part of the quoted material.
• Do not use quotation marks to enclose block quotations. Do use double quotation marks to enclose any quoted material within a block quotation.

2.31.7 Parentheses, Brackets, and Braces

For Text: Use ( ) first, then ([ ]).

*Exception:*

Do not use brackets if the material can be set off easily with commas without confounding meaning.

For Equations: Use ( ) first, then ([ ]), and finally ([( )]).

2.31.8 Slash (Virgule, Solidus)

<table>
<thead>
<tr>
<th>Use a slash (also called a virgule, solidus)</th>
<th>Do not use a slash</th>
</tr>
</thead>
<tbody>
<tr>
<td>to indicate <em>per</em> to separate units of measurement accompanied by a numerical value. <em>For example:</em></td>
<td>more than once to express compound units. Use centered dots and parentheses as needed to prevent ambiguity. <em>For example:</em></td>
</tr>
<tr>
<td>0.5 deg/s</td>
<td>nmol \cdot hr^{-1} \cdot mg^{-1}</td>
</tr>
<tr>
<td>7.4 mg/kg</td>
<td><em>not</em></td>
</tr>
<tr>
<td>to set off English phonemes. <em>For example:</em></td>
<td>nmol/hr/mg</td>
</tr>
<tr>
<td>/o/</td>
<td></td>
</tr>
</tbody>
</table>

2.32 Additional Rules

• Check if SI units are styled correctly (e.g., kg not kgs or Kg/Kgs, “K” for kelvin — not °K, mol as unit — not mole, etc.).

• Letter ”M” in Molar is capitalized.

• Follow journal style sheet for solidus/ negative indices.

• Journal-specific scientific notations (e.g., df, F, AUC, ppm, cfu, Pa, Da, \(t_{1/2}\), Å).

• Format the author queries in accordance with Wiley style.

• Check and correct the data integrity of the file (e.g., raised text versus superscript, special character coding, font calls, fixed thin spaces, units, nonbreaking hyphens, quotation marks/apostrophes, and single/double quotation marks).

• Edit for mechanical aspects of journal style (e.g., ANOVA, Figure 1/Figure 1a, numbers in words or figures, and list style).

• Perform the tasks mentioned in the technical style sheet of JSS.

• Correct formatting for URLs and e-mail addresses.

• Graphics sizing plus relabeling (if necessary).
3 Copyediting Level 1

Copyediting Level 1 (CE1) includes both mechanical editing and copyediting according to the following points along with structuring and XML tagging. The following points are considered to constitute the base level of language editing and should be followed for all Wiley APA journals.

3.1 Mechanical Editing

Refer to section 2.

3.2 Copyediting

3.2.1 Verbs

Verbs are vigorous, direct communicators. Use the active rather than the passive voice, and select tense or mood carefully.

**Prefer the active voice.**

*Preferred:* We conducted the survey in a controlled setting.

*Undesirable:* The survey was conducted in a controlled setting.

3.2.2 Tense

Check for proper tense.

*Correct:* Sanchez (2000) presented similar results.

*Incorrect:* Sanchez (2000) presents similar results.

*Correct:* Since that time, several investigators have used this method.

*Incorrect:* Since that time, several investigators used this method.

3.2.3 Subject and Verb Agreement

A verb must agree in number (i.e., singular or plural) with its subject, regardless of intervening phrases that begin with such words as together with, including, plus, and as well as.

*Correct:* The percentage of correct responses as well as the speed of the responses increases with practice.

*Incorrect:* The percentage of correct responses as well as the speed of the responses increase with practice.

*Correct:* The data indicate that Terrence was correct.

*Incorrect:* The data indicates that Terrence was correct.

*Correct:* The phenomena occur every 100 years.

*Incorrect:* The phenomena occurs every 100 years.
APA prefers Merriam-Webster’s Collegiate Dictionary (2005) when in doubt about the plural form of nouns of foreign origin. For examples of agreement of subject and verb with collective nouns, see the APA Style website (www.apastyle.org).

3.2.4 Pronouns

Pronouns replace nouns. Each pronoun should refer clearly to its antecedent and should agree with the antecedent in number and gender. A pronoun must agree in number (i.e., singular or plural) with the noun it replaces.

Correct: Neither the highest scorer nor the lowest scorer in the group had any doubt about his or her competence.

Incorrect: Neither the highest scorer nor the lowest scorer in the group had any doubt about their competence.

Use who for human beings; use that or which for nonhuman animals and for things.

Correct: The students who completed the task successfully were rewarded.

Incorrect: The students that completed the task successfully were rewarded.

For more information, please refer to the Publication Manual of the American Psychological Association, 6th edition, section 3.2, p. 79.

3.2.5 Adverbs

Adverbs can be used as introductory or transitional words. Adverbs modify verbs, adjectives, and other adverbs and express manner or quality. Some adverbs, however—such as fortunately, similarly, certainly, consequently, conversely, and regrettably—can also be used as introductory or transitional words as long as the sense is confined to, for example, “it is fortunate that” or “in a similar manner.” Use adverbs judiciously as introductory or transitional words. Ask yourself whether the introduction or transition is needed and whether the adverb is being used correctly.

Some of the more common introductory adverbial phrases are importantly, more importantly, interestingly, and firstly. Although importantly is used widely, whether its adverbial usage is proper is debatable. Both importantly and interestingly can often be recast to enhance the message of a sentence or simply be omitted without a loss of meaning.

Correct: More important, the total amount of available long-term memory activation, and not the rate of spreading activation, drives the rate and probability of retrieval.

Correct: Expressive behavior and autonomic nervous system activity also have figured importantly...

Incorrect: More importantly, the total amount of available long-term memory activation, and not the rate of spreading activation, drives the rate and probability of retrieval.

Correct: First, we hypothesized that the quality of the therapeutic alliance would be rated higher....

Incorrect: Firstly, we hypothesized that the quality of the therapeutic alliance would be rated higher....

Another adverb often misused as an introductory or transitional word is hopefully. Hopefully means “in a hopeful manner” or “full of hope”; hopefully should not be used to mean “I hope” or
“it is hoped.”

