Style and Publication Manual

for *Elements*

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Editor-in-chief

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Beta Version
Elements, the undergraduate research journal of Boston College, showcases the varied research endeavors of fellow undergraduates to the greater academic community. By fostering intellectual curiosity and discussion, the journal strengthens and affirms the community of undergraduate students at Boston College.

Note on this manual
This pamphlet is meant to help the editors of Elements produce a high-quality journal while at the same time preserving some continuity from issue to issue. Various stylistic issues are clarified here, and certain formatting issues have finally been resolved. Wherever a problem remains, turn to a good style guide like that of MLA or Turabian. The implementation of the conventions below will, in all luck, make the journal appear even more professional. That said, please violate any of the guidelines here sooner than doing anything outrageous or seemingly awkward to an article.

R.B.T. 2009
Guidelines for Submission Evaluation

While you are reading articles that have been submitted, consider the following criteria.

**Research quality.** *Elements* is an “undergraduate research journal,” not a magazine or a newspaper. While magazines might showcase writings of cultural interest, and while newspapers might print opinion-driven editorials or breaking news, research journals display articles that are the product of extended periods of investigation and consideration. The author is expected to support claims with an assortment of relevant sources that are accumulated during such a period of investigation. Furthermore, the author is expected not only to analyze sources (to critically evaluate the legitimacy of the sources and to assess what the authors of the sources are trying to convey to the reader) but also to synthesize sources (to connect the many sources in a way that is meaningful and supportive to the thesis).

**Accessibility.** In addition to the “greater academic community,” *Elements*’ intended audience is the undergraduates of Boston College. To interest the academic community and the student body, all articles must be understandable and accessible to people of all academic disciplines. Excessive use of technical terms that are not defined makes the editing process unwieldy. Detail in an article is good, but the author should explain why that detail is important. The sole exception to this applies to articles written in a language other than English.

**Scholarship and intellectuality.** A research journal is usually a more formal forum than a magazine, a newspaper, or a book. *Elements* should not be compared to other publications on campus due to this formal nature. *Elements* is also published by the Boston College Board of Trustees and, therefore, is considered an official Boston College publication. Pieces that are inflammatory for the sake of controversy should be rejected outright. The author’s argument should be subtle and detailed, addressing obvious objections to the argument. Multiple professors, often from different universities, might read any article published in *Elements*.

**Interest.** *Elements* is not area specific. Thus, articles should be of general academic interest. Articles that are well written but very specific might be better suited for a discipline-specific journal. The author’s prose should be engaging throughout the piece.

**Originality.** The author should take a novel look at a topic or investigate a rarely studied topic. Within a given journal, we hope to achieve a range of articles with different topics.

**Clarity and style.** The author’s ideas should be presented in clear prose that does not obscure the meaning of the paper. A pretentious tone does not act in a paper’s favor. A good author has a unique style that further enriches the content presented in the article.
Guidelines for Article Editors

An article must be edited before and during the layout process. An editor is assigned to an individual article to edit before layout, and three or more readers are assigned to copy edit an article during layout. The article editor is also expected to peer review the article (described later). Keep the following in mind during this process.

**Contact the author.** If the author has any wishes regarding the paper, it is best to try to accommodate them. Explain to your author what the editing process entails. This includes but is not limited to editing down to a target word count, adding explanation or summary (for highly technical or specialized pieces), general grammar and style, relevant pictures, and relevant pull-quotes. Ask if the author has any photographs that are relevant to the article. If so, ask for high-resolution images (at least 300 bpi). Ask if the author has any preferences for how his/her name is printed in the journal. Start a general dialogue; it is the pre-layout editor’s job to communicate between the rest of the staff and the author.

**Edit for coherence first.** Do all parts of the piece express the thesis in a cogent, compact manner that flows properly with the rest of the piece? Do entire paragraphs need to be moved to different parts of the piece? Eliminate any sentences that are tangential or unnecessary. Ensure that any edits made to accommodate word-count limitations do not compromise the integrity of the article.

**Edit for clarity second.** Now that the general structure of the piece is set, make sure that sentences say what they are trying to say clearly. Odd constructions are interesting and refreshing to see, but often they are distracting to the reader. Make sure the piece uses standard grammar appropriate for an academic journal.

