



# Guidelines For Authors

*Write for us. Right for you.*

*Jannetti Publications, Inc.  
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# I. JANNETTI PUBLICATIONS, INC. EDITORIAL STYLE

*The purpose of a professional nursing journal is to educate and inform nurses about specialty care areas and the latest developments and research in health care.*

## A. Manuscript Specifications

### 1. GENERAL REQUIREMENTS\*

- a. A query letter is requested. Telephone calls or emails are also suggested, but not required.
- b. Unsolicited manuscripts are welcome, provided that they are for the exclusive use of Jannetti Publications, Inc. and have not been previously published, accepted for publication, or under consideration elsewhere.
- c. Authors are encouraged to use clear, concise, nondiscriminating language and to make readability a priority. Eliminate all discriminatory language by making the preceding referent plural (e.g., nurses...they, their) – unless the reference is to a specific person.
- d. Our manuscript and reference style is based on the *Publication Manual of the American Psychological Association* (6th ed., 2009).
- e. Manuscripts should be typed, double-spaced (including block quotations and reference lists) on 8 1/2" x 11" white paper and generally should not exceed 20 pages.
- f. Authors should send two photocopies and one disk copy of the manuscript to the journal office (East Holly Avenue/Box 56, Pitman, NJ 08071-0056). A copy should be retained by the authors in the event of loss or damage in transit.
- g. In the event of more than one author, all correspondence will be sent to the primary author. Therefore, the primary author's name and contact information should be clearly delineated on the manuscript.

*\*Note: The editors recommend that you obtain the specific guidelines for the journal for which you are writing, as there are some subtle differences in requirements. Journal guidelines can be obtained by visiting the JPI Web site ([www.ajj.com/jpi](http://www.ajj.com/jpi)) and clicking on the journal name. Or, you may call the Jannetti main number at 856-256-2300 and ask for the journal's Editorial Coordinator. The one-page guidelines can be emailed directly to you.*

### 2. TITLING

- a. Manuscript titles should be concise, specific, and clear. Generally, they should not be longer than seven to nine words.
- b. Avoid unnecessary phrases, such as: the role of..., use of..., report of..., implications of..., and so forth.
- c. Choose a title that will be easily indexed (indexers should not have to read the article's abstract to discover what the content is really about).
- d. Avoid "cutesy" titles, but make the title interesting enough to attract the reader's attention.

### 3. BIOGRAPHIC INFORMATION

- a. Author(s) names should appear *only* on the title page, since manuscripts are blind-reviewed (authors remain anonymous).
- b. Biographic information about the author(s) should appear on the title page of the manuscript. The information should include first name, middle name or initial, last name, and credentials, with highest degree first (e.g., MSN, RN). Do not list more than one degree unless there is a compelling reason to do so (for example, PhD, MBA or MBA, MSN). Give complete information on the primary affiliation of the author(s); do not include additional background information unless it is necessary to explain the author's interest or expertise in the content area.
- c. Example: Jane Rowland Doe, MSN, RN, is Vice President for Nursing, Mercy Hospital Corporation, Doeville, MA.

### 4. ABSTRACT

- a. The abstract should appear on the first page after the title page and should be limited to about 50 words.
- b. This information should be substantive, not descriptive. Do not actually refer to the article in the abstract; i.e., do not say "this article discusses..." or "this article describes..." or "the authors provide recommendations ..." etc.

## 5. MANUSCRIPT ORGANIZATION

- a. It is acceptable to use headings within the manuscript, such as “Introduction,” “Conclusion,” or “Summary.” The introduction should be no more than two paragraphs long, and should include a general introduction of the subject and an outline of what will be covered in the article.
- b. The manuscript should be organized in logical subdivisions, according to the outline that was used to develop it. We use subheadings; please refer to a sample from a specific journal to follow heading format. Like titles, subheads should be short and to the point. Check to see that the manuscript develops the subject logically, and that the subdivisions of the manuscript are approximately the same length. That is, if you find that one subdivision is particularly long, and another is only a paragraph in length, something is wrong with your organization. Perhaps the two subdivisions should be subsumed under a general major subhead, with minor subheads that reflect different content areas.

## 6. REFERENCES (Refer to *APA Publication Manual, 6th edition, for further details*).

- a. In-text citations: Use the author-date method of citation; e.g., (Doe, 2009) or “Doe (2009) states...”
  - (1) Use page numbers only when quoting directly from a source.
  - (2) With three to five authors, list all authors in the first citation. In subsequent citations, list only the last name of the first author and *et al.* (e.g., Doe et al., 2009). With six or more authors, *et al.* is used on first citation.
  - (3) Legal citations should list the name of the case, italicized, and the date it was decided; e.g., (*Smith v. Jones*, 2009) or *Smith v. Jones* (2009). If the case has been appealed, give the date of the most recent decision. References to statutes should list the full name of the statute and the date of its enactment (e.g., National Environmental Policy Act (2009) or (National Environmental Policy Act, 2009).
  - (4) If the citation has a corporate author, the author should be spelled out the first

time it is cited, but may be abbreviated on subsequent citations. For example, (National Institute of Mental Health [NIMH], 2009); later citations: (NIMH, 2009).