Correct: I hope this is not the case.

Incorrect: Hopefully, this is not the case.

Note: Exercise caution to change native speakers’ usage and consider the author’s preference. Double check against the journal style sheet and with the author.

3.2.6 Relative Pronouns and Subordinate Conjunctions

Relative pronouns (*who, whom, that, which*) and subordinate conjunctions (e.g., *since, while, although*) introduce an element that is subordinate to the main clause of the sentence and reflect the relationship of the subordinate element to the main clause.

**Relative Pronouns**

*That* versus *which*

*That* clauses (called *restrictive*) are essential to the meaning of the sentence:

The materials that worked well in the first experiment were used in the second experiment.

*Which* clauses can merely add further information (nonrestrictive) or can be essential to the meaning (restrictive) of the sentence.

**Restrictive:** The cards that worked well in the first experiment were not useful in the second experiment. (Only those cards that worked well in the first experiment were not useful in the second; prefer *that*.)

**Nonrestrictive:** The cards, which worked well in the first experiment, were not useful in the second experiment. (The second experiment was not appropriate for the cards.)

**Subordinate Conjunctions**

*While* versus *since*

Some style authorities accept the use of *while* and *since* when they do not refer strictly to time; however, words like these, with more than one meaning, can cause confusion.

*While* versus *although, and, or but*

Use *while* to link events occurring simultaneously; otherwise, use *although, and, or but* in place of *while*.

*Precise:* Although these findings are unusual, they are not unique.

*Imprecise:* While these findings are unusual, they are not unique.

*Since* versus *because*

*Since* is more precise when it is used to refer only to time (to mean “after that”); otherwise, replace it with *because*.

*Precise:* Data for two participants were incomplete because these participants did not report for follow-up testing.

*Imprecise:* Data for two participants were incomplete since these participants did not report for follow-up testing.
3.2.7 Parallel Construction

To enhance the reader’s understanding, present parallel ideas in parallel or coordinate form. Make certain that all elements of the parallelism are present before and after the coordinating conjunction (i.e., and, but, or, nor).

Correct: The results show that such changes could be made without affecting error rate and that latencies continued to decrease over time.

Incorrect: The results show that such changes could be made without affecting error rate and latencies continued to decrease over time.

Between and and
Correct: We recorded the difference between the performance of subjects who completed the first task and the performance of those who completed the second task. [The difference is between the subjects’ performances, not between the performance and the task.]

Incorrect: We recorded the difference between the performance of subjects who completed the first task and the second task.

Both and and
Correct: The names were difficult both to pronounce and to spell. Incorrect: The names were both difficult to pronounce and spell.

Neither and nor, either and or
Correct: Neither the responses to the auditory stimuli nor the responses to the tactile stimuli were repeated.

Incorrect: Neither the responses to the auditory stimuli nor to the tactile stimuli were repeated.

Not only and but also
Correct: It is surprising not only that pencil-and-paper scores predicted this result but also that all other predictors were less accurate.

Incorrect: It is not only surprising that pencil-and-paper scores predicted this result but also that all other predictors were less accurate.
3.2.8 Comma

<table>
<thead>
<tr>
<th>Use a comma</th>
<th>Do not use a comma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between elements (including before and and or) in a series of three or more items</td>
<td>Before an essential or restrictive clause (The switch that stops the recording device also controls the light)</td>
</tr>
<tr>
<td>To set off a nonessential or nonrestrictive clause.</td>
<td>Between the two parts of a compound predicate.</td>
</tr>
<tr>
<td><em>For example:</em> Switch A, which was on a panel, controlled the recording device.</td>
<td><em>Correct:</em> All subjects completed the first phase of the experiment and returned the following week for Phase 2.</td>
</tr>
<tr>
<td></td>
<td><em>Incorrect:</em> All subjects completed the first phase of the experiment, and returned the following week for Phase 2</td>
</tr>
<tr>
<td>To separate two independent clauses joined by a conjunction (Cedar shavings covered the floor, and paper was available for shredding and nest building)</td>
<td></td>
</tr>
<tr>
<td>To separate groups of three digits in most figures of 1,000 or more</td>
<td></td>
</tr>
</tbody>
</table>

3.2.9 Semicolon

Use a semicolon:

- To separate two independent clauses that are not joined by a conjunction.
  
  *For example:* The participants in the first study were paid; those in the second were unpaid.

- To separate elements in a series that already contain commas. (See *Publication Manual of the American Psychological Association*, 6th edition, section 3.04 for the use of semicolons in numbered or lettered series.)
  
  *For example:* The color order was red, yellow, blue; blue, yellow, red; or yellow, red, blue (Davis & Hueter, 1994; Pettigrew, 1993).

  age, M = 34.5 years, 95% CI [29.4, 39.6]; years of education, M = 10.4 [8.7,12.1]; and weekly income, M = 612 [522, 702]; ...

  Certain adverbs, when used to join two independent clauses, should be preceded by a semicolon, rather than a comma. These transitional adverbs include however, thus, hence, indeed, accordingly, besides, therefore, and sometimes, then. A comma usually follows the adverb but may be omitted if the sentence seems just as effective without it.

  *For example:* The accuracy of Jesse’s watch was never in question; besides, he was an expert at intuiting the time of the day from the position of the sun and stars.