**Provide critical feedback.** See the guidelines below.

**Do not change the author’s style.** Every author has a different style. It is important that every journal published is a collection of seven or so articles with seven different styles from different authors and not a collection of seven or so articles written in one style, that of the staff editors. If the author’s writing does nothing contrary to the guidelines in this manual or to the rules of grammar and usage, it is usually not necessary to alter the author’s writing.

**Format all endnotes according to this guide.** All endnotes must be properly formatted before they can be inserted into layout. It is the article editor’s job to ensure that everything that needs to be cited is cited according to Elements style. Unnecessary citations should be removed.

**Obtain at least five images for an article.** Retrieving photos before the layout process is very helpful to those doing layout. Please make sure you have images that cover material from the beginning, middle, and end of the article so the layout editors can easily work
with the images as space permits. We need to purchase the rights to these images, so it is best to search stock image websites. We want as many free images as possible, so if the author supplies anything or if the photographs can be taken by a staff member, that would be best. If this is not the case, look for images on Istockphoto.com, Corbis.com, Gettyimages.com, Alamy.com, Bmimages.com, Sxc.hu, or any other site you find. Please make note of where the image relates to the article. You should also write captions for each of the images that relates the image to the article in some way. Every photo also needs to have some sort of documentation with it so we know where to find it should we move forward in purchasing the image. When you find photos or images you like, upload a copy of them to the article’s MyFiles folder (i.e. Elements > Spring 2009 > [Your article’s folder] > Photos). You should only upload example copies to MyFiles—do not buy any images yourself.

**Find five interesting pull-quotes from the article.** Pull-quotes are attention-grabbing, representative quotes from the article that are blown-up on the page. They should be one or two sentences long. Please make sure the pull-quotes are distributed throughout the article, pulled from the beginning, middle, and end. Upload these to MyFiles when done.

**Get author approval.** After the pre-layout editor edits the article, final approval from the author must be obtained. Occasionally, an editor might find that a portion of an article is factually inaccurate or that a portion of an article defines a term inappropriately or in an otherwise odd manner. In such cases, discussion with the author is necessary to resolve the issue.

**Obtain an author bio.** It should be short.
The Prepublication Peer Review Process

Of all the things the staff members do for the journal, ensuring the fidelity of the peer review process is the most important. Articles that are accepted for publication at final selection need to be reviewed for content and proper academic form. This is primarily the article editor’s job. A good peer review process makes nearly everything afterwards much easier. Here are some remarks.

All statements of data and technical facts or words of other people must be cited. If this is not carried out, plagiarism or fabrication of facts or data can easily occur. The editor should feel free to ask for many citations throughout the article if necessary. Charts and tables should make sense and support the article’s claim.

Strong statements require support. If the author makes an statement like, “The economic decline of the United States is due to our healthcare system,” it needs not just one citation but an entire set of citations arranged into a compelling argument.

Provide a thoughtful, constructive criticism of the article to the author. The article editor should not feel that he is being discourteous when he criticizes an author’s work. Once an author’s work is accepted, it is in the author’s and the Journal’s interests that it be of high quality. To critique a paper: (1) Use “track changes” in Microsoft Word and (2) provide notes, line-by-line, as to what is at issue in a section. Generalities are less helpful that specifics, but sometimes overall critiques concerning use of terms or a line of argumentation are also relevant.

If necessary, contact the editor-in-chief or managing editor. This might include times when the editor thinks that more readers would aid the editing of the article.

The onus is on the author to make the changes. The editor(s) can recommend changes, but it is the author’s responsibility to make the changes. This is only further reason to make a thorough critique: the editor(s) need not worry about fixing the (often many) shortcomings of an accepted paper! Instruct the author to accept changes made with “track” changes or to implement changes his/herself.

Alert the author to these changes well in advance of layout. It is very frustrating to be laying out an article with obvious flaws that stem from an inadequate peer review.

The Senior Editors must prepare the articles for layout. Before arrival for layout, the articles should be thoroughly edited and have all relevant materials (see above).
1 General Style for Copy Editors

1.1 Find substitutes for overused metaphors, colloquialisms, or inappropriate figures of speech. An academic journal needs to preserve its serious tone, which can be ruined by quaint figures of speech and hackneyed analogies. Thus, the sentence, “John was fishing in troubled waters,” is better rendered, “John initiated a perilous search.”

