

◆ **From the Editor**  
**Teaching (and Learning) Scientific Communication: A Variety of Audiences, Approaches, and Contexts**



**Barbara Gastel**

The CBE bylaws list “educating authors, editors, and publishers” first among ways that CBE pursues its purpose, improving communication in science. And indeed, CBE Views bears an implicitly educational role. The current issue contains, in addition, 4 pieces dealing explicitly with the teaching and learning of scientific communication in various contexts.

In the Dialogue section, Tom Lang, reacting to a recent contribution by Susan Eastwood, proposes an academic curriculum of 7 core courses plus electives for turning out professional biomedical writers and editors. “The curriculum”, Lang writes, “is based on the premise that biomedical writing is now a specialty with its own knowledge base and skill set.” Lang subtitles his piece “A Second Volley”. If you have thoughts to add, please continue the volley by submitting either a Dialogue piece or a letter to the editor.

Two Features in this issue also focus on education. The first, consisting of checklists to aid in writing journal articles, dissertations, and grant proposals, is drawn from *How to Teach Scientific Communication* by F Peter Woodford. This new CBE book, a rewritten and updated version of the much-used *Scientific Writing for Graduate Students*, aims at helping those involved in communicating the result of scientific research. The book and its checklists not only can aid teaching in the classroom but also provide one-on-one guidance to individual authors.

The other Feature looks at undergraduate science periodicals as a context for learning about writing and editing. Written by Jason E Moore, who was founding editor of an undergraduate science journal, it describes 3 such publications. It also shows how such publications can acquaint future scientists with scientific writing and publishing and introduce students to scientific communication as a possible career.

Finally, the InterView in this issue deals with another means of learning outside the classroom: internships in editorial offices. In this InterView, editors in 3 settings — an institution’s editorial office, a journal, and a science magazine — discuss hosting students or others as interns. Aspects addressed include the selection, activities, and compensation of interns.

I hope that these pieces prove interesting and that many of you will find them helpful in your own teaching and learning. Please continue submitting your thoughts on this important theme.

Barbara Gastel 

**CBE VIEWS**

JANUARY-FEBRUARY 1999 ◆ VOLUME 22 ◆ NUMBER 1

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*CBE Views* (ISSN 0164-5609) is published bimonthly by the **Council of Biology Editors, Inc, 11250 Roger Bacon Drive, Suite 8, Reston VA 20190**. It serves as a forum for the exchange of information and ideas among professionals concerned with publishing in the sciences. Articles, letters to the editor, news about CBE members, and other items of special interest to our readers are encouraged. For more details about submission, see “Information for CBE Views Contributors”.

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