- (5) When there is no author, the first few words of the title of the reference should be given, e.g. (“Study Cites Evidence,” 2009).
- (6) When more than one source is cited within a sentence or paragraph, references should be listed alphabetically. For example, (Doe, 2009; NIMH, 2009).
- b. Reference list: The reference list should appear on a separate page at the end of the manuscript, should be double-spaced within as well as between references, and should include only those sources cited in the text. Complete information must be given for each source so that it can be easily located by others.
  - (1) Personal communications should be cited in the text (e.g., J.R. Doe, personal communication, December 5, 2009), but should not appear in the reference list. This is also true for internal agency or organization documents that have not been published (e.g., Kaiser Foundation Health Plan, internal management document, July 2009). Because this information is not available to the general public, the use of such material should be kept to a minimum.
  - (2) References should be arranged alphabetically by author. If there is no author, the reference should be placed alphabetically by the first word of its title. When there is more than one reference by the same author, arrange by publication year, earliest first. If citing the same first author but different second author, arrange alphabetically by the name of the second author.
  - (4) When there is more than one reference by the same author in the same year, they should be listed alphabetically by the first word of the title and identified by lower case suffixes. For example, the in-text citation would read: (Doe, 2009a, 2009b); the reference list would also include the suffix.

- (5) When the author is a department of another agency, the parent body is credited as the source. For example:
- Reference list: Department of Health and Human Services, Health Care Financing Administration. (2009).
  - In text: Department of Health and Human Services (2009) or (Department of Health and Human Services, 2009) depending on usage.
  - Do not use the prefix U.S. for government agencies.
- (6) If the source is unpublished material, give as much information as possible so it can be obtained by others. For example:
- Doe, J.R. (2009, October 15). *State cost-containment efforts*. Paper presented at the Massachusetts Nurses Association Annual Convention, Boston, MA.
- (7) When the reference is identified by a serial number of a particular organization, that information should be included in parentheses at the end of the citation. For example:
- National League for Nursing. (2009). *Masters programs in nursing*. New York: NLN. (NLN Pub. No. 82-63).
- (8) References to chapters within books should be cited as follows:
- Doe, J.R. (2009). Cost-containment and nursing. In J. Brown (Ed.), *Economic issues for nurses* (pp. 63-78). New York: John Wiley & Sons.
- (9) Information to be included for books: author's name, year published, title of book, place of publication, publisher. Example:
- Jones, M.R., Doe, J.R., & Smith, B.H. (2009). *Health policy review*. New York: John Wiley & Sons.
- (10) Information to be included for articles: author's name, year, title of article, journal name in full, volume number, issue number (in parentheses), and pages. For example:
- Doe, J.R. (2009). Politics and policy. *The Policy Journal*, 11(2), 13-18.
- (11) Information for news items: author's name (if any), year, month and day, title, source, page numbers. For example:
- Jones, M.R. (2009, May 27). Costs rise. *Wall Street Journal*, p. 3.
- (12) **Important!** Double check your manuscript to be certain the spelling and dates of references in the text correspond with the reference list.
- (13) **Remember:** Do **NOT** number references. **Use APA style only!**
- ## 7. DISK SUBMISSION/COMPUTER TIPS
- IBM and Macintosh format disks and CD-ROMs are acceptable. All disks should be clearly labeled with the primary author's name, manuscript title, and file name.
  - Most IBM and Macintosh word processor files are acceptable for submission to the journal. As a general rule, all files should be saved as either Microsoft Word or WordPerfect, if possible. Please contact the journal office to ensure acceptability of other file types.
  - Do not put subsections of the manuscript (title page, references, etc.) into separate files. Put the entire manuscript in one file only. Tables and figures, however, may be in separate files.
  - Use only common fonts (Times, Universe, Helvetica, Courier, etc.) and avoid complex font attributes such as outline.
  - Do not use automatic paragraph style codes. Type in numbers, letters, or bullets manually.
  - Do not use rules or paragraph/page borders. For tables, arrange the information using tabs only. Remove any unused tabs (see "Graphics," p. 5).
  - If submitting photos taken with a digital camera, please make sure the photos are taken at the **highest** resolution. Your file will automatically save as a JPEG. Rename the file to match what the photo is. Send the original file on disk along with a hard copy of the photo or figure.
  - Important: Do NOT insert JPEG or any other image files into ANY program (MS Word, WordPerfect, etc.) file.**
- ## 8. THE INTERNET
- Information on Jannetti Publications journals can be accessed at the following web site (simply click on the Library button): **<http://www.ajj.com/jpi>**
  - Authors can contact or query individual journals at the following e-mail addresses:  
***Dermatology Nursing***: dnjrnl@ajj.com  
***MEDSURG Nursing***: msjrnl@ajj.com

***Nephrology Nursing:***

nephrologynursing@ajj.com

***Nursing Economic\$:*** nejrnl@ajj.com

***Pediatric Nursing:*** pnjrnl@ajj.com

***Urologic Nursing:*** uronsg@ajj.com

**9. GRAPHICS**

- a. We strongly encourage the use of graphics to supplement or complement the text. The article is easier to read if the text is broken up with tables, figures, or photographs.
- b. Photographs can be color or black & white glossy prints or slides, 8x10 or 5x7 inches, and of clear, crisp quality. All photos should be accompanied by a caption that describes the context or identifies the people in the photo. Label the top of the photo. **Authors are responsible for securing photograph permissions.** This includes permission from the subject/source being photographed, or copyright permission from a source that has been previously published. Do **NOT** submit polaroid photographs.
  - (1) If submitting photos taken with a digital camera, please make sure the photos are taken at the **highest** resolution. Please refer to "Disk Submission" (p. 4) for further instruction.
- c. Figures are graphics that display nonverbal information, e.g., graphs, charts, photos, and drawings. Each figure should:
  - (1) Appear on a separate page.
  - (2) Include a number that is referred to in the text (e.g., see Figure 1).
  - (3) Have a title.
  - (4) Be **camera-ready** originals.If figures from other sources are used without changes/adaptations, the author is responsible for securing permission to reproduce the figure. (This permission should be in writing and should accompany the manuscript.)
- d. Tables present either numerical data or verbal information. Each table should:
  - (1) Be typed on a separate page (two short tables may be typed on the same page). Use tabs to arrange the information. Do not use automatic computer-created tables (our Art Department will add the table structure).
  - (2) Include a title and number (the number should be referred to in the text).
  - (3) Cite the source if it is not original material.