1.2 Remove needless words, never using a long one where a short one will do. Thus, “He employed the utilization of pyrotechnics,” translates to “He used pyrotechnics.” The sentence, “The welfare of the poor is a consideration which we should do well to bear in mind,” contains fluff to scare the reader and is better rendered, “Consider the welfare of the poor.”

1.3 Avoid pretentious word constructions, Latinisms, and words of foreign origin that have obvious plain-English equivalences. For instance, *hoi polloi* affects a pretentious manner and should be more simply rendered as the common people or whatever is appropriate. Take note of sentences with such pretentious words or phrases: they often cover up an overall lack of substance.

1.4 Never use jargon or fancy words if a plain-English equivalent will do. The more jargon in the paper, the less accessible it is to the academic community as a whole.

1.5 Preserve the author’s individual voice and style while improving the clarity of the piece. Do not project your own style onto the paper. If a sentence is not broken, do not fix it.

1.6 At the copy editing stage, do not change the general meaning of parts of the paper or the general layout of the paper. Any such changes require author approval during the peer-review process.
2 General Conventions

2.1 Use a comma after each item in a series (“Eukaryotic cells contain ribosomes, mitochondria, and other organelles.”) When items in a series are contained in quoted material, preserve the comma formatting of the original author of the quote (“The newspaper reported, ‘Few have seen, heard or felt this ever before.’”) The AP style for the Oxford comma is to omit the comma before the conjunction.

2.2 Use two spaces between sentences. In Quark, use a space before each dot in an ellipse and one dot after the last dot.

2.3 Do not use superscript ordinals (i.e. use 21st, where the “st” is on the baseline).

2.4 When a person’s name is first stated in a paper, give the full name (Robert Jones Jr.). On every subsequent occurrence, use the last name (Jones). When two people have the same last name, or when use of the last alone causes a clumsy sentence, state both first and last name. If the author does not mention the name of the person for a long span of the article, restate the full name of the person to improve clarity.

2.5 Avoid the use of single quotes. For nearly all cases, such as defining words or jargon usage, italics should be used. When special terms first appear in a piece, they should be put into italics and then defined or explained. Terms are put in italics only in a definition, not in any previous or subsequent occurrence of the word or phrase.

2.6 Plurals are not formed by adding (’s) except in:

- Multiple letters. (dotting all the i’s, three A’s, and two B’s)
- Abbreviations with internal periods or both uppercase and lowercase letters. (PhD’s)

Terms in italics form the plural by adding an italic s or by supplying the proper plural in italics. Terms in quotes cannot form the plural, so sentences must be rephrased to accommodate this anomaly. (Two newspapers included “To be continued” many times throughout the edition. “To be continued’s” is incorrect.)

2.7 In general, abbreviations of all capital letters do not require periods (TV). Spell out United States when it is used as a noun. You may abbreviate U.S. or spell it out when it is used as an adjective.

2.8 Units of measurement should be spelt out unless the paper makes extensive use of measurement (i.e. a scientific article). For the first occurrence of an unusual or technical unit, provide the full name then the abbreviation for the unit in parentheses (atomic mass units (amu) or parts per million (ppm)).

2.9 For “small all caps” text in the title, abstract, captions, section headings, and dialogue, do not “double capitalize” the letters. Therefore, type GERMAN. Do not type “GERMAN,” where the G is larger than the rest of the word. Text in small all caps should not extend
below the baseline or above the cap height (the cap height is the top line for aligning text). Text in small all caps is composed of letters and numbers of equal size.

2.10 Remember to place a comma after a full month/date/year, a city/state combination, or an address. (*He wrote the letter on March 21, 1989, without any trouble. She lives near Atlanta, Georgia, during the winter, but she moves to 1234 21st Street, New York, NY 02139, during the winter.*)

2.11 Do not abbreviate World War II. In general, spell out—do not abbreviate—words that do not have a generally recognized, academic abbreviation.

