

ENG 483: Professional Editing

Department of English & Journalism ☞ Western Illinois University
Spring 2004 ☞ Simpkins 214, MWF, 11:00 to 11:50 AM
Bradley Dilger, Assistant Professor of English

Contact information

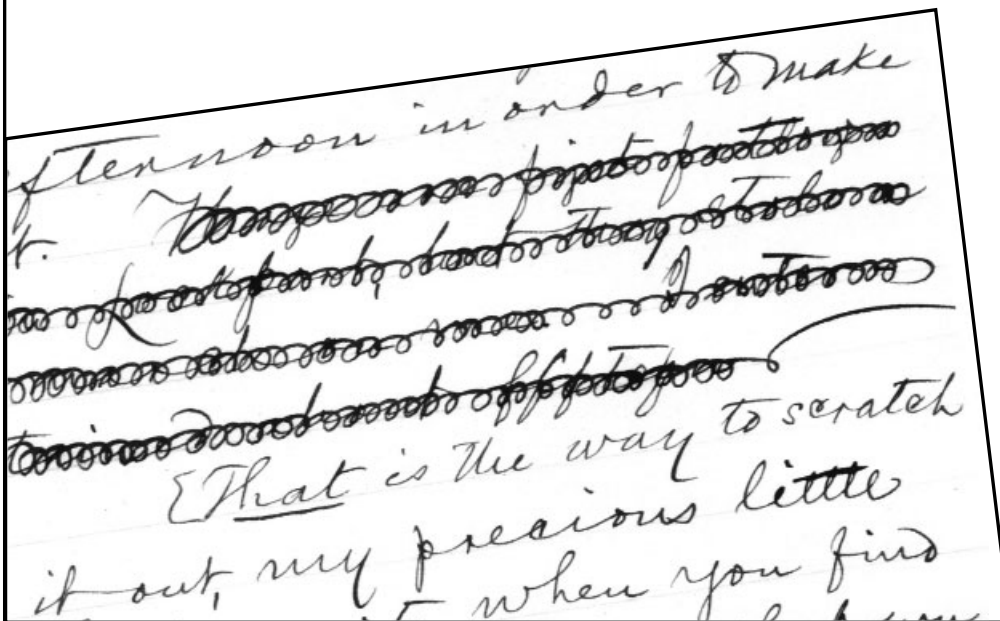
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Mailbox: Simpkins 122, M-F 8 AM to 4:30 PM
Office: Simpkins 217, 309.298.2212 (M, TH, & F 9:00 to 10:30 AM)
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Course web: <http://faculty.wiu.edu/CB-Dilger/so4/483/>

Introduction

In ENG 483, we'll learn professional editing, the craft of improving the usability, persuasiveness, correctness, and appearance of ideas, manuscripts, and existing documents.

In this sixteen-week course, we cannot hope to cover all the material that a professional editor should know. Nor can we complete enough practice work to allow every student to develop editing speed and skills. But we can do quite a bit of both, and we'll spend a lot of time on activities which are more important, such as learning how to use a style manual, and learning how to manage the work involved in an editing project.

There are two "tracks" of content. The first "track," the focus of the course, is the theory of professional editing: the most critical procedures, principles, and practices of publication, editing, and production. This material will be the focus of the course. The second track supplements the first with "nuts and bolts" knowledge of English grammar, syntax, and mechanics. From this track,



Letter from
Samuel Clemens
to Livy Langdon,
1869.

teams of students will be assigned one area of study, and will present the most important concepts to the class, with accompanying materials, in one class session.

Two formalities:

- ☞ The course has three prerequisites: ENG 180, ENG 280, and a WID course. If you have not earned credit for these courses, you may not be able to take this course. Please speak with me *immediately* if this is the case.
- ☞ This is a Writing in the Disciplines (WID) course which requires a substantial amount of original writing.