- e. The reference source should be placed after the title of the table, for example: Table 1. State Cost Containment Data (Doe & Brown, 2002) (followed by the table).
- f. Other graphics may include illustrations that highlight a particular point of the text or represent the general subject area of the article.

**10. COPYRIGHT**

- a. Copyright on all published articles will be held by Jannetti Publications, Inc. Each author of a submitted manuscript signs a statement expressly transferring copyright upon publication. The copyright form(s) is sent to the primary author by the editor when receipt of the manuscript is acknowledged.
- b. Published articles may not be reprinted in any media without the written permission of Jannetti Publications, Inc.

**11. REVIEW PROCESS**

- a. A letter of acknowledgment is sent to the primary author once a manuscript is received. Jannetti journals are refereed publications; therefore, each manuscript is reviewed by at least two members of the journal's Manuscript Review Panel (with expertise in the particular content area) and by the editors.
- b. Reviews are sent to the editor, who reads reviewers' suggestions, comments, questions, and recommendations regarding publication: accept without revisions, accept with revisions, do not accept. This process is usually completed within 10-16 weeks of the manuscript's receipt, depending on the journal.
- c. If the manuscript is accepted with revisions, the author is given a deadline. If the manuscript is still not acceptable after revision, it will be returned to the author for further revision.
- d. When the revised manuscript is received, it is reviewed by the editor. If it is accepted at that point, it is assigned to a particular issue. As publication nears, the managing editor will copyedit the manuscript. All accepted, edited manuscripts are then sent to the author for final review.

***Note: Jannetti Publications Inc. reserves the right to edit all manuscripts according to its style and space requirements and to clarify content.***

## 12. PRODUCTION PROCESS

- a. After the final copyediting and review by the managing editor, the accepted manuscript is formatted into page proofs. This version contains any tables, figures, graphics, or pictures and represents how the article will appear in the journal.
- b. Page proofs are then sent to the primary author, who is asked to review them for typographic errors only, to verify all references, and return within 48 hours of receipt. A delay in return of corrected proofs, unanswered queries, or return of incomplete material may result in publication of the article without corrections or may postpone publication.
- c. The approved page proofs are sent to the printer, who prepares a final copy (blue-line). It is the responsibility of the editor and managing editor to give final approval of the blue-line.
- d. The entire production process takes about 6 weeks.

## 13. AFTER PUBLICATION

- a. Authors who wish to purchase reprints of their articles can obtain information from the journal office in Pitman, NJ, at the time of publication.
- b. Authors' honoraria, if applicable, will be mailed within 4 weeks of the date of publication. When there is more than one author, the check will be made payable to the primary author and sent to that individual – along with complimentary copies of the issue – for distribution to co-authors.
- c. The editors welcome all authors to consider Jannetti Publications in their future publishing efforts.

## 14. MISCELLANEOUS INFORMATION REGARDING STYLE

- a. Do not use contractions, except in a direct quotation.
- b. Avoid jargon – Words and phrases such as “health care delivery system,” “nursing profession,” “impacted,” “interfaced,” and “public and private sector” are overused and should be avoided.
- c. American vs. British – There are often two acceptable spellings for a word (e.g., *acknowledgment*, acknowledgment; *judgment*, judgement). When in doubt, use the American ver-

sion of the word, not the British. (American versions are in italics.)

- d. **Accuracy – When submitting a manuscript, the responsibility for accuracy is the author's, not the editor's.**
- e. Abbreviations – The same abbreviation can stand for several things. Do not assume readers know the meaning. The first use of the abbreviation in an article must be preceded by the complete term. For example: Health Care Financing Administration (HCFA). After that, the abbreviation can be used alone.
- f. The terminal -al can also be confusing – Is it psychological or psychologic? A general rule: Drop the -al unless dropping it changes the meaning. Example: “historical” cannot be changed to “historic” but “gynecological” can be changed to “gynecologic.” Another rule: If, without the terminal -al, a word has three or fewer syllables, then add it. This results in such words as: surgical, statistical, obstetrical, etc. However, with four or more syllables, omit the -al – anatomic, urologic, neurologic, etc.
- g. Due and Due to – The word “due” is an adjective and must modify a noun. (“He got his due desserts.”) However, when a sentence begins with “Due to ...” the word is misused. Change the phrase to “Because of...” or “As a result of ...” “Due to” can follow a “to be” verb, since it then acts as a predicate adjective. (“His death was due to complications from severe head injuries.”) The “to” is a preposition, belonging to its own prepositional phrase.
- h. Which vs. That – “That” is used to introduce a limiting or defining clause. “Which” is used to introduce a nondefining or parenthetical clause. If the clause could be omitted without leaving the noun it modified incomplete, or without materially altering the sense of what is being said, or if it could reasonably be enclosed in parentheses, it would be better introduced by “which,” otherwise, by “that.” For example: “The Hudson River, which flows west of Manhattan, is muddy.” (A nondefining clause; it could be omitted or parenthesized.) But: “The river that flows west of Manhattan is the Hudson.” (The clause