2.12 Titles in Quark are formatted with the main title on the first line in all-caps and the subtitle on the second line in italics. For the title of the article before the main text, do not put a colon after the main title.
3 Dates and Numbering

3.1 When an article makes infrequent use of numbers, spell out numbers written in one or two words and represent other numbers by numerals (seven, ninety-six, thirty, four hundred, one thousand, three million, but 7 1/2, 101, 587, 7,545). Spell out money and percentage expressions if it can be done in three words or fewer (eighty-six percent, two million dollars, sixty-three cents, but $5.34, 340%). In a long inventory of items, it is often helpful to use numerals (The United States purchased 200 attack helicopters, 248 fighter jets, 24 surface vessels, 100 transporters, and 14 hovercraft).

3.2 When an article either makes frequent use of numbers or is scientific or statistical in nature, spell out single-digit numbers and use numerals for all others (seven, 45). Use numerals to represent all numbers that precede technical units of measure (5 moles, 89 mg) and statistical comparisons (5 of the 92 counties). Use the percentage and dollar symbol throughout the article ($2, 7%).

3.3 Do not begin a sentence with a numeral.

3.4 Use numerals in addresses (304 18th Street), with symbols, in dates, in decimal numbers, in parts of legislation (Amendment 3), and in page references and references to portions of a creative work (page 3, act 1, chapter 14). Use numerals for names of highways (Interstate 75).

3.5 Spell out centuries (the twentieth century), except when the century is accompanied by “circa” (c. 14th century). Hyphenate centuries when used as adjectives (eighteenth-century philosophy). Type AD before the year (AD 63) and BC after the year (756 BC).

3.6 Follow the same rule for ordinals as you do for cardinal numbers. If you type 22, then also type 22nd. Always type the st, nd, rd, or th on the baseline, not as a superscript. For dates without a year, express the day as an ordinal numeral (March 25th).

3.7 In giving spans of numbers, use all digits when giving spans of numbers from 1-99 (2-76). For numbers 100 or greater, use the last two numerals for a span (for “1456 to 1476”, type 1456-76; for “357 to 359”, type 357-58; for “101 to 102”, type 101-02), but use all numbers when three or more numerals change in the span (for “1830 to 1901”, type 1830-1901). Do not use “from 1980-1990” but from 1980 to 1990.

3.8 When referencing the decades from the same century, use the formatting of 1880s and 1890s, writing out the full year. Do not type ’90s or 40s. If the decade is clearly defined by context, then it can be referred to by spelling out the decade: eighties. The decades of the first two decades of a given century do not always follow these conventions neatly; do not use contrived phrases like the nots or the teens.

3.9 Use commas in large numbers (2,930).

3.10 For large numbers, a combination of numerals and words is acceptable (3.5 trillion). Use numerals consistently when surrounding numbers are expressed as numerals (He had 5 turtles, and she had 1,290 sheep.). When a small number is not used in the same way a larger
number is, it is not generally necessary to change the smaller number to a numeral (i.e., in reference to 3.2, *In this study, 70% of the subjects developed tumors after ingesting one pesticide.* “One” may remain spelled out.)
4 Quotations and Italics

4.1 Set off the following with quotes:
- Titles of short or minor works
- Songs
- Short Stories
- Essays
- Lectures
- Dissertations
- Board games
- Short Poems
- One Act Plays
- Other literary works shorter than a three act play or complete book
- Titles of sections from longer works
- Chapters in books
- Articles in newspapers, magazines, or journals
- Episodes of television and radio series

In general, use quotes with any item that is part of a larger work.

4.2 Italicize any work that has smaller sections, such as symphonies, multi-act plays, musicals, and albums. Italicize pamphlets, vessels such as ships and airplanes, paintings, and sculptures.

4.3 Capitalize, but do not italicize, sacred works (the Bible, the Upanishads), law documents (the Magna Carta, Bill of Rights), musical pieces identified by opus number and key (Beethoven’s Symphony no. 3 in E flat major, Op. 55), and names of conventions and courses. Capitalize, but do not italicize, the names of academic courses.

4.4 Italicize words of a foreign language except in the following cases:

When an entire quote is in a foreign language. Follow the quote with a translation in double quotes surrounded by parentheses: *Julius Caesar said, “Veni, vidi, vici” (“I came, I saw, I conquered”).* The punctuation, be it a comma or end punctuation, goes after the translation.

