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ENG 4765Z-600: Professional Editing

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English 4765: Professional Editing

Spring 2021

Colleen Abel

crabel@eiu.edu

Virtual office hours (via Microsoft Teams

Office: CH 3811 (remote for Spring 2021)

Mon and Tues. 930-11:00 a.m. and

Thursdays from 5 to 6 p.m.)

Required Texts

Technical Editing: An Introduction to Editing in the Workplace. Cunningham, Malone, and Rothschild.

Miscellaneous readings on D2L.

Course Description

Advanced practice and theory in professional editing, beginning with proofreading and copyediting then advancing to comprehensive editing for style, organization, content, and design. Focus on working effectively with writers, publishers, and audiences.

Discussion of the production process and the role of technology in editing and information design. Course will also address ethics and liability in editing, editing in global contexts, and editing for accessibility.

Instructional Philosophy

The course description above comes from the EIU catalog, so allow me to explain the way that I approach this course. The very word “editing” can encompass a variety of tasks, and different people mean different things when they use it. Some may think of editing as proofreading: correcting a work’s language for spelling, grammar, and punctuation. Some think of editing as taking a basic text and improving its organization,

content, and even its design. It's all of those things, and more. My job is to help you figure out how to 1) hone your technical skills so you can nail the part of editing that means proofreading; 2) practice editing for different purposes and audiences to help you nail the other skills that editing consists of; and 3) be a clearer, stronger writer and reader of your own work. (Those of you who are teachers or who have a future in teaching will find this will help you assess your students' writing, too.)

Learning Outcomes

By the end of the course, you should be able to

- Use professional language for discussing editing
- Copyedit effectively for grammar, punctuation, spelling, and consistency
- 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

Course Delivery Method

This course will be delivered online through our learning management system, D2L Brightspace, <http://www.eiu.edu/d2l>. I will also be using Microsoft Teams for office hours. You have an account already to Teams: it pops up when you log into your Office 365 account (i.e. when you click “panthermail” on the EIU homepage.) If you need help: Contact ITS User Services for technical support issues.

Email: support@eiu.edu

Phone: (217) 581-4357

Support Hours: 7:00 AM - 4:30 PM, Monday-Friday with your EIU NetID account or password, contact Campus Technology Support at (217) 581-4357 or support@eiu.edu.

Technology Requirements

In order to complete this course, you'll need **internet** access (or high speed data) to log on to our D2L course. In order to participate in any conferences, you'll need microphone access and / or **camera access**. For some assignments, you will need to make handwritten marks and take a photo to send to me. So long as you're using a device with a camera, this should be no problem. However, it does mean there will be times when you may need to **print out** a document in order to make handwritten marks on it. If you're off-campus and have no way to print an occasional page or two, please let me know ASAP. Editors rely heavily on **Microsoft Word**; you have a free account through EIU, and we'll be using it. You will also have one infographic due, so you'll need to create a free account with a web-based infographic maker such as Canva or Piktochart, unless you're a graphic design genius and want to use an advanced program of your own like Photoshop.

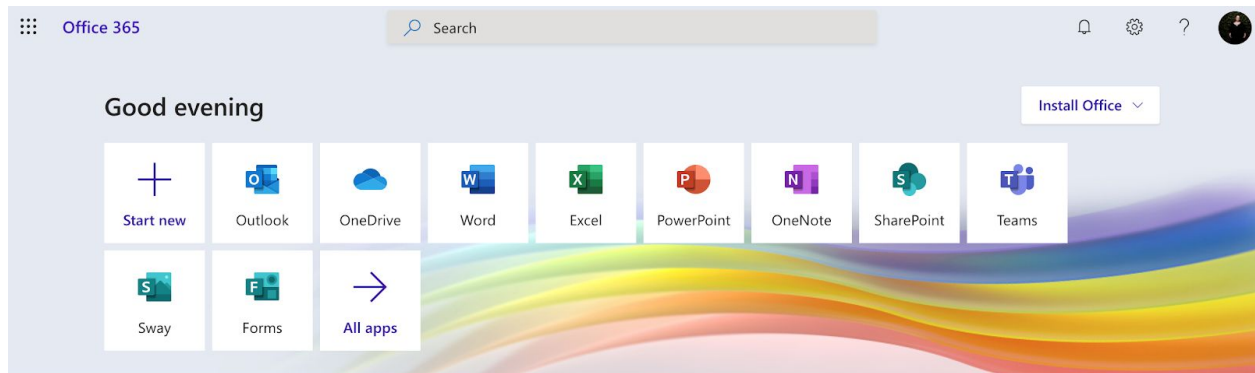
Instructor Response Time

For emails, please allow me up to 24 hours to respond to your message during the week. I do not meet with students on evenings or weekends except under exceptional circumstances. For grades, I will try to respond within one week.