- defines “river” and could not be omitted.)
- i. Leads to avoid – It is usually not effective to introduce your manuscript with the following types of lead sentences or paragraphs:
    - (1) personal
    - (2) apologetic
    - (3) anecdotal
    - (4) philosophic

## ***B. Transfer of Copyright***

*To comply with present U.S. copyright law, each author of a submitted manuscript must sign a copyright release form. The author's signature expressly transfers copyright on the manuscript and its contents (tables, figures, photos, etc.) to Jannetti Publications, Inc. in the event that the paper is published in media now and hereafter invented. The manuscript cannot be published without this form and failure to comply will necessitate the return of the manuscript. The form reads as follows:*

### **Transfer of Copyright**

In order to comply with present U.S. copyright law, each author of a submitted manuscript must sign one of these forms. Your signature on this form expressly transfers copyright on the manuscript and its contents (tables, figures, photos, etc.) to (Journal) in the event that the paper is published in media now and hereafter invented. We regret that failure to sign will necessitate the return of your manuscript.

In consideration of (Journal) taking action in reviewing, editing, and publishing this manuscript, the author undersigned hereby transfers, assigns, or otherwise conveys all copyright ownership to (Journal) in the event the work is published in media now and hereafter invented. The author further acknowledges that the manuscript is an original manuscript not previously published nor currently submitted for publication. The author also assumes responsibility for obtaining the necessary permission when using previously published materials such as tables or figures.

The author also certifies that any affiliations with or involvement in any organization or entity with a direct financial interest in the subject matter or materials discussed in the manuscript (e.g. employment, consultancies, stock ownership, honoraria, expert testimony) are disclosed below.

Date	Author Signature	Credentials
Mailing Address		Present Position
Place of Employment	Address	
Other Affiliations		
Home Telephone	Work Telephone	
FAX	E-mail	
Title of Manuscript		
Primary Author		

\*\*If this work has been commissioned by an institute or organization, each author certifies that the institution/organization has approved the data presented in this article, and an authorized representative of the institution/organization must also sign the line above, stating his or her title in the institution/organization.

NOTE: Any request to reprint this article, in whole or in part, mechanical or electronic, requires the express written permission of (Journal).

## II. MANUSCRIPT PREPARATION AND ORGANIZATION\*\*

### A. Subject

1. Select a subject that interests you.
2. Know your subject.
3. Research those areas you are unsure about; make notes as you do this; and interview (ask questions) if necessary. Review the literature to see whether the subject you're interested in has already been "overwritten." Even if your subject has been well covered in the literature, it may be of interest to others if it offers a new approach to an old problem.

### B. Outline

Make an outline according to the following:

1. List all the ideas, arguments, facts, and illustrations you can think of. Establish the what, where, when, why, how, and who for your lead paragraphs.
2. Sort out these ideas, putting them in logical order for continuity.
3. Fully develop each idea in an orderly fashion.
4. Insert anecdotes and cite examples where appropriate.
5. Come to a logical conclusion. Leave readers with the idea that they can reach their own conclusions based on the material you have presented. (Exceptions: The "human interest" story where an incident you've experienced probably won't be repeated again; a philosophic piece.)

### C. Start Writing

1. Select a suitable time of day and a comfortable location.
2. Your lead must be focused – it should draw readers in and motivate them to read further. Read some leads in your favorite newspaper, lay magazine, or professional journal. The lead should be fairly brief, but don't forget the what, where, when, why, how, and who.
3. Don't let grammar, spelling, punctuation, or construction interrupt your thoughts and ideas. On your first draft, just write! Avoid excessive editing while you are writing; that can be confusing and you'll probably do quite a bit of revising later.

### D. First Draft

1. It can be very effective to put the manuscript aside and go over it after some time has elapsed (overnight, a few days, or a week).

2. Examine the paper for grammar, construction, spelling, punctuation, and so on. Does it flow well? Do ideas logically follow one another? Does your story make sense? Do the beginning, body, and ending make sense to you?
3. Read it aloud to someone – or even to yourself. But read it aloud.

### E. Titling

1. Begin to think of a title. Remember: long titles are hard to handle.
2. Make sure the title clearly and succinctly describes the manuscript's contents.

### F. Miscellaneous Points

1. Avoid injecting your own biases.
2. If you are stumped on a lead paragraph, start writing anyway. The idea may come as you write, and the lead can then be reworked. It may also help to tell someone what your article is about. We often organize things spontaneously when describing something aloud, and the lead is usually the first and most important point you try to convey.
3. Make sure your conclusion ends your thoughts. Don't leave your reader dangling.
4. Make sure you use transitional phrases where necessary. That is, don't jump from one subject to another without leading the reader into the next thought.
5. Use the active voice when possible (see "Verb Checklist," p. 10).
6. Examples (anecdotes) enhance any article.
7. Avoid jargon and qualifiers ("a little," "very," and so on); they muddy the water.
8. Watch for omnipotent words ("unique," "only," "every," "none"). Ninety-nine out of a hundred times you'll be wrong.
9. Check your stylebook(s) for correct methods when using numbers, capitals, formal names, and so on.
10. Avoid using the word "impact" as a verb, when what you really mean is affect or effect. Example of incorrect usage: "The results of the study impacted the staff." As a noun, impact means "The effect or impression of one thing upon another." As a verb, it means "to pack firmly together" or "to strike forcefully."