  Kallista was determined not to miss anything on her voyage; accordingly, she made an appointment with her ophthalmologist.
3.2.10 Colon

<table>
<thead>
<tr>
<th>Use a colon</th>
<th>Do not use a colon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between a grammatically complete introductory clause and a final phrase or clause. <em>For example:</em> Freud (1930/1961) wrote of two urges: an urge toward union with others and an egoistic urge toward happiness. They have agreed on the outcome: Informed participants perform better than do uninformed participants.</td>
<td>After an introduction that is not an independent clause or complete sentence. <em>For example:</em> The formula is ( r_i = a_i + e ). The instructions for the task were Your group's task is to rank the 15 items in terms of their importance for the crew's survival.</td>
</tr>
</tbody>
</table>

3.2.11 Slash

<table>
<thead>
<tr>
<th>Use a slash (also called a virgule, solidus)</th>
<th>Do not use a slash</th>
</tr>
</thead>
<tbody>
<tr>
<td>To clarify a relationship in which a hyphenated compound is used. <em>For example:</em> the classification/similarity-judgment condition</td>
<td>When a phrase would be clearer. <em>For example:</em> Each child handed the ball to her mother or guardian. <strong>Not:</strong> Each child handed the ball to her mother/guardian.</td>
</tr>
</tbody>
</table>

3.2.12 Hyphenation

Compound words take many forms; that is, two words may be written as (a) two separate words; (b) a hyphenated word; or (c) one unbroken, “solid” word. Choosing the proper form is sometimes frustrating. For example, is *follow up, follow-up, or followup* the form to be used? The dictionary is an excellent guide for such decisions, especially for nonscientific words (the term is *follow-up* when functioning as a noun or adjective but *follow up* when functioning as a verb). When a compound can be found in the dictionary, its usage is established and it is known as a permanent compound (e.g., high school, caregiver, and self-esteem). Dictionaries do not always agree on the way a compound should be written (open, solid, or hyphenated); APA follows *Webster's Collegiate* in most cases. Compound terms are often introduced into the language as separate or hyphenated words, and as they become more commonplace, they tend to fuse into a solid word. For example, the hyphen was dropped from *life-style* in the 11th edition of *Webster's Collegiate*, and *data base* is now *database*.

There is another kind of compound—the temporary compound—which is made up of two or more words that occur together, perhaps only in a particular paper, to express a thought. Because language is constantly expanding, especially in science, temporary compounds develop that are not yet listed in the dictionary. If a temporary compound modifies another word, it may or may not be hyphenated, depending on (a) its position in the sentence and (b) whether the pairing of a compound with another word can cause the reader to misinterpret meaning. The main rule to remember is that if a temporary compound precedes what it modifies, it may need to be hyphenated, and if it follows what it modifies, it usually does not. If a compound is not in the dictionary, follow the general principles of hyphenation given below.

Note: Exercise caution for scientific terms and terminology and author's preference for hyphenation. Double check against the journal style sheet and with the author.
Follow Merriam-Webster’s Collegiate Dictionary.

### Rule | Example
--- | ---
**Hyphenate**
A compound with a participle when it precedes the term it modifies | role-playing technique
 | anxiety-arousing condition water-deprived animals
A phrase used as an adjective when it precedes the term it modifies | trial-by-trial analysis to-be-recalled items
 | all-or-none questionnaire
An adjective-and-noun compound when it precedes the term it modifies | high-anxiety group middle-class families
 | low-frequency words
A compound with a number as the first element when the compound precedes the term it modifies | two-way analysis of variance six-trial problem
 | 12th-grade students 16-s interval
A fraction used as an adjective | two-thirds majority
**Do not hyphenate**
A compound including an adverb ending in *ly* widely used text
 | relatively homogeneous sample randomly assigned participants
A compound including a comparative or superlative adjective | better written paper
 | less informed interviewers
 | higher scoring students higher order learning
Chemical terms | sodium chloride solution
 | amino acid compound
Foreign phrases used as adjectives or adverbs | a posteriori test
 | post hoc comparisons
 | fed ad lib [but hyphenate the adjectival form: ad-lib feeding; see *Webster’s Collegiate*]
A modifier including a letter or numeral as the second element | Group B participants Type II error
 | Trial 1 performance
Common fractions used as nouns | one third of the participants
Use en dash for equal weightage (e.g., water–oil combination)
Use hyphen for adjectival units: 4.6-cm long, a 7-kg weight

### Prefixes and Suffixes That Do Not Require Hyphens

| Prefix or suffix | Example | Prefix or suffix | Example |
--- | --- | --- | ---
able | retrievable | mini | minisession
after | aftereffect | multi | multiphase
anti | antisocial | non | nonsignificant
bi | bilingual | over | overaggressive
cede | intercede | phobia | agoraphobia
<table>
<thead>
<tr>
<th>Prefix</th>
<th>Word</th>
<th>Base Word</th>
<th>Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>co</td>
<td>coworker</td>
<td>post</td>
<td>posttest</td>
<td></td>
</tr>
<tr>
<td>counter</td>
<td>counterbalance</td>
<td>pre</td>
<td>preexperimental</td>
<td></td>
</tr>
<tr>
<td>equi</td>
<td>equimax</td>
<td>pro</td>
<td>pro war</td>
<td></td>
</tr>
<tr>
<td>extra</td>
<td>extracurricular</td>
<td>pseudo</td>
<td>pseudoscience</td>
<td></td>
</tr>
<tr>
<td>gram</td>
<td>cardiogram</td>
<td>quasi</td>
<td>quasiperiodic</td>
<td></td>
</tr>
<tr>
<td>infra</td>
<td>infrared</td>
<td>re</td>
<td>reevaluate</td>
<td></td>
</tr>
<tr>
<td>inter</td>
<td>interstimulus</td>
<td>semi</td>
<td>semidarkness</td>
<td></td>
</tr>
<tr>
<td>intra</td>
<td>intraspecific</td>
<td>socio</td>
<td>socioeconomic</td>
<td></td>
</tr>
<tr>
<td>like</td>
<td>wave-like</td>
<td>sub</td>
<td>subtest</td>
<td></td>
</tr>
<tr>
<td>macro</td>
<td>macrocosm</td>
<td>super</td>
<td>superordinate</td>
<td></td>
</tr>
<tr>
<td>mega</td>
<td>megawatt</td>
<td>supra</td>
<td>supraliminal</td>
<td></td>
</tr>
<tr>
<td>meta</td>
<td>metacognitive</td>
<td>ultra</td>
<td>ultrahigh</td>
<td></td>
</tr>
<tr>
<td>meter</td>
<td>micrometer</td>
<td>un</td>
<td>unbiased</td>
<td></td>
</tr>
<tr>
<td>micro</td>
<td>microcosm</td>
<td>under</td>
<td>underdeveloped</td>
<td></td>
</tr>
<tr>
<td>mid</td>
<td>midterm</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Exceptions: Use a hyphen in meta-analysis and quasi-experimental*