Course objectives

- ☞ Through class discussions and readings, learn standard theories, practices, and common conventions of professional editing (such as copyediting marks, popular workflow procedures, and common terminology). Also, develop a working knowledge of the “levels of edit,” which are the different types of editing completed depending on available time, resources, and document audience.
- ☞ Through reading and practice, gain familiarity with conventional editing styles, and learn how to use a style manual such as the *Chicago Manual of Style*, the *Associated Press Stylebook*, or the *MLA Guide to Scholarly Publishing*.
- ☞ Complete service learning projects which provide the opportunity to practice proofreading, copymarking, editing, and other necessary skills.
- ☞ By working in English computer classrooms, learn to use computers to produce well-constructed documents, and learn principles for computer-based editing, copymarking, and collaborative writing.

Required texts

In addition to these texts, I will supply several essays and handouts.

- ☞ Amy Einsohn, *The Copyeditor's Handbook*.
- ☞ *The Chicago Manual of Style* (15/e). NOTE: previous editions of this text are not acceptable.
- ☞ Multiple colored pens, pencils, and highlighters, to facilitate copymarking.

Assignments

There are three major assignments in the course: producing a “vulture portfolio,” which is an annotated collection of edited documents; editing an essay from the Bruce H. Leland Essay Contest; and completing a service learning project which involves comprehensive editing of documents used by an organization or department at Western (or in the Macomb community).

Detailed assignment sheets will be distributed throughout the semester.

Other assignments include the following:

- ☞ Group work will be used to prompt discussion and help you get started with the projects. These assignments provide an excellent opportunity for you to work through the readings in a collaborative setting. Group work is included in your class participation grade.
- ☞ To accompany our second content track, small teams of students will complete an area overview of a subject relevant to professional editing. Your team will have a full class period to present its overview. Teams will be expected to provide handouts and other supplementary materials (which I will duplicate for you if delivered in advance).

Policies

Attendance

Please be on time and attend as many classes as possible. Repeated absences (e. g. more than three) or excessive lateness will lower your class participation grade considerably.

Class participation

Everyone should participate actively in class activities and discussions. If you aren't asking to speak in every class, you aren't participating enough. I'll evaluate your participation in writing twice: at midterm (March 5) and the end of the semester (May 5).

Ethical conduct

I expect every student to follow the highest professional standards for ethical behavior, especially regarding respect for other students. Criticism and enthusiasm are great; rudeness or antagonism is unacceptable.

I also expect academic honesty. Plagiarism (use of another's ideas, data, and statements with little or no acknowledgment), collusion (unauthorized or undocumented collaboration), or resubmission (presenting an assignment previously completed for course credit) are not permissible. These types of academic dishonesty will be reported in accordance with WITU policies.

Feedback

Please help me be a better teacher by telling me when you enjoy a class or benefit from an assignment—I'll keep it up. On the other hand, if something doesn't work well, I'd also like to know. I always shape courses through student suggestions—I'm willing to change almost anything about the course to help you learn more effectively.

If you want to remain anonymous, put a printed note in my mailbox, or contact me through Dr. David Boocker, Chair of the Department of English & Journalism.

Grading

You earn points for each completed assignment. A ten percent per letter grade scale is used for all assignments and final grades. Since there are 1,000 points in the semester, it's easy to figure out where you stand at any time.

Please keep track of your grades and keep all graded assignments.

Grading scale

ASSIGNMENT	POINTS	GRADE	POINTS
Vulture portfolio	250	A	900-1000
Leland essay editing	100	B	800-899
Area overview	150	C	700-799
Service project	350	D	600-699
Class participation	150	F	599 or fewer
TOTAL POINTS	1000		

Help!

I want to help you achieve success in this class and all your studies at Western. Help me help you by asking me when you need some assistance. If you have a concern which you think others might share, please bring it up in class discussions, before or after class, or by sending an email to our class list.