\*\* (Source: Alice M. Robinson, MS, RN, Writing Workshop)

### III. WRITING STYLE\*\*\*

#### A. Ten Steps To Effective Writing

1. *Control sentence length and style.* Make your sentences average no more than 17 words (this is an average; some sentences may be longer than 17 if necessary), but don't make all the sentences the same length. Use both long and short sentences for variety. Short sentences add punch and sparkle to your ideas. Long ones help you describe the fullness of your ideas. An easy way to do this is to make your sentences begin and end differently by using various arrangements of subjects, verbs, objects, phrases, and clauses.
2. *Trim all unnecessary words.* Make your writing concise. Unnecessary words are like fat in food: they don't nourish your ideas. Some of the ways you can trim wordfat:
  - a. Look for any *which* or *be* you don't need.
  - b. Take out any *which* and make two sentences.
  - c. Wherever you find *be* or any of its forms (is, are, am, been, was, were), replace it with a strong, active, descriptive verb (see "Verb Checklist," p. 10).
3. *Include only one idea in each sentence.* If you need to qualify something you've said, do it in the next sentence. The longer the sentence, the harder it is to grasp the thought being conveyed. The best short sentence is a simple, declarative statement: subject, verb, object.
4. *Keep your words simple.* Try to use one- or two-syllable words. There's no law that says you have to use big words when you write. Here's how to use simpler words. First, stay away from prefixes and suffixes. For example, *preparation* and *growth* are verbal nouns made from the verbs *prepare* and *grow*. Use the verbs instead of the nouns. This keeps the text in the active, rather than passive, voice. Next, choose the simplest words that say the same thing (see "Simplifying," p. 14).
5. *Put yourself in the reader's shoes.* Check that what you are saying is clear to an unfamiliar eye. Your writing is for the reader's benefit, not your own.
6. *Use transitional words.* Transitional words that begin sentences and paragraphs are signposts that make reading easier. They warn your reader when to go straight ahead, and when to make a sharp turn – to change an idea (see "Transitions," p. 13).
7. *Use specific, not abstract, words.* Vague, general, and abstract words say very little. Try to use the exact word you need to describe your idea.
  - a. Here are typical abstract nouns you should avoid: *quality, nature, problem, reason, situation, method, effort, intent, course, condition.*
  - b. Here are typical wordy, awkward, vague phrases you should drop from sentences: *by means of, due to the fact that, for the purpose of, in order to, on the basis of, to the extent that, with respect to, in connection with* (see "Simplifying" and "Redundancies," p. 14-15).
8. *Use positive, strong, colorful, definitive language.* Don't use the word *not* to avoid a strong statement. Weak, evasive statements waste the reader's time and stop you from getting to the real issue. Avoid words like *hope, trust,* and *may* when they carry a negative connotation.
  - a. *Weak, negative, or noncommittal statement:* He was not very often accurate in his statistics.
  - b. *Positive, strong statement:* His statistics were often inaccurate.
9. *Organize ideas and sentences.* Your writing will be easier to read if you organize each paragraph in a simple-to-understand order. It's the only practical way to divide a mass of details into something logical. So look at your subject matter and determine a common theme that can tie the ideas together clearly. Of course, every manuscript will have its own structural problems and you'll have to find your own solutions. But most good manu-

Compare the wordy items on the left with the simpler ones on the right:

Wordy	Simpler
above mentioned	the, this, that, those, these
purchase	buy
afford an opportunity	allow, permit
a great deal of	much
a majority of	most
approximately	about

\*\*\*(Source: Sandra Koon, Director of School Communications, Rush Henrietta Central School District, Henrietta, NY)

scripts can depend on one or more of these organizational patterns:

- a. *Chronologic*. Events or processes in the order in which they happened.
  - b. *Spatial*. Physical relationships among persons, places, or things (east to west, small to big, up to down, inside to outside).
  - c. *Criteria*. The measure or standard with which you are considering something (sales volume, typing errors per page, runs batted in).
  - d. *Importance*. Either present the least important ideas first and build to the most important or vice versa.
  - e. *Familiarity*. Go from the simple, easy-to-understand, and familiar, to the more complex, hard-to-understand, and unfamiliar.
  - f. *Logical*.
    - (1) Use details, examples, illustrations.
    - (2) Compare and contrast ideas.
    - (3) Repeat and restate ideas.
    - (4) Define terms.
    - (5) Explain causes and effects, problems, and solutions.
    - (6) Eliminate the alternatives (show what won't work, and why).
10. *Review, cut, review, cut*. The most important action you can take to improve your writing is to review what you've written and see where you can make it shorter and clearer. The more you can cut without forsaking meaning, the better. In writing, surgery is almost always justified. The most common fault of writing is wordiness. Here are some ways to cut words:
- a. *Hunt every which*. Make every *which* clause into another sentence.
  - b. *Kill every be*. Get rid of the passive voice and replace any *be* verb with a strong, active, descriptive verb.
  - c. *Stick to your theme*. Don't get off the topic. Every sentence of every paragraph should be there only because it explains your central idea.
  - d. *Weed out ruthlessly*. Take out any unnecessary words, sentences, phrases, and clauses that get in the reader's way. Get rid of unnecessary articles like *a, an, the,*

and conjunctions like *as, and, while,* and *because*. Often you can replace them with a semicolon. Sometimes you can leave out *that*. Read the sentence aloud and let the sound of the sentence tell you what you can omit.