Non-English titles of short works. Place them in quotes, not italics.
Words anglicized by frequent use that appear in a good dictionary (etc., ad hoc, laissez-faire).

4.5 In defining technical or key terms, put the word in italics on its first use. Do not use italics for subsequent occurrences of the word.

4.6 Always put small punctuation (the period (.) and the comma (,) inside the quotes. Put large punctuation (the question mark (?) and the exclamation point (!)) outside the quotes, except when the question mark or exclamation point is part of the quoted matter. Put small punctuation inside both single and double quotes (“Read ‘The Raven,’” he told me.)
4.7 Put colons and semicolons outside of quotes (“Oklahoma City Plunder”: Turner’s Social Drama).

4.8 Quotes three lines or longer should be treated as block quotes. Block quotes are put in italics in *Elements*. Translations of block quotes are put in “double” italics. Within an issue, care should be taken to use consistent margin sizes.

4.9 When supplying dialogue from a dramatic work or a musical work, use all-capital letters for the speaker of the line and place a period after the name of the speaker. Follow 2.9. In subsequent lines, if the name of the speaker is very long, shorten it. There should be a standard indent for run-over text.

THEOPHRASTUS BOMBASTUS VON HOHENHEIM. Except I have her to my wife, I shall run mad.

MERYGREEKE. Nay, “unwise” perhaps, but I warrant you for “mad.”

THEOPHRASTUS. Mad indeed!
5 Ellipses and Modification of Quoted Material

5.1 Use ellipses (…) to indicate that any quoted material is missing. Do not set it off in brackets. (Original: “Sartre espouses a complex, if unwieldy and confusing, ontology. Even if one has a deep understanding of philosophy in general from the classics to the present, only the bravest reader should tackle his ontological system.” New: “Sartre espouses a complex … ontology…. Only the bravest reader should tackle his ontological system.”)

5.2 In InDesign, there should be a space before and after each dot in an ellipse. The sole exception is the use of four ellipsis dots, as shown above: do not use a space before the first dot, but use a space after the last dot and between dots. This change must be implemented in InDesign itself, not Microsoft Word.

5.3 In general, initial and ending ellipses are not used. Rule 6.6 for pull quotes is an exception. The following rule only applies when an author makes use of a close technical analysis of a text and indicates that he or she wishes to use the “textual studies method.” When a sentence begins with a grammatically complete sentence that omits material, format it like this: He said, “[W]e have decided that he should return.” The bracketed W is used to indicate that the “w” was previously lowercase. As an exception, if the author notes a beginning omission in a quote that begins with a capital letter, use ellipses at the beginning of the quote (He noted, “... African Americans were shouting words of praise.”)

5.4 When an author omits material that either obscures the meaning of a quotation or appears to mistake the meaning of the original author of the quoted material, always contact the author of the paper for clarification.

5.5 You can make the following corrections or additions in quoted material without comment or brackets:

For obvious typographical errors in spelling (definate can be made definite). However, if the error is important for the argument being made or is otherwise significant, then preserve the error and use the “[sic]” designation (Russell exemplifies her own argument by claiming that the average American “cannot use a coma [sic] properly.”).

To change a lowercase letter to an uppercase letter, as when a quote that is grammatically complete begins mid-sentence. Exception is noted in 5.3.

To change a period to a comma or vice-versa.

All other modifications must be put in brackets.

5.6 With all quotes, you must preserve the exact wording, spelling, capitalization, and punctuation of the source, even if they do not follow the guidelines of this manual. Do not change US into U.S. and do not insert serial (Oxford) commas.
6 The Abstract, Endnotes, Pull Quotes, and Captions

6.1 The abstract is a brief encapsulation of an article written in non-technical language. Sentences should have lively verbs in the active voice. The abstract should follow the rules for numbers stated in 3.1 regardless of whether the article makes frequent use of numbers or not.

6.2 The abstract should be written in the present tense. (This paper focuses on multiple conceptual difficulties. Not This paper will focus on multiple conceptual difficulties.)

6.3 In endnotes, use *ibid.* only when the endnote directly preceding the given endnote is identical:

1. Penrose (89)
2. Ibid.

Never follow *ibid.* with a page number. Whenever there is any confusion, avoid using *ibid.*

6.4 Superscript citations are placed after any punctuation. Thus,

This threat was noted in the National Security Estimate,¹ the U.S. State Department,² and the International Institute;³ it has been considered terroristic in nature ever since.