For tutoring or other assistance, come to my office hours. I hope to see everyone at least once in my office during the semester. Stop by any time you are in Simpkins Hall—I'm there quite often, and if the door is open, I'm happy to see you. Please keep in mind I share my office with another professor. Students with special learning needs requiring pedagogical accommodation should speak with me as soon as possible.

Late work

Avoid late work. If you must turn in an assignment after the due date, I must know at least 48 hours in advance, or you will suffer a point penalty. Unless you have permission from me, late work will not be accepted after one calendar week.

Course grades of "incomplete" will only be given in the case of documented medical emergency (e. g. your arm fell off, and your doctor can prove it).

Privacy

There is no need to put your social security number or WIU ID number on any work turned in to me; your printed name will suffice.

By law (20 USC § 1232G, commonly called the "Buckley Amendment"), educational records must be kept confidential. So: I will only discuss your progress in the course with you in my office, where your privacy can be ensured. I will only email grades or progress reports to wiu.edu accounts. I will never post this information in public.

We will be using computers at WIU and in other locations. I will make every effort to ensure your privacy while using these systems. You can help by choosing good passwords, keeping your passwords secret, and logging out of computers after you use them. Should you ever suspect your privacy has been compromised in any way because of a computer system used in the course, contact me immediately by telephone.

If you have a problem with computers, please ask for help—but never email me or any other WIU staff member a password. Passwords should never be emailed.

WIU brings you the following announcements

In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2515 for additional services.

It is the responsibility of the student to comply with the prerequisites/corequisites for a course that he/she plans to take. Instructors who place the appropriate information on the syllabus and emphasize it during the first three class periods may exclude a student from the class who does not meet the prerequisites/corequisites by sending a note to the student with a copy to the registrar within the first two weeks of the term.

Schedule of course activities

This schedule is subject to change. Check the course Web site for an up-to-date schedule which includes more details about readings and assignments.

<i>wk</i>	<i>dates</i>	<i>readings</i>	<i>assignments and/or activities</i>
1	Jan 12, 14, & 16	Syllabus; <i>TCH</i> Preface	Course introduction
2	Jan 21 & 23 (MLK day 1/19)	“Levels of Edit” Anderson, “Service Learning”	
3	Jan 26, 28, & 30	<i>TCH</i> 1: “What Copyeditors Do”	AO: punctuation
4	Feb 2, 4, & 6	<i>TCH</i> 2: “Basic Procedures” <i>CMS</i> , Ch. 3: “Proofs” Rude, Ch. 24: “Management”	AO: grammar (part one)
5	Feb 9, 11, & 13	(Above, continued)	AO: grammar (part two)
6	Feb 16, 18 & 20	Rude, Ch. 14: “Comprehensive Editing”	AO: spelling Vulture portfolio draft due 2/20
7	Feb 23, 25, & 27	<i>TCH</i> 15: “Beyond Grammar”	AO: capitalization
8	Mar 1, 3, & 5	(<i>none</i>)	Final vulture portfolio due 3/5
9	Mar 15, 17 & 19	<i>TCH</i> 8: “Quotations”	AO: numbers Edited contest essay due 3/19
10	Mar 22, 24, & 26	<i>TCH</i> 11: “References”	AO: abbreviations
11	Mar 29 & 31; Apr 2	<i>CMS</i> , Ch. 4: “Rights & Permissions”	AO: front & back matter
12	Apr 5, 7, & 9	<i>TCH</i> 10: “Tables, Graphs, & Art” Williams selections	AO: names Service project proposal due 4/9
13	Apr 12, 14, & 16	<i>CMS</i> , Appx. A: “Design & Production” Rude, Ch. 23: “Type & Production” Williams selections	AO: electronic editing
14	Apr 19, 21, & 23	TBD	Service project draft due 4/23
15	Apr 26, 28, & 30	(<i>none</i>)	

There is no class after April 30, and no final examination.

Final service projects are due 5/5.