**Prefixed Words That Require Hyphens**

<table>
<thead>
<tr>
<th>Occurrence</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compounds in which the base word is capitalized a number an abbreviation more than one word</td>
<td>pro-Freudian post-1970 pre-UCS trial non-achievement-oriented students</td>
</tr>
<tr>
<td>All self-compounds, whether they are adjectives or nouns</td>
<td>self-report technique the test was self-paced self-esteem</td>
</tr>
<tr>
<td>Words that could be misunderstood</td>
<td>re-pair [pair again] re-form [form again] un-ionized</td>
</tr>
<tr>
<td>Words in which the prefix ends and the base word begins with the same vowel</td>
<td>meta-analysis anti-intellectual co-occur</td>
</tr>
</tbody>
</table>

### 3.2.13 Capitalization

**Capitalize**

- Words beginning a sentence.
- The first word after a colon.
- Major words in titles and headings.
  - Conjunctions, articles, and short prepositions are not considered major words; however, capitalize all words of four letters or more. Capitalize all verbs (including linking verbs), nouns, adjectives, adverbs, and pronouns. When a capitalized word is a hyphenated compound, capitalize both words. Also, capitalize the first word after a colon or a dash in a title.
- In table headings and figure captions, only the first word and proper nouns.
• References to titles of sections within the same article.
• Proper nouns and adjectives and words used as proper nouns.
• Names of university departments if they refer to a specific department within a specific university and complete names of academic courses if they refer to a specific course.
• Trade and brand names of drugs, equipment, and food.
• Nouns followed by numerals or letters that denote a specific place in a numbered series.

   For example:
   On Day 2 of Experiment 4

• Complete titles of published and unpublished tests.
• Names of derived variables within a factor or principal components analysis.
   - The words factor and component are not capitalized unless followed by a number.

   For example:
   Mealtime Behavior (Factor 4)
   Factors 6 and 7

• Abbreviations beginning a sentence.

   For example:
   p-Endorphins

Do Not Capitalize

• In titles of books and articles in reference lists, capitalize only the first word, the first word after a colon or em dash, and proper nouns. Do not capitalize the second word of a hyphenated compound (see the Publication Manual of the American Psychological Association, 6th edition, section 4.15).

• Do not capitalize nouns that denote common parts of books or tables followed by numerals or letters.

• Do not capitalize names of laws, theories, models, statistical procedures, or hypotheses.

• Do not capitalize nouns that precede a variable.

   For example:
   trial n and item x

• Do not capitalize shortened, inexact, or generic titles of tests.

   For example:
   a vocabulary test

• Do not capitalize names of conditions or groups in an experiment.

• Do not capitalize effects or variables unless they appear with multiplication signs.
3.2.14 Italic

<table>
<thead>
<tr>
<th>Use italics for</th>
<th>Do not use italics for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genera, species, and varieties</td>
<td>Foreign phrases and abbreviations common in English</td>
</tr>
<tr>
<td>Introduction of a new, technical, or key term or label</td>
<td>Chemical terms (NaCl, LSD)</td>
</tr>
<tr>
<td>A letter, word, or phrase cited as a linguistic example</td>
<td>Trigonometric terms</td>
</tr>
<tr>
<td>Words that could be misread</td>
<td>Nonstatistical subscripts to statistical symbols or mathematical expressions</td>
</tr>
<tr>
<td>Letters used as statistical symbols or algebraic variables</td>
<td>Greek letters</td>
</tr>
<tr>
<td>Some test scores and scales</td>
<td>Mere emphasis. (Italics are acceptable if emphasis might otherwise be lost; in general, however, use syntax to provide emphasis)</td>
</tr>
<tr>
<td>Anchors of a scale</td>
<td></td>
</tr>
</tbody>
</table>

3.2.15 Abbreviations

- Spell it out in the first occurrence in abstract and text and abbreviate it thereafter.
- APA Style permits the use of abbreviations that appear as word entries (i.e., that are not labeled “abbr”) in Merriam-Webster’s Collegiate Dictionary (2005). Such abbreviations do not need explanation in text. For example: IQ; REM; ESP; AIDS; HIV; NADP; ACTH
- Use the following standard Latin abbreviations only in parenthetical material; in nonparenthetical material, use the English translation of the Latin terms; in both cases, include the correct punctuation that accompanies the term:

<table>
<thead>
<tr>
<th>cf.</th>
<th>compare</th>
<th>i.e.,</th>
<th>that is,</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g.,</td>
<td>for example,</td>
<td>viz.,</td>
<td>namely,</td>
</tr>
<tr>
<td>, etc.,</td>
<td>and so forth</td>
<td>vs.</td>
<td>versus, against</td>
</tr>
</tbody>
</table>

Abbreviate the following

- hr, hour
- min, minute
- ms, millisecond
- ns, nanosecond
- s, second
- %, percentage (use the word percentage when a number is not given)
- Volume: Liter for standalone → L (always). For example: 5 L and 6 ml
- Temperature: 3–4°C (degrees Celsius, no space before °C)
- Measures of currency: $55.60
Common Abbreviations for Units of Measurement

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Unit of measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>ampere</td>
</tr>
<tr>
<td>Å</td>
<td>angstrom</td>
</tr>
<tr>
<td>AC</td>
<td>alternating current</td>
</tr>
<tr>
<td>AP</td>
<td>antiparallel</td>
</tr>
<tr>
<td>pM</td>
<td>pico meter</td>
</tr>
<tr>
<td>µ</td>
<td>micrometer</td>
</tr>
<tr>
<td>mA</td>
<td>milliampere</td>
</tr>
<tr>
<td>mEq</td>
<td>milliequivalent</td>
</tr>
<tr>
<td>mV</td>
<td>millivolt</td>
</tr>
<tr>
<td>mg</td>
<td>milligram</td>
</tr>
<tr>
<td>ml</td>
<td>milliliter</td>
</tr>
<tr>
<td>mm</td>
<td>millimeter</td>
</tr>
<tr>
<td>mM</td>
<td>millimolar</td>
</tr>
<tr>
<td>mmHg</td>
<td>millimeters of mercury</td>
</tr>
<tr>
<td>mmol</td>
<td>millimole</td>
</tr>
<tr>
<td>mol wt</td>
<td>molecular weight</td>
</tr>
<tr>
<td>mph</td>
<td>miles per hour (include metric equivalent in parentheses)</td>
</tr>
<tr>
<td>N</td>
<td>newton</td>
</tr>
<tr>
<td>p.m.</td>
<td>post meridiem</td>
</tr>
<tr>
<td>ppm</td>
<td>parts per million</td>
</tr>
<tr>
<td>pw</td>
<td>parts per second</td>
</tr>
<tr>
<td>rpm</td>
<td>revolutions per minute</td>
</tr>
<tr>
<td>S</td>
<td>Siemens</td>
</tr>
<tr>
<td>V</td>
<td>volt</td>
</tr>
<tr>
<td>W</td>
<td>watt</td>
</tr>
</tbody>
</table>

