Summer 6-15-2022

ENG 4765-001: Professional Editing

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English 4765: Professional Editing
Fall 2022
Prof. Angela Vietto
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Course Description:

Editing comprises a range of activities, skills, and approaches to writing. Knowledge of good editorial principles and practices are essential, of course, for those preparing for careers as editors or full-time professional communicators. But other professionals also benefit from editorial skills. For teachers, especially teachers of writing or language, editing knowledge is invaluable, but is typically applied quite differently than it is in the workplace.

In this class, we will learn about a variety of editorial workflows to understand the roles of different kinds of editing in producing final written product. We will practice copyediting, which is line-by-line editing for correctness, usually including minimal fact-checking and sometimes style. In that context, we will examine style manuals and learn about discipline-specific line editing matters. We will also practice proofreading, which we will learn is usefully distinguished from copyediting. We will also learn about and practice comprehensive editing, which includes consideration of global issues, including content, organization, style, and design.

Along the way, we will work to develop technical knowledge and skills as well as the analytic skills required for comprehensive editing. We will also work to develop our understanding of what decisions are rule-bound (and why). Perhaps most crucially, we will consider how to apply our knowledge of those objective editorial standards while keeping in mind the writer's purpose and ultimate ownership of the text and balancing those with the editor's most crucial role: advocate for the reader.

Texts from TRS:

Cunningham, *Technical Editing*
Chicago *Manual of Style*, 16th edition (from Textbook Rental)
A quality dictionary of your choice (we will discuss)
Additional articles/chapters (provided in D2L)

Student Disability Services: If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact Student Disability Services (SDS). All accommodations must be approved through SDS. Please stop by McAfee Gym, room 1210 or call 217-581-6583 to make an appointment.

Academic integrity: Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (http://www.eiu.edu/judicial/studentconductcode.php). Violations will be reported to the Office of Student Standards. We will discuss specific application of academic integrity to this course in the opening segment of the course.

Learning Objectives

By successfully completing the course, you should enhance your knowledge and abilities in the following areas.

- Use professional language for discussing editing
- Copyedit effectively for grammar, punctuation, spelling, and consistency
- Recognize the need for fact-checking and conduct simple fact-checking
- Edit documents globally for organization, content, style, and design
- Adapt editing to specific rhetorical situations
- Implement effective strategies for working with writers and clients
- Successfully balance multiple projects and deadlines

Grading & Assignments

Homework/discussion/quizzes	10%
Copyediting exercises	25%
Comprehensive editing exercises	25%
Collaboration	10%
Final project	20%
Final exam	10%

Final Grading Scale

A	90–100%
B	80–89.99%
C	70–79.99%
D	60–69.99%
F	59.99% and below

Homework/discussion/quizzes: Practice is essential in this course. Readings (which are relatively light for a 4000-level class), homework and quizzes are crucial to developing the skills needed for the editing exercises and final project.

Collaboration: Communicators typically work in collaborative environments. Editors in particular must work together with authors and the publishers of their work and with other editors and communicators, including graphic designers. In this class, some of our work (some exercises and the final project) will be collaborative. The collaboration grade will be based on your own reflections and those of your partners and teammates over the course of the semester.

Final project: The final project is collaborative. For those preparing for careers in editing, the final project will be a client editorial project if one is available, or a case study project if not. Those who are current K-12 teachers or who are preparing to be K-12 teachers may complete a pedagogical project instead. Regardless of the type of project, graduate students or undergraduates who are taking the course for graduate credit will have an additional research component. Additional details are in D2L, with specifics on available projects provided closer to the start of the project.

The Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to McAfee Gym, Room 1301.

The Electronic Writing Portfolio: Any written project of 750 words or longer written for this class would be suitable for submission to the EWP. Submissions must be made by the last day of finals week at the end of the semester. Earlier deadlines apply for graduating seniors. *Note: The EWP requirement applies to undergraduate students only.*

The English Department Statement on Plagiarism: Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's own original work" (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Office of Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

English Teacher Education Majors: Students seeking Teacher Certification in English Language Arts should provide each of their English Department professors with a copy of the yellow form called "Application for English Department Approval to Student Teach" before the end of the semester. These forms are available online here: https://www.eiu.edu/english/machform/view.php?id=19831. This requirement applies only to undergraduate students seeking teacher certification in ELA.

