

POSITION CLASSIFICATION FLYSHEET FOR WRITING AND EDITING SERIES, GS-1082

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SERIES DEFINITION

This series includes positions that involve writing and editing materials, such as reports, regulations, articles, newsletters, magazines, news releases, training materials, brochures, interpretive handbooks, pamphlets, guidebooks, scholarly works, reference works, speeches, or scripts. The work requires the acquisition of information on a variety of subjects in the course of completing assignments. The work requires the development, analysis, and selection of appropriate information and presentation of the information in a form and at a level suitable for the intended audience.

This series coverage standard supersedes the standard for this series issued in February 1961.

EXCLUSIONS

1. Classify writing and editing work that involves the application of substantial knowledge of a particular subject-matter field, such as a natural science, a social science, engineering, law, or other fields in the [Technical Writing and Editing Series, GS-1083](#).
2. Classify positions that involve advising management on the possible public reaction to proposed policy, identifying communication needs, developing informational materials, and evaluating public information programs in the [Public Affairs Series, GS-1035](#).
3. Classify positions that involve writing or editing materials where the paramount qualification requirements for the work and the career patterns are primarily in a subject-matter field in the appropriate subject-matter series.
4. Classify positions that primarily involve editorial support work in verifying obvious factual information in manuscripts and preparing them for publication in the [Editorial Assistance Series, GS-1087](#). This series also includes positions that primarily involve routine and repetitive composition of factual material, or revision of sentences and paragraph order, with a focus on grammar and format rather than on content and style.
5. Classify positions that involve communicating information primarily through visual means, such as illustrations, photographs, diagrams, graphs, charts, or slides, rather than primarily through the written word, in the [Visual Information Series, GS-1084](#).

OCCUPATIONAL INFORMATION

Writers and editors research, analyze, distill, and present information either in a variety of fields or, with a broad and nonspecialized approach, in a single field. They communicate information for such purposes as: (1) articulating policy; (2) making public reports on the activities and plans of agencies; (3) explaining the laws agencies administer to those affected, especially concerning their rights and obligations; (4) reporting the results of research and investigations;

(5) announcing regulations; (6) providing training and operating manuals for the use of employees; and (7) interpreting themes and conflicting points of view in expository narratives. The materials they present ordinarily report and explain factual information, and often interpret it in such a way as to make it clear without sacrificing completeness and accuracy.

Writers and editors gather information for assignments typically by studying the related literature and by interviewing experts. They may also observe activities, processes, demonstrations, and experiments. Writers and editors then analyze, select, and organize the information to present. In presenting the information, they consider: (1) agency policy; (2) Government, agency, medium, and periodical style requirements; (3) consistency with other information presented by the agency; and (4) the level of knowledge and expected reaction of the intended audience. The audience may be inside or outside the Government.

The audience may have any level of interest in or disposition toward the subject. The subject may involve factual material of any degree of complexity, may require interpretation, or may be abstract. Writers and editors analyze both the subject and the audience and present the material interestingly, clearly, accurately, thoroughly, and convincingly. They adapt the style and format of the material to the medium or publication where it will appear.

Writers and editors typically use desktop publishing hardware and software to draft, edit, and lay out the material and sometimes to design, print, and distribute it. Writers and editors may manage individual or serial publications from initial conception and content determination through distribution, and may coordinate the activities of other publishing personnel. Thus, while the use of desktop publishing technology does not in itself increase the complexity of writing and editing work, it does allow the writer or editor to work more efficiently and to manage projects from start to finish.

Writers and editors often make final reviews of proposed publications for style, design, layout, and editorial aspects before release.

Writers gather, develop, and check the accuracy of information by research and by interviews with subject-matter specialists, program officials, and in some cases policymakers. Typical work assignments involve: (1) obtaining, analyzing and selecting the pertinent information; (2) determining the most logical and effective sequence of the narrative; (3) determining the overall length and tone based on the objectives, the medium, and the audience; (4) writing the material; (5) consulting on or selecting illustrative material; and (6) preparing the material for publication.

Editors work with manuscripts prepared by others who usually are experts in their fields rather than in writing. They (1) advise and assist the authors during the writing stage; (2) verify the information presented by research or consultation with other subject experts; (3) examine the organization, length, and tone and make the necessary adjustments; (4) edit the text for clarity and accuracy; (5) consult on design and graphics; and (6) prepare the material for printing. They may be required to do substantial research and rewriting to organize, balance, and complete deficient manuscripts to meet publishing objectives. Editors consider policy implications, and apply a consistent set of style, grammar, and punctuation practices to the manuscripts. They

seldom make substantial changes without discussion with the authors. They sometimes plan, manage, edit, and approve writing performed under contract.

TITLES

Writer is the title for positions that primarily involve writing.

Editor is the title for positions that primarily involve editing.

Writer-Editor is the title for positions that involve both writing and editing and neither function predominates.

Agencies may supplement official titles with parenthetical titles to identify further those duties and responsibilities that reflect special knowledge and skills needed to perform the work. For example, they might specify the medium used by using a parenthetical designator such as *Writer (Television)*. (See the [Introduction to the Position Classification Standards](#) for more complete guidance on parenthetical titles.)

Use the prefix *Supervisory* for positions that meet the criteria in the appropriate [general schedule supervisory guide](#).

EVALUATING POSITIONS

Evaluate nonsupervisory positions by reference to the grade level criteria in the [Writing and Editing Grade-Evaluation Guide](#).

Evaluate supervisory positions by the criteria in the appropriate [general schedule supervisory guide](#).