- e. *Challenge adjectives*. Ask yourself if you really need all the adjectives. If you can substitute a more exact noun or, better yet, a strong verb, do it.
- f. *Undangle the participles*. A participle at the beginning of a sentence must have a noun to lean on (Bad: "Walking through the office, the typewriters are loud.")

## B. Verb Checklist

---

Circle every verb in your manuscript; then do the following things in the order listed:

### 1. Cut out unnecessary verbs.

- a. Decide which are the main and secondary verbs in each sentence.
- b. Watch for main verbs disguised as secondary verbs.
- c. Look especially for verbs preceded by one of the following words: *that, who, which, it* (followed by *is, are, or were*).
- d. Eliminate as many secondary verbs as possible; make appositives, adjectives, prepositions. Example: "Ms. Jones, who was teaching us physics..." Change to: "Ms. Jones, our physics teacher..."

### 2. Avoid the passive voice. Try to keep 70% of your verbs in the active voice. For example:

- a. Passive: Telephone triage was performed.
- b. Active: Nurses performed telephone triage.

### 3. Avoid linking verbs.

- a. Look for all forms of the verbs *to be* and *to have*, and for verbs such as *seem, look,* and *get*.
- b. Permit no more than 30% of your verbs to be linking verbs.

### 4. Eliminate needless adverbs.

- a. Look for words ending in *-ly* that appear close to verbs.
- b. Check for adverbs that are superfluous and remove them.

- c. Eliminate even more adverbs by searching for verbs that can stand alone.

5. **Use dynamic verbs.**

- a. Recheck each active verb to be sure it is the most dynamic one you can use.
- b. Find a synonym that conveys the meaning with greater vigor.

## C. Noun Checklist

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1. **Get rid of nouns with complex endings.**

- a. Look for nouns that end in *-tion*, *-tive*, *-ability*, *-ment*, *-able*, *-ness*, *-ance*.
- b. Change them to verbs, phrases, or clauses.

2. **Change general nouns into specific ones.**

- a. Never use a noun referring to an entire group when you should use one pertaining to a member of that group (*vehicle* would be changed to *car*).

3. **Change nonvisual nouns into visual ones.**

- a. Get rid of those abstract nouns and replace them with ones that your reader can picture (*learning aids* would be replaced by *videotapes*).

4. **Look for nouns that can be changed into verb forms.**

- a. Example: “will give consideration to” should be changed to “consider.”

5. **Eliminate weak adjectives.**

- a. Look for words preceding nouns.
- b. Replace vague adjectives with precise ones.
- c. Eliminate other adjectives by finding nouns that can stand alone.

6. **Eliminate needless adverbs modifying adjectives.**

- a. Seek out the main offenders: *very*, *quite*, *rather*, and *real*.
- b. Eliminate them by using nouns that can stand alone.

## D. Dangerous Duos, Troublesome Trios

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- 1. *Advice, advise.* *Advice* is a noun meaning “the counsel which is given.” *Advise* is a verb.
- 2. *Affect, effect.* *Affect* is a verb meaning “to influence.” *Effect* is usually used as a noun meaning “something brought about by a cause or agent, result.” However, *effect* is occasionally

used as a verb meaning “to bring about.”

- 3. *All ready, already.* *All ready* means “totally prepared.” *Already* means “before this time.”
- 4. *Among, between.* *Among* is used to express a relationship involving more than two things or people. *Between* refers to a relationship involving only two things or people.
- 5. *Amount, number.* *Amount* refers to a quantity of something. *Number* refers to things that can be counted in units.
- 6. *Apt, likely, liable.* *Apt* denotes a habitual tendency or volition; *likely* merely denotes probability; *liable* denotes the possibility of risk or an unfavorable outcome. Examples: “The patient’s mother is likely to visit him.” “The child is apt to stammer when he is excited.” “If you don’t study, you are liable to fail.”
- 7. *As, like.* *As* is a conjunction used to make comparisons and to introduce clauses: “He can swim as well as I can.” *Like* is a preposition used to introduce prepositional phrases: “My aunt drives like me.”
- 8. *Beside, besides.* *Beside* means “at the side of.” *Besides* means “in addition to” or “as well.”
- 9. *Compare, contrast.* *Compare* means “to consider likenesses and differences.” *Contrast* means “to emphasize differences.”
- 10. *Compare to, compare with.* One thing is usually *compared with* another of the same class of things in order to observe their differences or similarities. In figurative writing, one thing may be *compared to* another of a different class: “Shall I compare thee to a summer’s day?”
- 11. *Complement, compliment.* *Complement* means “that which is added to something to complete it.” *Compliment* means “an expression of approval or respect.”
- 12. *Compose, comprise, consist.* These words are not synonymous. *Comprise* means “to consist of,” “to be composed of.” The whole *comprises* the parts; the parts do not *comprise* the whole. (Avoid “to be comprised of.”) Examples: A hearty soup is composed of many ingredients. A hearty soup comprises many ingredients.
- 13. *Continual, continuous.* *Continual* means “repeated often, with occasional interruption.” *Continuous* refers to an action that continues uninterrupted.