3.2.16 Numbers

Use numerals to express:
- numbers 10 and above (e.g., 12 cm wide)
- numbers that immediately precede a unit of measurement (e.g., a 5-mg dose)
- numbers that represent statistical or mathematical functions (e.g., multiplied by 5)
- numbers that represent time, dates, ages, scores and points on a scale, exact sums of money, and numerals as numerals (e.g., 1 hr 34 min)
- numbers that denote a specific place in a numbered series (e.g., row 5)

Use words to express:
- numbers zero to nine
- any number that begins a sentence, title, or text heading
- common fractions (e.g., one fifth of the class)
- universally accepted usage (e.g., the Twelve Apostles)

Use a combination of numerals and words to express back-to-back modifiers:
- 2 two-way interactions
- ten 7-point scale
**Ordinal Numbers**

For example:
Second-order factor
The fourth graders
The first item of the 75th trial
The first and third groups
Spell out ordinal that appears before a numeral

**Decimal Fractions**

- Use a zero before the decimal point with numbers that are less than 1 when the statistic can exceed 1.
  
  0.23 cm
  Cohen's $d = 0.70$
  0.48 s

- Do not use a zero before a decimal fraction when the statistic cannot be greater than 1 (e.g., correlations, proportions, and levels of statistical significance: $p$, beta, alpha).
  
  $r(24) = -0.43$
  $p = .028$

**Plurals of Numbers**

To form the plurals of numbers, whether expressed as figures or as words, add s or es alone, without an apostrophe.

For example:

fours and sixes; 1950s; 10s and 20s

**Time and Date**

- Date: April 18, 1992
- Time: 8:30 p.m., 12:30 a.m.

**3.2.17 Scientific Abbreviations**

- Do not repeat abbreviated units of measure when expressing multiple amounts: 16–30 kHz.
- Write out abbreviations for units that are not accompanied by numeric values (e.g., measured in centimeters, several kilograms).
- Units of time. To prevent misreading, do not abbreviate the following units of time, even when they are accompanied by numeric values: day; week; month; year.
- Routes of administration: You may abbreviate a route of administration when it is paired with a number-and-unit combination. Preferred style for APA is no periods: icv = intracerebral ventricular, im = intramuscular, ip = intraperitoneal, iv = intravenous, sc = subcutaneous, and so on.
For example:
anesthetized with sodium pentobarbital (90 mg/kg ip)

But:
the first of two subcutaneous injections [not sc injections]

3.2.18 General Rules

- **Spelling errors:** plain spelling errors in normal English words are to be corrected.
- Indefinite and definite *articles* must be corrected.
- Italicize the *genus* and *species* name. *Mycobacterium avium* (Genus species) in article title, at first mention in Abstract, main text, but *M. avium* thereafter.
- Fundamental errors in *syntax* must be corrected.
- Incorrect *word inflection* must be corrected.
- *Genes* italic, *proteins* roman.
- The **order of the manuscript** should be Introduction, Methods, Results, Discussion and conclusion.
- **Probability:** lowercase italic *p*.
- Use a semicolon in place of **back-to-back parentheses**.
- **Display and block quotes** to be set in roman.
- **Equipment, Devices, and Reagents:** Information regarding the manufacturer or supplier is important, and authors should include this information in parentheses after the nonproprietary name or description; however, the inclusion of the location of the manufacturer is not required because whoever desires more specific details can easily find them online.

3.2.19 Gene Names

- If the author defines a gene symbol, keep the definition.
- If a gene symbol is used only once or twice, there is no need to define the symbol.
- If the symbol is defined, always keep the symbol as well as the definition even if the symbol is used only once (because some genes are better known by the symbol).
- Do not define gene symbols when there is no good definition.
4 Copyediting Level 2

This level constitutes the standard copyediting level. Some journals have much more comprehensive style sheets, or guides, than others, so this level covers a range of editing that is dependent on the extent of the rules and the level of editorial office expectations. The CE2 specifications are composed of CE1 rules and other additional copyediting tasks mentioned below.

4.1 Mechanical Editing

Refer to section 2.

4.2 Copyediting

4.2.1 Preferred Spelling


Spelling of psychological terms should conform to the APA Dictionary of Psychology.

Exception:

For APA-style journals whose title is a UK spelling, allow UK spelling for such titles to avoid iterations.

4.2.2 Misplaced and Dangling Modifiers

Misplaced Modifiers

Ambiguously or illogically modify a word. You can eliminate misplaced modifiers by placing an adjective or an adverb as close as possible to the word it modifies.

Correct: Based on this assumption, the model....

Incorrect: Based on this assumption, we developed a model....

Correct: These data provide only a partial answer.

Incorrect: These data only provide a partial answer.

Dangling Modifiers

Dangling modifiers have no referent in the sentence. Many of these result from the use of the passive voice. Dangling modifiers can be avoided by using the active voice.

Correct: Mulholland and Williams (2000) found that this group performed better, a result that is congruent with those of other studies. [The result, not Mulholland and Williams, is congruent.]

Incorrect: Congruent with other studies, Mulholland and Williams (2000) found that this group performed better.

