

ENG 2730, OL07, Professional Editing and Revising, Spring 2021

Asynchronous

Professor R. Ferdinand

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Office Hours: Monday & Wednesday, 10:00—11:30 a.m. Mondays and by appointment

Course Description

Students will learn to identify audiences and choose appropriate language, tone, and style in order to write, edit, and revise a variety of communiqués in various workplace scenarios. Revision documents may be internally created or externally appropriated, depending on the instructor's discretion. Instruction in the protocols of revising, editing, proofreading, and associated tasks. An emphasis on the ability to rethink and adapt to ever-present writing exigencies.

Course Goals

Students will be able to:

- Analyze and understand a variety of communication situations, their needs, expectations, and constraints.
- Critique, explain, and practice the efficacy with which a variety of business and technical publications are able to meet their genre expectations.
- Understand revision as beginning with the process of being able to see the same thing differently and refiguring the project, if necessary.
- Execute, practice, and speak competently upon the differences in content, quality, and nuance between inception and finished piece.
- Understand and practice editing and proofreading as more than mechanical operations of correcting mistakes but as tied to the refinement of thought and expression.

By the end of class, students will be able to:

Learning Outcomes	Measurement
Perform comprehensive editing, copyediting, and proofreading	Final project
Use and understand editorial terminology	Final project, Daily assignments
Understand the profession of editing, including career possibilities and professional and ethical responsibilities	Daily assignments
Revise for tone, clarity, conciseness, and continuity	Daily assignments, grammar tests, final project

Use traditional copyediting marks	Daily assignments and Final Project
Become familiar with project management techniques	Final Project
Use technologies related to editing	Final Project and daily assignments

Prerequisite: ENG 2700

Required Texts (All Available through Openlab and the Library Website)

Murphy, Avon J, and Charles H. Sides. *New Perspectives in Technical Editing*. Taylor & Francis Group, 2010.

Permalink:

<http://citytech.ezproxy.cuny.edu:2048/login?url=https://ebookcentral.proquest.com/lib/citytech-ebooks/detail.action?docID=3117824>

OR here:

<https://ebookcentral.proquest.com/lib/citytech-ebooks/detail.action?docID=3117824>

Kaplan, Bruce. *Editing Made Easy: Simple Rules for Effective Writing*. Upper Access, Inc., 2012.

Permalink: <http://cityte.ch/xq>

OR here:

<https://ebookcentral.proquest.com/lib/citytech-ebooks/detail.action?docID=915561>

Carman, Lindsey, and Publishing Group Atlantic. *The Young Adult's Guide to Flawless Writing: Essential Explanations, Examples, and Exercises*, Atlantic Publishing Group, 2015.

Permalink:

<https://ebookcentral.proquest.com/lib/citytechebooks/reader.action?docID=4728989&ppg=234>

Shrunk, William. *The Elements of Style*. 2000. This one is available through Internet Archive for preview and borrowing. Available at:

https://cunyny.primo.exlibrisgroup.com/permalink/01CUNY_NY/1ik5uu4/alma990049157120106136

Course Structure:

This class is asynchronous, which means that we will not meet during a scheduled time frame. Instead, you will log into Openlab and Blackboard to access content for the course.

Our OpenLab site can be accessed through this link:

<https://openlab.citytech.cuny.edu/ferdinandeng2730spring2019/>

Regular attendance and active participation are extremely important, so be sure to log into Blackboard and OpenLab daily. **Not logging will negatively affect you in the following ways:** You will lose active participation because class writing/activities cannot be made up, you will be less prepared for completing assignments, and you will quickly fall behind on the course concepts covered in lectures and discussions. If you miss a week, it is your responsibility to email me about your situation, to keep up with the reading/homework, and to contact your classmates to find out what you missed.

In order to demonstrate that you are fully present during class, I expect you to participate in lively discussion boards, respond to classmates and to my queries, complete weekly assignments (including quizzes and readings), and to participate in a positive classroom environment (*including treating your fellow students and myself with a positive and respectful attitude*).

