

ENG 483: Professional Editing

Department of English & Journalism
Western Illinois University, Spring 2005
Simpkins 027, Tuesday & Thursday, 11:00 am to 12:15 pm
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Contact information

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Course web: <http://faculty.wiu.edu/CB-Dilger/s05/483/>

Introduction

In ENG 483, we'll learn professional editing, the craft of improving the content, correctness, and appearance of ideas, manuscripts, and existing documents. In this sixteen-week course, we cannot learn all the things a professional editor should know. Nor can we complete enough practice editing to allow every student to develop editing speed and skills. But we can do quite a bit of both, and we'll devote considerable time to learning equally important activities, such as using style manuals, or managing 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 conventions, including grammar, mechanics, and syntax. From this track, teams of students will be assigned one area of study, and will present the most important concepts to the class, with accompanying materials, as part of 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, please speak with me immediately.
- This Writing in the Disciplines (WID) course requires a substantial amount of original writing.

Course objectives

- Develop a working knowledge of the levels of edit, which are the different types of editing completed given available time, resources, and document audience.
- 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). Learn to apply these skills and concepts through practice editing.
- Through reading, discussion, and practice, become familiar with conventional editing styles, and learn to use style manuals such as the *Chicago Manual of Style* or the *Associated Press Stylebook*.
- Complete service learning projects which provide the opportunity to practice proofreading, copymarking, editing, computer formatting, and other necessary skills in context.

Required texts

- Amy Einsohn, *The Copyeditor's Handbook*.
- *The Chicago Manual of Style* (15/e). Note: previous editions of this text are not acceptable.
- *Western Voices 2004*.
- Course pack (available at Quickprinters, 1120 E. Jackson, 309-833-5250).

Assignments

There are three major assignments in the course: producing a “vulture portfolio,” which is an annotated collection of edited documents; editing one of the winning essays from the Leland Essay Contest; and completing a service learning project which involves comprehensive editing for an organization at Western (or in the Macomb community). Detailed assignment sheets will be distributed throughout the semester. Some are already available on the course web site.

Minor 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 half a 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 & class participation

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.

Everyone should read all of the assigned materials, taking notes, noting problematic sections, and striving to understand the material. Reading is the basis for participating successfully 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 at midterm and the end of the semester.

Ethical conduct

Every student should follow the highest professional standards for ethical behavior, especially regarding respect for other students. Criticism and enthusiasm are great; rudeness and antagonism are 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 unacceptable. These types of academic dishonesty will be reported to WIU authorities.

Feedback

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

<i>assignment</i>	<i>points</i>
Vulture portfolio	250
Leland essay editing	100
Service project	325
Area overview	50
Class participation	175
Final examination	100
Total points	1000

<i>grade</i>	<i>points</i>
A	900-1000
B	800-899
C	700-799
D	600-699
F	599 or fewer

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.

Students with learning needs requiring pedagogical accommodation: please speak with me ASAP.

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 prior 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, or 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 never post grades in public.

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

This is subject to change. See the course web site for an up to date schedule.

<i>wk</i>	<i>dates</i>	<i>readings</i>	<i>activities</i>
1	Jan 18, 20	Syllabus TCH Preface TCH 3: Reference Books & Resources	
2	Jan 25, 27	Van Buren & Buehler: "Levels of Edit" TCH 1: What Copyeditors Do	
3	Feb 1, 3	TCH 2: Basic Procedures CMS 2: Manuscript Preparation & Editing CMS 3: Copymarking	
4	Feb 8, 10	Above, continued; TCH 404–16	AO: Punctuation method
5	Feb 15, 17	Rude 14: Comprehensive Editing Dilger: Decomposition	AO: Punctuation errors
6	Feb 22, 24	TCH 14: Grammar TCH 15: Beyond Grammar	AO: Spelling VP draft due 2/24
7	Mar 1, 3	Lanham: Paramedic Method Lunsford: Twenty Most Common Errors Joe Williams: Actions & Characters	AO: Usage
8	Mar 8, 10	None	AO: Capitalization Midterm evaluations 3/10 Final VP due 3/10
SB	Mar 15	None	
9	Mar 22, 24	Anderson 19: Service Learning	AO: Numbers Leland essay due 3/24
10	Mar 29, 31	Rude 24: Management	AO: Electronic editing
11	Apr 5, 7	TCH 10: Tables, Graphs, & Art Tufte: Chartjunk, Lie Factor, Data-ink Robin Williams: PARC principles	AO: Typefaces SL proposal due 4/7
12	Apr 12, 14	CMS AA: Design & Production TCH 12: Front & Back Matter	AO: Typencoding
13	Apr 19, 21	CMS 4: Rights & Permissions	AO: Abbreviations
14	Apr 26, 28	TCH 8: Quotations TCH 11: References	AO: Internationalization SL draft due 4/28
15	May 3, 5	None	Final evaluations 5/5
EX	May 12	None	Final examination 5/12 Final SL project due 5/12