4.2.3 Grammar

- Articles are employed according to standard rules of usage.
- Basic agreement in subject-verb, person, and number is checked.
• Inconsistencies in active/passive voice, first/third person, present/past tense should be corrected; idiom/style should be corrected.
• Definite/indefinite articles.

4.2.4 Usage

Commonly misused terms are corrected; many gender-specific terms have a neutral equivalent (e.g., mankind/humankind).

4.2.5 Scientific and Mathematical Content

• Equations:
  - Centered to column width; line space above and below.
  - Equations to be numbered sequentially as (1), (2), (3), etc. Other numbering variations such as Eqn. (1), (Eqn. 1), Eq. 1, etc. are not to be used.
  - Equation numbers should be set flush right within parentheses.
  - For in-text citations follow this pattern:

    Equation (1) shows...

    Equations (2) and (3) suggest...

    As shown in Equations (5) and (6) (not eq or Eq.)

    ...in the illustration (Equation 1).

    **For example:**

    \[ x_j^T (I_n - \Pi_c) y = \beta_j x_j^T (I_n - \Pi_c) x_j + \sum_{k \neq j} \beta_k x_k^T (I_n - \Pi_c) x_k + x_j^T (I_n - \Pi_c) c. \]

    Equation (1) indicates that only when the last two terms in (1) are negligible compared with the first one, the partial faithfulness is valid. In practice, however, this assumption may be violated and the marginal effects can be quite different from the

    \[ \mathbf{v} = \frac{1}{J_T} D F_I \hat{\mathbf{v}} \circ F_I^{-1} \]

    is known as the Piola transformation.

    For \( \mathbf{q}, \mathbf{v} \in V_h \), by (3.3) and (3.2a) we have

    - Citations to tables, figures, and equations from other sources should be lowercase and contracted (e.g., table 1, fig. 3, eq. 5).

    • Check for mathematical operators, editing inline/displayed mathematical and chemical formulas; treatment of numbers, spaces, and symbols.

    • Punctuated, single-letter variables italic; two- or more-letter variables roman; anything that qualifies a variable is roman (e.g., TN [Neel temperature]).

    • Close up the mathematical operators with single value (~XX or +XX, etc.).

    • Symbols representing variables and scalars should be italicized (e.g., \( a + b = c \)).
Arrays and vectors should be in boldface.

Differential \( d \) in italic.

Greek symbols as variables should be in italics (e.g., \( \alpha = .5 \)).

Uppercase Greek symbols should be roman (e.g., \( \Delta \)). Symbols for vectors and matrices (\( \mathbf{V}, \mathbf{X} \)) should be boldface.

All other statistical symbols (\( N, M_x, df, SSE, MSE, t, F \)) should be italic.

When reporting confidence intervals, use the format 95% CI [LL, UL], where LL is the lower limit of the confidence interval and UL is the upper limit.

When a sequence of confidence intervals is repeated in a series or within the same paragraph and the level of confidence (e.g., 95%) has remained unchanged, and the meaning is clear, no need to repeat the 95% CI. Every report of a confidence interval must clearly state the level of confidence. A sentence might then read, in part,

95% CIs [5.62, 8.31], [−2.43, 4.31], and [−4.29, −3.11], respectively

When a confidence interval follows reporting of a point estimate, the units of measurement should not be repeated:

\( M = 30.5 \text{ cm}, 99\% \text{ CI } [18.0, 43.0] \)

(See APA Manual of Style, 6th edition, section 4.44.)

Check for styling of variables and notions in equations (italics, boldface, roman, etc.).

Linearization and display formats wherever required (convert inline equation into display equation and vice versa).

Manipulation of spaces within equations and conditions (em space, en space, thin space, etc.).

Identifying and styling mathematical symbols (summation, product, subset, much less than, much greater than, partial differential, Delta, etc.).

Mathematical content—formatting of variables, constants, vectors, matrices; consistency; linear/nonlinear equations; mathematical operators, etc.

4.2.6 Manuscript Components

Every citation in text should have a counterpart; verify the appropriateness of all section and head levels; complete reference check; check that reference callouts in the text match the actual number of authors and also the listed references; a close reading and editing of tables is performed; figure legends are to be checked against figures; making or recommending changes for sense, clarity, or consistency and query the author to verify the changes were made.

Query for all drug dosages; this can be done as a blanket query.

Although it is not the responsibility of the copyeditor to check whether text, tables, or illustrations require permission to reprint, if there are strong indications that an element of the article could have been published previously elsewhere but there is no indication that permission to reproduce has been obtained, it is reasonable to add a query pointing out that the author should have obtained permission to reproduce the material.
5 Copyediting Level 3

This is a level of copyediting that requires extremely experienced copyeditors who can produce results of a noticeable greater breadth than is required for CE2 editing. Style sheets, or guides, for CE3 journals are lengthy and complex. The CE3 specifications include CE1 rules and other additional editing rules mentioned below.

5.1 Mechanical Editing

Refer to section 2.

In addition, the copyeditor is expected to apply high-level discipline-specific rules for abbreviations and nomenclature.

5.2 Copyediting

5.2.1 Spelling

Spellings of trade and nonproprietary drug and equipment names, medical and nonmedical terms, and specialty-specific phrases; US/UK spellings; non-English words and terms with diacritical marks and accents should be verified; PubMed or Google searches may be used to verify usage and spelling of specialty-specific terms and phrases; eponyms should be checked and used consistently; different spellings may be used for noun/adjective word forms; and the style for statistical terms and tests should be consistent in text, tables, and figures throughout the journal. Other sources, generally databases for international standards, are used for verification, as specified in the style manual.

5.2.2 Grammar

- Articles are employed according to standard rules of usage.
- Basic agreement in subject-verb, person, and number to be checked.
- Inconsistencies in active/passive voice, first/third person, present/past tense should be corrected; idiom/style should be corrected.
- Definite/indefinite articles.