6.5 Follow all captions with a period, whether they are grammatically a sentence or not (Jenny Craig).

6.6 In pull quotes, it is acceptable to use a beginning or ending three-dot ellipse and a lowercase letter (“... we see many of the features of the call-and-response—its rote formula is perfect for easy memorization.”). Do not insert ellipses into pull quotes unnecessarily.

6.7 In the abstract and in the title, do not insert citations. Any material should be cited in the body of the paper: the abstract and the title should be able to stand alone without reference to a source.

6.8 For endnotes, cite the references by typing the last name of author followed by the page number in parentheses. For authors with two or more works referenced, follow the author name by the year. Set off multiple sources by a semicolon (;).

1. Penrose (23); Peterson (43)
2. Thompson 1995 (89)
3. Thompson 1989 (32)
4. Smith et al., 2005

For scientific articles, follow the general guideline to have the endnote as short as possible without being ambiguous. Thus, a scientific article with five authors should be listed as *Smith et al., 2005.* The references should do the work of being informative for the reader;
the endnote merely acts to refer the reader to the reference. For multiple references with
the same author and year, use the convention of Smith et al., 2005a and Smith et al., 2005b.
The reference will then begin in the format:


6.9 Use endnote citation. In citing the Bible, use endnote (not parenthetical) citation. In
referring to a specific book of the Bible, use the standard abbreviation of the book
followed by the chapter and verse. In general, do not include the Bible as a reference.

6.10 For non-scientific articles, there should generally be a one endnote per sentence. Combine
endnotes if necessary.
7 Layout Remarks

7.1 Ensure that all endnotes are formatted exactly how you want them to appear before importing an article into InDesign. For all of its wonder, InDesign does not automatically format and number endnotes. Do all endnote work in Microsoft Word.

7.2 Perform a “preflight” check in InDesign before exporting a book for publishing. InDesign automatically packages all of the fonts and pictures necessary for the journal to be printed.

7.3 Each layout editor must have a careful eye for color usage, font sizing, spacing, and general style when editing the laid-out journal. Do not assume that, because there is a master template for the Journal, all things will “automatically” be properly formatted. Common issues:
   - The volume and issue numbers must be changed in the fine print on the cover and on the spine and in the fine print on staff credits page and on the inside front cover
   - The title of the article at the bottom of each body text page must be changed on the master page for that article.

7.4 Modify all endnotes in Word before inputting the article into InDesign. InDesign does not support automatic endnote formatting.
Duties and Regulations for Senior Editors

Conducting a sectional selection meeting. All section editors are required to attend this meeting and participate. These meetings are informal but should nevertheless be professional and respectful of the authors’ submissions. The Senior Editor must remain objective in both her conducting of the meeting and her opinions. Once articles have been chosen to be cross-read, the Senior Editor should immediately send an email to the Editor-in-chief, Managing Editor, and Deputy Editor to indicate the decision of the committee.

Conducting the final selection meeting. The Editor-in-chief presides over this meeting. Author anonymity is preserved throughout the meeting. Most articles should be either removed from or added to the issue by unanimous popular vote of the Elements staff. Towards the end of the meeting when voting is more contentious and when there are fewer articles, articles can be either removed from or added to the issue by simple majority vote of the staff. In the event of a tie, there should be a critical discussion of the merits of the two or three papers in question with a careful mind to all selection criteria outlined in this manual. The Editor-in-chief will have the final decision in these more contentious circumstances. After the articles are chosen, the group should decide which article will be the cover article. After all articles are chosen and the cover is set, then author names are revealed. Authors should be contacted by the next day about their selection. At the final selection meeting, article editors should be assigned.

Final selection. The cover article is never given to a staff member. Only two staff members can be published in a given issue. Staff members cannot be published in consecutive issues, and preference should be against doing this in general. There cannot be two articles by the same author in a given issue. Coauthors are not permitted on a paper unless the coauthor is a faculty member who finds it necessary to be cited as partial contributor to the paper. The faculty member must, however, be listed as the senior author (i.e. listed second) and must formally state in writing or email that the student did the majority of the research and writing.