14. *Council, counsel, consul.* *Council* refers to a group of people called together to give advice. *Counsel* refers to advice which is given. *Consul* refers to a person appointed by his government to live in a foreign city.
15. *Dose, dosage.* A *dose* is the quantity to be administered at one time or the total quantity administered. *Dosage* is the regulated administration of doses and is usually expressed in terms of a quantity per unit of time.
16. *Due to, owing to, because of.* Although the distinction between the adjective and adverb forms is becoming increasingly blurred, we prefer to keep the distinction. Use *due to* only as a predicate adjective following a linking verb. Use *because of* rather than *owing to*. Example: "His hesitancy was due to (adjective) fear." "He hesitated because of (owing to) [adverb] fear."
17. *et cetera, etc.* Both forms are Latin for "and other things." Both forms are unadvisable because they are vague, referring to things unnamed.
18. *Fewer, less.* *Fewer* refers to things that can be counted. *Less* refers to bulk quantity.
19. *Firstly, secondly.* Modern usage prefers "first" and "second."
20. *Former, latter.* Both are correct but can be vague if not used carefully. Occasional repetition of the names to which the former and latter refer can aid clarity.
21. *Imply, infer.* *Imply* refers to a hint given by a speaker or writer. *Infer* refers to the conclusion drawn by the listener or reader.
22. *Its, it's.* *Its* is used when the word *it* is showing possession. Example: "The company held *its* summer picnic at the park." *It's* is the contraction of *it is*. Example: "*It's* raining outside."
23. *Individual, person.* In most instances, the noun *individual* should be changed to *person*, unless the meaning of distinction from class or group must be retained.
24. *Marked, markedly.* When these terms are overused, appropriate alternatives should be used to avoid monotony. Example: "His condition was *markedly* improved." "His condition was greatly improved." "A *marked* contrast was noted." "A sharp contrast was noted."
25. *Necessitate, require.* These terms are not synonymous; *necessitate* means "to have need for." A patient may *require* treatment, but the treatment would *necessitate* specific tests, equipment, applications.
26. *Nobody, no one, none.* *Nobody* and *no one* require singular verbs. *None* requires a singular verb when referring to objects: "Despite the appearance of the used cars, *none* is worth buying." When *none* refers to people, it takes a plural verb: "Despite the qualification of the applicants, *none* are willing to work for the salary offered to them."
27. *Parameter.* *Parameter* is overused (like the term *significant*). It has a specific meaning in a statistical sense and should not be used simply to mean measurement, value, or number. Ordinarily, except when a descriptive quantity for a statistical population is meant, *parameter* should be changed to *measurement, value, quantity, variable, number, or comparable terms*.
28. *Past, last.* *Past* refers to elapsed time or location. *Last* means just past, most recent, or final.
29. *Percent, per cent, percentage.* *Percent* is used to refer to an exact numerical quantity and is always preceded by a number. *Per cent* is a variant spelling of *percent*. *Percentage* merely indicates a part of a whole, and it is used without a number preceding.
30. *Precede, proceed.* *Precede* refers to that which has gone before something else. *Proceed* means to "to go ahead" and "to carry on."
31. *Precipitate, precipitous.* *Precipitate* refers to actions and means "abrupt." *Precipitous* refers to physical characteristics and means "steep."
32. *Prevalence, incidence.* These words are not synonymous. *Prevalence* is the quality or state of being widespread, common, or prevailing, or the degree to which something is *prevalent*. *Incidence* is simply the rate of occurrence per unit of time or per unit of population. "The *prevalence* of influenza in the winter of 1970 increased; the *incidence* rose from 20 to 40/1,000 population."
33. *Regardless, irregardless.* *Regardless* is the correct form; *irregardless* is not a word, and is therefore unacceptable.
34. *Regime, regimen.* *Regime* is a system of man-

agement of government, an administration. When a system of therapy is meant, *regimen* is the correct term.

35. *Reticent, hesitant*. *Reticent* means “silent.” *Hesitant* means “reluctant.”
36. *Reveal*. The term *reveal* is overused and should be avoided, but it may be used occasionally to relieve monotony of expression.
37. *Significant(ly)*. When an author uses *significant* (or *significance*) where it might be confused with its strict statistical meaning, it should be changed to a specific term such as *important* (or *importance*), *substantial* (or *substantive*), *notable*, *great*; when statistical *significance* is meant, values are usually given.
38. *Utilize, use*. Because *utilize* is a term that “may suggest the discovery of a new, profitable, or practical use for something,” it should be replaced by the word *use* when the general meaning is intended. Generally, *use* is the intended term.

## E. Transitions

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1. Transitional expressions signal a definite relation between ideas; they improve coherence within a paragraph and between paragraphs. Use them sparingly.
  - a. *Adding to, illustrating, or extending a point*: and, furthermore, also, or, nor, moreover, along with, similarly, for instance, for example, for one thing, for another thing, especially, altogether, undoubtedly, happily, sadly, earnestly.
  - b. *Summarizing*: at last, finally, all in all, hence, therefore, consequently, in short.
  - c. *Establishing time*: that day, that evening,

the next morning, years later, now, then, usually, immediately, no sooner, frequently, occasionally, rarely, sometimes, thereafter, until, not until, afterward, later, eventually, meanwhile, finally, soon, at once, infrequently, never, always, at last.

- d. *Considering alternatives*: of course, doubtless, while it may be argued, even if, yet, however, but, still, even though, to be sure, certainly, granted that, no matter which, on the contrary, whereas, notwithstanding, nevertheless, conversely, on the other hand, though, although.
  - e. *Linking cause and effect*: as a result, because, that caused, that resulted in, the outcome was that, inevitably, that brought about, that produced, this is bound to produce, naturally, as a consequence, consequently, therefore.
  - f. *Referring back*: they, those, these, that, most, it, none, nobody, each, all, few, some, who, whom, many, all but two, everything except, except for, without exception.
  - g. *Restricting and qualifying*: provided, in case, in some cases, should, unless, occasionally, rarely, only if, even though, in no case.
2. Transitional sentence – “These are the advantages of this system: ...”
  3. Transitional paragraph – Example: “This section described the advantages of computerized staffing systems. In the next section, implementation and possible problems are discussed.”