5.2.3 Syntax

- Redundancies are queried or eliminated; run-on sentences are shortened or broken up or the author is queried to rewrite the sentence; dangling modifiers are fixed. Text is rephrased to achieve parallel structure; rephrase any awkward or infelicitous phrases to achieve the greatest clarity; ask author to verify changes; and rephrase text for clarity even if original does not contain a grammatical error.
- Parallel structure with compound verbs or participles.
- Reword the sentences for clarity and ask the author to verify the rephrasing.
5.2.4 Usage

- Commonly misused terms are corrected; gender-specific terms have a neutral equivalent (e.g., mankind/humankind).
- Correcting for ethical appropriateness and stereotypical language.

5.2.5 Scientific and Mathematical Content

- Refer to section 4.2.5.
- Content editing: Verify facts in articles using outside sources (e.g., references, Internet searches, databases).

5.2.6 Manuscript Components

- Every citation in text should have a counterpart; verify the appropriateness of all section and head levels; complete reference check; check that reference callouts in the text match the actual number of authors and also the listed references; perform a close reading and editing of tables; and make or recommend changes for sense, clarity, or consistency, including reorganizing the tables.
- Can edit tables to save space (e.g., several heads can be combined into one in a virgule construction to save space [Study/Y/%]).
- Query for all drug dosages; this can be done as a blanket query.
- Should clarify language as much as possible, whether or not an indisputable error has occurred. The author is asked to verify all changes.
- Read the abstract content against the article content to ensure that the abstract correctly reflects the article’s thesis, methods, and conclusion. The copyeditor may also edit the article title on the basis of content and query.
- Revision of poor writing that is a result of an author’s lack of familiarity with English is undertaken.
- Check whether text, tables, or illustrations require permission to reprint, if there are strong indications that an element of the article could have been published previously elsewhere but there is no indication that permission to reproduce has been obtained, it is reasonable to add a query pointing out that the author should have obtained permission to reproduce the material.
# APPENDIX

## Differences Between Original APA and Wiley APA

<table>
<thead>
<tr>
<th></th>
<th>Original APA</th>
<th>Wiley APA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article title</td>
<td>Article title set in title case</td>
<td>Article title set in sentence case</td>
</tr>
<tr>
<td>Author names</td>
<td>Omit all titles and degrees</td>
<td>Degrees and job titles to be included if present in existing journal style</td>
</tr>
<tr>
<td>Abstract</td>
<td>• Heading: Abstract</td>
<td>• Heading: either Abstract or Summary</td>
</tr>
<tr>
<td></td>
<td>• Single paragraph</td>
<td>• Follow existing journal style for whether the abstract should be structured, unstructured, or list style</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Numbered abstracts are allowed for some society journals</td>
</tr>
<tr>
<td>Title page footnotes</td>
<td>Sequence of author notes: Affiliations, changes of affiliation, acknowledgments (including equal contributions), special circumstances, person to contact</td>
<td>Sequence of title page footnotes: Abbreviations, equal contributions, paper presentation, deceased authors, No footnote symbols, except for deceased authors (dagger †)</td>
</tr>
<tr>
<td></td>
<td>No footnote symbols</td>
<td></td>
</tr>
<tr>
<td>Heading levels</td>
<td>Unnumbered</td>
<td>Numbered and unnumbered</td>
</tr>
<tr>
<td>1</td>
<td><strong>Centered, Bold, Title Case</strong></td>
<td><strong>NUMBERED, FLUSH LEFT, BOLD, ALL CAPS</strong></td>
</tr>
<tr>
<td>2</td>
<td><strong>Flush Left, Bold, Title Case</strong></td>
<td>2 Numbered, flush left, bold, sentence case</td>
</tr>
<tr>
<td>3</td>
<td><strong>Indented, bold, sentence case</strong></td>
<td>3 Numbered, flush left, bold, sentence case</td>
</tr>
<tr>
<td>4</td>
<td><strong>Indented, bold, italicized, sentence case, ending with period.</strong></td>
<td>4 Unnumbered, flush left, italicized, sentence case</td>
</tr>
<tr>
<td>5</td>
<td><strong>Indented, italicized, sentence case, ending with period.</strong></td>
<td>5 Unnumbered, flush left, italicized, sentence case, ending with period, run-on.</td>
</tr>
<tr>
<td>Figure captions</td>
<td>Label in italics followed by a period; caption ends with a period; lowercase panel labels</td>
<td>Label in all caps and bold without a period; caption does not end with a period; lowercase panel labels</td>
</tr>
</tbody>
</table>

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*For example:*

Myrtle Coe and Simon Foe contributed equally to this study. This study was first presented at the...