Deadlines & Extensions: Time management is an essential skill for editors, who typically must juggle multiple deadlines and often find themselves tasked to meet deadlines that are shorter than they'd like. So, ideally, the goal in this class would be to meet all deadlines. However, in practice, for some projects, getting a bit of extra time is possible (and when we read about project management, we'll come to see how and why that would be). For other projects, extensions are not possible. In this class, for homework and most exercises, if you ask for a short extension by 9 PM the day before the deadline, there will be no grade penalty. Otherwise, late work will be docked 5% per day.

Attendance: Whether you are sick or miss class for another reason, I ask you, as someone who is close to entering the post-graduation professional world, to practice the professional habits that apply when you miss work in a professional position.

That is to say, when you miss class, find out—if at all possible, from a peer—what you missed and figure out what you need to do to get caught up. Contact me if you need clarification, of course. Make sure that you get in touch with me if your absence will be more than a single day or if you need to negotiate a deadline. If you're sick, but not so sick you can't write and upload documents, try to turn your work in. (If it's handwritten work, which we will have in this class, then, obviously, you'll need to bring it when you return).

Please, when you are sick with anything that might be contagious, don't come to class. Unless you will be out more than a day and/or need major accommodations (for example, if you catch mono and will need to stay home for several weeks), I do not need a note from Health Services or your doctor. I don't need to be informed of your symptoms, unless you need an adult friend to help you figure out whether you need to go to the doctor or ER or something.

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Schedule

Homework assignments, including specific readings, will be given in class. Reading will be most concentrated in the first half of the semester; copyediting exercises will be due at least once a week prior to the start of the final projects.

Weeks 1 & 2

Introduction to professional editing; preparing for editorial projects; planning editorial projects; analyzing rhetorical situation to advocate for readers. Introduction to copyediting and traditional paper-based editing marks; Chapters 2, 3, and 12 in *Technical Editing.*

Week 3

Editing plans; copyediting for consistency, spelling, capitalization and abbreviation

M Sept. 5: Labor Day, no classes
W Sept. 7: Bricker project – Propose an editing plan to the author
Chapbook project – texts assigned to teams. Homework for next week: Teams review the text and prepare to talk with each other about an editing plan.

Week 4

Editing for organization; communicating with authors; copyediting, beginning grammar & punctuation

M Sept. 12: Chapbook – Teams get time to talk about their editing plans in class
Bricker – Some time to work on deep edit/revision
W Sept. 14: Chapbook – Teams present their editing plans in class

Week 5

Editing for tone; continuing with copyediting

M Sept. 19: Chapbook – Teams work on carrying out the editing plan
W Sept. 21: Chapbook – Teams work on carrying out the editing plan

Week 6

Editing for visuals and layout; copyright and fair use basics; continuing with copyediting

M Sept. 26 & W Sept. 28: Bricker – Work on visuals and layout
Chapbook – In-class time as needed

Week 7

Editing quantitative material; continuing copyediting

M Sept. 3: Chapbook – Copyedited text (marked on paper) due for chapbooks. In
class, compositors enter changes.
Bricker – Editing new quantitative material
W Sept. 5: Chapbook – Back of jacket blurbs and instructions for cover designers due

Week 8

Preparing texts for translation or for global audiences; proofreading

M Oct. 10: Chapbook – proofreading, in class / compositors make the corrections
Bricker – Preparing for global readers
W Oct. 12: Chapbook – second round of corrections

Week 9

Review & consolidation: practice & exercises in developmental editing and
copyediting

M Oct. 17: Chapbook – Choose cover
W Oct. 19: Chapbooks complete!

Week 10

M Oct. 24 & W Oct. 26: Review & consolidation: practice & exercises in developmental
editing and copyediting

Week 11

M Oct. 31: Review & consolidation: practice & exercises in developmental editing and
copyediting

*T Nov. 1: **Handshaking Night!** 5:30-7:00 PM, Doudna Concourse. Meet professionals
with backgrounds in English to learn about their careers. Refreshments provided.*

W Nov. 2: Review & consolidation: practice & exercises in developmental editing and
copyediting

Week 12

M Nov. 7 & W Nov. 9: Review & consolidation: practice & exercises in developmental
editing and copyediting

Week 13

M Nov. 14: Begin final projects
W Nov. 16: Work on final projects

Nov. 21-27: Thanksgiving break

Week 14

M Nov. 28 & W. Nov. 30: Work on final projects

Week 15

M Dec. 5: Work on final projects; review for final exam
W Dec. 7: Final projects due; review for final exam

Finals week:
Final exam will be take-home, turned in to D2L, and due by Thursday, Dec. 15 at 4:45 PM, submitted to D2L.