## *F. Simplifying*

### **Commonly used groups of words that can often be replaced by one or two words:**

<b>WORDY</b>	<b>CONCISE</b>	<b>WORDY</b>	<b>CONCISE</b>
for the purpose of	to	in order to	to
in the very near future	soon	in reference to	about
at this point in time	now	in the event that	if
come in contact with	meet	subsequent to	after
in view of the fact that	because	until such time as	until, when
are of the opinion	believe	a person who takes great care	a careful person
as of this date	today	in an impatient manner	impatiently
be kind enough	please	work that has not been finished	unfinished work
due to the fact that	because	person with a lot of energy	energetic person
during the time that	when	as well as	and

### **Longer words can sometimes be replaced by shorter, simpler ones:**

<b>LONGER WORD</b>	<b>SHORTER WORD</b>	<b>LONGER WORD</b>	<b>SHORTER WORD</b>
accumulate	collect	facilitate	help
acquaint	meet	initiate	start
aggregate	total	modification	change
ameliorate	lessen	adjective	aim
anticipate	expect	procure	get
approximately	about	purchase	buy
assistance	help	terminated	died, stopped
encounter	meet	utilize	use

## G. Redundancies and Reductions

### Redundant phrases should always be eliminated

REDUNDANT PHRASE	BETTER WORD	REDUNDANT PHRASE	BETTER WORD
basic fundamentals	fundamentals	few in number	few
consensus of opinion	consensus	small in size	small
each and every	each <i>or</i> every	box-like in shape	box-like
full and complete	complete	attached hereto	attached
true facts	facts	enclosed herewith	enclosed
exact same	same	adequate enough	adequate
personal opinion	opinion	generally speaking	generally
refer back to	refer to	entirely completed	completed
advance planning	planning	it costs the sum of	it costs
handsome-looking	handsome	during the course of	during
intra-dermal skin tests	intra-dermal <i>or</i> skin	because of the fact that	because
end result	result	in order to	to
oval-shaped	oval	connected together	connected
extremely minimal	minimal	a period of one second	one second

## IV. GUIDELINES FOR CRITIQUING A MANUSCRIPT

- A. Title
  1. Review carefully. Is it too stuffy, too long, too cutesy?
  2. Suggest possible alternatives to the editor.
- B. Lead Paragraph
  1. Think! Would you continue reading the article? If not, suggest (and hunt for in the manuscript) a different lead.
  2. Does it tell you what you want to know about the content (the who, what, where, when, why, and how)?
  3. Is it focused, or did you try to get in too much, too soon?
- C. Is the article on the whole consistent, logical, helpful? Is it verbose (overwritten)? Is it vague? (Should the author clarify certain points?) Is it dull? (Were you bored?)
- D. Remember the five Cs, and always think "CUT!"
  1. Clarity
  2. Completeness
  3. Conciseness
  4. Concreteness
  5. Comprehensiveness
- E. Suggest ways to jazz up the content. Does it need anecdotes or examples to clarify points in the article?
- F. Are the references accurate? Adequate? Are they definitely related to the content? Do the spellings and dates in each in-text reference match the information in the reference list? Look for pertinent references, current dates. Is there a mix of textbook and journal sources?
- G. Does the article have proper transitional phrases (i.e., are you carried along in the sequence as you read)?
- H. Put the manuscript away for a day or so and then read it again. Do you have the same reactions you did before?
- I. If you have used any jargon, replace it with plain, ordinary English.
- J. Does the manuscript come to an adequate conclusion? If not, does more work need to be done?

## V. PROOFREADER'S MARKS

print in boldface . . . . .	<u>nursing</u>	indent . . . . .	]
print in <i>italics</i> . . . . .	<u>nursing</u>	begin a new paragraph . . . . .	¶
close up space . . . . .	space	no paragraph . . . . .	no ¶
delete and close up space . . . . .	space	spell out . . . . .	(sp)
change the order [words] of		make the letter(s) capital . . . . .	american
	compliant	make the letter(s) lower case . . . . .	Eastern
insert . . . . .	a patient	put in the center of line or page . . . . .	] [
delete; remove something here . . . . .	e	let it stand . . . . .	STET

## VI. FOR YOUR BOOKSHELF

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*Nurse Author & Editor*. Wiley-Blackwell, 9600 Garsington Road, Oxford, OX4 2DQ, United Kingdom; <http://www.nurseauthor.com>

### Web Sites

*The Publishing Law Center* is a site is devoted to providing quality information for the publishing community – publishers, authors, editors, Web masters, and freelancers.  
<http://www.publaw.com>  
*The Editorial Eye* is a resource for writers, editors, designers, project managers, communications specialists, and everyone else who cares about contemporary publishing practices.  
<http://www.eecom.com/press>  
 The following Web sites index nursing articles from medical and nursing journals. Articles may be purchased directly from these sources and may be helpful to you as you research your topic.  
<http://www.ebsco.com>  
<http://www.cengage.com>  
<http://www.il.proquest.com>  
<http://www.infotrieve.com>

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- > Urologic Nurses to Discover Latest Clinical Practice Advances at Annual Conference
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