†Died May 14, 2014.
<table>
<thead>
<tr>
<th><strong>Table titles vs. captions</strong></th>
<th>The table title (in title case and italics) follows the free-standing table number on a new line</th>
<th>The table caption (in sentence case and roman) follows the table number (in bold) run-on</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For example:</strong>&lt;br&gt;Figure X. (a) Histological section of...&lt;br&gt;(b) Comparison of...</td>
<td><strong>For example:</strong>&lt;br&gt;FIGURE 1 (a) Histological section of... (b) Comparison of...</td>
<td></td>
</tr>
<tr>
<td><strong>Table footnotes</strong></td>
<td><strong>Three</strong> kinds of notes:&lt;br&gt;General notes (including abbreviations and source information)&lt;br&gt;Specific notes&lt;br&gt;Probability notes&lt;br&gt;Abbreviations in italics if they are in italics in the table; <strong>equal sign</strong> between abbreviation and its full form</td>
<td><strong>Four</strong> kinds of notes:&lt;br&gt;General notes&lt;br&gt;Abbreviations&lt;br&gt;Specific notes&lt;br&gt;Probability notes&lt;br&gt;Use the heading <strong>“Abbreviations”.</strong> Abbreviations set in roman; <strong>comma</strong> between abbreviation and its full form</td>
</tr>
<tr>
<td><strong>For example:</strong>&lt;br&gt;Table X&lt;br&gt;Summary of Experimental Designs</td>
<td><strong>For example:</strong>&lt;br&gt;<strong>TABLE X</strong> One-thousand-achene weight, actual, lost and potential achene weight across 2014–2016 and different head orders</td>
<td></td>
</tr>
<tr>
<td><strong>Enunciations</strong></td>
<td>For example:&lt;br&gt;Note. Factor loadings greater than .45 are shown in boldface. OR = odds ratio; CI = confidence interval; UWCB = unhealthy weight control behaviors.&lt;br&gt;&lt;sup&gt;a&lt;/sup&gt;n = 25. &lt;sup&gt;b&lt;/sup&gt;This participant did not complete the trials.&lt;br&gt;&lt;sup&gt;*&lt;/sup&gt;p &lt; .05. **&lt;sup&gt;p&lt;/sup&gt; &lt; .01.</td>
<td></td>
</tr>
<tr>
<td><strong>Acknowledgments</strong></td>
<td>Part of Author Note (third paragraph)&lt;br&gt;Always “Acknowledgment(s)”</td>
<td></td>
</tr>
<tr>
<td><strong>Endnotes</strong></td>
<td>Placed <strong>after</strong> References</td>
<td></td>
</tr>
<tr>
<td><strong>Reference citations</strong></td>
<td>APA never uses “Ibid” and “op cit” but consistently the author–date citation format</td>
<td></td>
</tr>
<tr>
<td><strong>Author biography</strong></td>
<td>Only author notes are used (which include affiliations, acknowledgments, special circumstances, disclaimers, conflicts of interest, persons to contact)</td>
<td></td>
</tr>
<tr>
<td><strong>For example:</strong>&lt;br&gt;Note. Factor loadings greater than .45 are shown in boldface. Abbreviations: OR, odds ratio; CI, confidence interval; UWCB, unhealthy weight control behaviors.&lt;br&gt;&lt;sup&gt;a&lt;/sup&gt;n = 25. &lt;sup&gt;b&lt;/sup&gt;This participant did not complete the trials.&lt;br&gt;&lt;sup&gt;*&lt;/sup&gt;p &lt; .05. **&lt;sup&gt;p&lt;/sup&gt; &lt; .01.</td>
<td></td>
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</tr>
<tr>
<td><strong>Follow AMS style for enunciations (math statements)</strong></td>
<td>Acknowledgments to be set in a separate section&lt;br&gt;For UK journals, use “Acknowledgement(s)”</td>
<td></td>
</tr>
<tr>
<td><strong>Placed <strong>before</strong> References</strong></td>
<td>**Op cit” and “Ibid” are allowed. Follow journal style sheet. If the journal style sheet does not contain any info, follow APA style</td>
<td></td>
</tr>
<tr>
<td><strong>For author biography, follow NJD format (heading in bold, all caps; full first name and surname, initials for middle names; names in bold, roman, not in all caps or small caps)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appendix</td>
<td>Heading in title case without emphasis (no boldface, no italics)</td>
<td>Heading in all caps and bold</td>
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<tr>
<td>----------</td>
<td>---------------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Degrees of temperature</td>
<td>No space before degree sign: 3–4°C</td>
<td>For example: APPENDIX</td>
</tr>
<tr>
<td>Spelling</td>
<td>Should be conform to standard American English (Merriam Webster's Dictionary)</td>
<td>UK spelling is preferred for UK articles (Concise Oxford English Dictionary)</td>
</tr>
<tr>
<td>Manufacturer details</td>
<td>To be included (however, location is not required)</td>
<td></td>
</tr>
</tbody>
</table>

**Frequently Asked Questions (FAQS)**

1. **What is the standard style and format for reference citation in abstracts?**
   - **Wiley:** Replace reference citations with minimal publication details such as, year of publication, abbreviated journal title, volume number and page range (use the surname of the first author followed by et al. if there are more than two author names)

2. **Use of *owing to/because of/due to* in this scenario: Do we have to differentiate between these?**
   - As per our understanding: "He lost the first game because of carelessness" ("because of" is modifying the main verb "lost") and "The accident was due to bad weather" ("due to" is preceded by the supporting verb "was")
   - **Wiley:** Usually change "owing to" to "because of." Use of "due to" is correct here.

3. **Should we assume that introductory phrases or text always be followed by a comma?**
   - ("In terms of homology, it..."; "In 1999,...")
   - **Wiley:** Yes. Sometimes, the comma is needed for clarity, but that's not always the case. And, in general, prefer to use them more often than not.

4. **Should we insert commas around "however" and "therefore" (when used for an emphasis or as intensifiers)?**
   - We follow the author in such cases; however, we do insert a comma after these when they begin a sentence.
   - **Wiley:** Yes. Don’t think it’s something that should be a set rule. But it is sometimes more situational.

5. **Change "resulting" to "and this results" in the sentence "Rab5 and Rab10 reciprocally recruit the other's GAP, resulting in demarcated domains in the Golgi–endosome interface"**
   - **Wiley:** OK to leave as is. Also either way is acceptable.

6. **Myeloid and lymphoid lineages cells: This was edited to avoid double plurals to 'myeloid and lymphoid lineage cells'. Can this be explained?**
   - **Wiley:** The remark to set the original was not intended for that phrase; it was for the phrase above it: "the 3D induction system–derived" because it looks like there was an en dash there, though I suppose it could just be a space.

7. **Infectious Disease Regional Centre: This is marked to set in lower case. Can all organizations names also be lowercase?**
   - **Wiley:** No, not all organization names should be lowercase. Addition of “an” before the department name in this case makes it generic.
8. In APA style, should “western” be lower case?
   **Wiley:** We use lowercase "w" for western blotting (and lowercase "n" for northern blotting) but uppercase "S" for "Southern" blotting because Southern is a person’s name.

9. Since fabG is a gene it should be set in italics; however, FabG represents a protein and hence set in roman. Here we follow the author for roman/italics. However, we raise a blanket query to the author to check roman/italics.
   **Wiley:** Try to understand the sentence in order to figure out whether the author means a gene or a gene product (protein).

10. Is ca. to be used only with dates?
    **Wiley:** We would only use it with dates; usually we use a ~ elsewhere.

11. Should all Greek letters be rendered in italics?
    **Wiley:** According to IUPAC, italic and roman Greek letters have different meanings. Ideally, Greek letters representing physical quantities or variables are set in italics and Greek letters representing units and labels in roman. Vendors are expected to check whether Greek letters representing variables are set in italics; if not raise an author query.