Soliciting a printer. This is the job of the Managing Editor. The Office of Procurement at Boston College requires that a bidding be solicited every three years. However, the Institute for Liberal Arts requires that bids be solicited yearly. Furthermore, the Office of Procurement requires that bids be solicited from at least three (3) different printers. If you like a certain printer, it is prudent not to solicit from more than three printers in order to increase the likelihood that you will secure the business of that particular printer. To solicit a bid, simply email one of the printers (a list of recommended ones is provided on Procurement’s webpage) and indicate that you are soliciting a printing with the specifications for our printing. The following specifications are traditionally used:

- Print volume: 2000 issues
- Paper: finch fine or cougar opaque (we are indifferent)
- Color (for interior): two tones, co-cure inks
- Color (for cover): four (4) color process (i.e. full color)
- Pages: 96 + cover
Size: 9 inches x 9 inches
Perfect binding
Eco-friendly paper/process is required.

Generally, the various printers will have bid information on their website. Contact the printers at least a month before layout begins so that, during layout, there are no worries concerning the printer. You may select the printer with the lowest bid or a printer with a bid within 10% (ten percent) of the lowest bid.

**Preparing for layout.** All articles should be completely edited by the article editors, sent to the authors for correcting, and approved by the author no later than *a week* prior to layout. The Managing Editor must secure early arrival housing with Residential Life for all staff helping in layout. Currently, this involves contacting the faculty advisor for Elements and asking him/her to fill out the necessary forms. After this, all staff will be required by Residential Life to sign up as Elements early arrivers. Residential Life can answer all questions regarding this. Layout generally requires five (5) days of intensive work. It is customary for the university to provide one nice dinner for the layout staff at this time.

**Deputy Editor.** The Deputy Editor is primarily responsible for maintaining the academic integrity of the journal. Thus, the Deputy Editor receives all articles submitted from the authors and files them in a way that unambiguously marks the section to which they belong. The articles should be uploaded to MyFiles in an organized fashion. Numbers should be assigned to each article, and the author’s name should be removed from the text. The authors of the articles are revealed only after they are selected at final selection and are never revealed if they are not selected. The Deputy Editor is also responsible for ensuring that all of the regulations outlined concerning final selection are enforced; this will involve alerting the Editor-in-chief before the final selection meeting of any authors who have multiple articles. The Deputy Editor should interrupt the final selection meeting if any issues arise.

**Editor-in-chief and Managing Editor.** In general, a Managing Editor in excellent standing is automatically made Editor-in-chief of Elements after the arrival of the spring issue (i.e. in mid-February). This allows an “apprentice” system of clean transfer from one class to another. In early February, the incumbent Editor-in-chief and Managing Editor should meet to solicit applications for the next Managing Editor. In general, all vacant senior posts on the journal are filled by soliciting applications. The applications are reviewed by the incumbent Editor-in-chief and Managing Editor, and the positions are then filled.

**Senior Editors.** In order to be designated Senior Editor in the printing of the journal, Senior Editors must run the sectional selection meeting and must attend the final selection meeting.
All senior staff members must:
1. Collaborate with the editor-in-chief in maintaining the journal.
2. Be available either (a) in person or (b) via phone and email during layout to assist in editing and staffing the layout process. It is expected that senior staff will be present in person unless they contact the editor-in-chief.
3. Attend meetings regularly and attend the final selection meeting.

There are two types of section Senior Editors:
(1) Senior Sciences Editors.
(2) Senior Humanities Editors.

There are two Senior Editors per section, and they collaborate in planning and running section meetings. Furthermore, Senior Editors are responsible for ensuring that all articles in their section are completely prepared, with all materials, for the layout process prior to the beginning of layout. This includes pull-quotes, image suggestions, image captions, author biographies, and an action sentence.

Web Editors. The Senior Web Editor is responsible for updating the website and collaborating with the web designer for the Center for Centers. This includes updating design as necessary. The Senior Web Editor should also read for a section.

Managing the Listserv and MyFiles. For all questions concerning granting permissions or adding people to the ListServ, consult BC’s technology help website. It has all of the information necessary to do this. Additionally, permissions must be added for MyFiles access. To do this, consult the BC technology help website: it gives detailed instructions on how to deal with the rather confusing interface.