Learner Participation Guidelines

Most weeks, you have a discussion board question that will invite you to reflect on some aspect of our learning and reading for that week. **I'll be looking for about 200-250 words in your response; the more specific, the better**. The second part of the discussion board will be a response to one of your classmates. These responses should be at least 75 words, and should be more than simply saying "Good point!" or "I agree!" If you respond to their discussion question, you should be adding to what they say, not merely echoing what they say. Each discussion board post and response is worth 20 points.

You all have Microsoft Teams accounts, and I've added you all to the Team for our class. You may have never noticed, but Teams is one of the apps that pops up when you login to panthermail. On my screen, you can see it at the far right:



I'm asking each of you to check in with me via Teams once per week. You can do this by sending me a chat message; if you'd like, we can also video chat through Teams, too. You can see at the top of this syllabus that I have office hours at specific times where I am on Teams. If you can make it during these times, that's great! If you cannot, just send me a message whenever is convenient for you. These check-ins should only take ten minutes maximum, unless you have something you'd like to discuss for longer. To incentivize you to check in each week, I'm happy to offer one point of extra credit per check in.

Grade Breakdown

Proofreading Assignments: 100 points

Copyediting Assignments: 100 points

Infographic: 100 points

Collaborative Assignment: 100 points

Comprehensive Editing Assignments: 150 points

Discussion Board Posts: 150 points

Client Project: 200 points

Final Exam: 100 points

More details on all of these assignments can be found on D2L.

Late work

Online classes are particularly difficult to manage when work comes in late. Please try to avoid it, if at all possible. With most work, I will deduct two points for each day it is late.

The following will not be accepted late: discussion board responses, final exams.

Classroom (N)etiquette

Perhaps the most important classroom policy of all concerns our learning environment. A successful learning community is one in which we can learn from people whose perspectives we might not necessarily share and I ask everyone to be constructive and mindful. Speaking our minds is a fantastic privilege of this environment, but doing so in an aggressive or hostile way helps no one. However, if there is hostile language directed at any group because of their minority status (such as sexual orientation, religion, race, etc.), I will need to report this to university as a [bias incident](#).

EIU Policies

- 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.
- 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, 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 9th Street Hall, Room 1302.

- If you are a student with a [documented disability](#) in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

Course Schedule

Our D2L site will have much more detailed instructions for what we are doing and when. Always consult that for the most current information. [On D2L, our course is divided into modules. You can locate these modules by looking at the content browser on our homepage, or by clicking on “Content” up at the top on the navigation bar.](#)

Week One: January 11

Introductions

Chapter 1: Looking Back and Moving Forward

Discussion Board Post & Responses

Week Two: January 18 (No class Monday, 1/18)

Chapter 12: Copyediting: Principles and Procedures

Discussion Board Post & Responses

[Proofreading Assignment 1](#)

Week Three: January 25

Chapter 9: Editing Visuals

Chapter 10: Editing Page Design

Discussion Board Post and Responses

[Proofreading Assignment 2](#)

Week Four: February 1 (No class Tuesday, 2/2)

Chapter 2: Preparing for an Editing Project

Chapter 3: Planning and Implementing the Editing

Discussion Board Post and Responses

[Copyediting Assignment 1: Editing Plan](#)

Week Five: February 8 (No class Friday, 2/12)

Chapter 4: Editing for Organization

Chapter 5: Editing for Navigation

[Copyediting Assignment 2: Style Sheet](#)

Week Six: February 15

Chapter 7: Editing for Accuracy

Discussion Board Post and Responses

Week Seven: February 22 (No class Wednesday, 2/24)

Chapter 8: Editing for Style

Discussion Board Post & Responses

[Comprehensive Editing Assignment 1 due](#)

Week Eight: March 1

Chapter 13: Copyediting for Grammar: Verbs

Discussion Board Post & Responses

Week Nine: March 8

Chapter 14: Copyediting for Grammar: Subject-Verb Agreement

[Collaborative Editing Assignment due](#)

Week 10: March 15 (No class Thursday, 3/18)

Chapter 15: Copyediting for Grammar: Nouns

Chapter 16: Copyediting for Grammar: Pronouns

Discussion Board Post & Responses

Week 11: March 22

Chapter 17: Copyediting for Punctuation

Discussion Board Post & Responses

Comprehensive Editing Assignment 2 due

Week 12: March 29

Conferences

Week 13: April 5 (No class Wednesday, 4/7)

Final Project work

Week 14: April 12

Final Project work

Week 15: April 19 (No class Thursday, 4/22)

Final Exam Review: Infographics due

Week 16: April 26

Final Exam Review

Final Exams: Week of May 3