Communication Policy:

Participation in each module is mandatory for this course. **Assignments are placed in weekly modules in Blackboard while Openlab has the listed assignments and readings.** Some weeks contain short assignments and discussion boards while some weeks require no work to be submitted.

Discussion Guidelines for Discussion Board posts:

Please note that your posting on the discussion board is limited to the week that the topic is being discussed, as it is outlined in the Course Guide. Failure to adhere to the course schedule will result in you receiving no credit for the assignment (s).

Limit Responses:

Limit most discussion responses to 1-2 screens. That's approximately 24 lines per screen, depending upon your software package. Please also bear in mind that opening your message may take time, so avoid posts that simply say "Me too!" or "I agree!" **Make every effort to ensure that your posts are substantive and concise. And a little humor is always welcome!**

Interaction:

While there is a minimum requirement for participation in the discussion forums, it is not a maximum. **You are required to respond to other students' opinions (minimum of 2 students), offer helpful feedback, or answer questions in the interest of continuing the ongoing dialog of topics related to online learning.** As always, exercise proper netiquette and maintain a tactful, respectful tone in your comments in this course.

Rubric:

Your posting on the Discussion Board will be evaluated on a scale based on the following criteria:

- *Understanding*. Student demonstrates a clear understanding of the concepts that are being discussed.
- *Writing Skills*. Student responses will be assessed based on the quality of their writing, such as spelling, grammar, syntax, sentence structure, etc.
- *Application/Analysis*. Student application and analysis of concepts are clear, as a result insight has been offered to the discussion.
- *Peer Feedback*. Student feedback to their peer's posts are of high quality and timely. High quality demonstrates that the student is adding to the discussion and not just saying "I agree" or "You are right." Timely means that the students meets the required deadline set for peer feedback.

Grading:

Chapter Summaries (Assignment Worksheet)	15%
Discussion Boards	20%
Grammar Test	10%
Definition Assignment	15%
Other Assignments	20%
Client Project	20 %
Total	100%

Chapter Summaries (Assignment Worksheet): Assignment Worksheets allow you to provide a summary of the chapter that you read. They help guide you in your analysis of the chapter by helping you determine the main idea of the chapter, and the major points that the chapter focuses on. You should demonstrate your understanding of the chapter and determine what/if anything, you learned from it.

Grammar Test: We will spend about three weeks covering grammar. Then, you will complete a test where you have to choose the correct answer. This test will demonstrate your understanding of the rules of grammar.

Definition Assignment: This assignment asks you to do some research. You can find journal articles through the library, Google the terms, use your books, or use the Society for Technical Communication (STC) to find information. Make sure your information is reputable and correct!

Devoting a paragraph for each, define the editing roles of the following:

- Proofreader,
- Production Editor,
- Copy Editor,
- Literary Editor,
- Developmental Editor, and
- Technical Editor.

Other Assignments: These are assignments that are in Blackboard.

Discussion Boards: Discussion boards are a very important element of your grade. In the discussion boards, you will post and respond to at least 2 classmates. Your post should show thoughtfulness (more than “I agree”), and should be written in clear, grammatically correct English.

Client Project: For the Client Project, you will work as an editor with a writer from your group. You will edit a technical document (instructions, policy manual, proposal, business plan, brochures, newsletters, etc). More explanation provided in Openlab.

Written Work

- Since writing is a process, you should draft and revise your work before submitting the final draft. While I will not review an entire document via email, I’m happy to conference with you about your drafts and ideas during my office hours. I am also happy to respond to specific questions via email. Feel free to consult with me at any stage in your writing process.
- Your writing should be grammatically correct and free of spelling errors, and it should demonstrate increasingly complex critical thinking and analysis as the semester progresses. If this is a challenge for you, I encourage you to visit my office hours and the Learning Center for help throughout the semester.
- **I DO NOT accept late work.** All work is due online when indicated or you will get no credit for them. If you have a personal emergency or other circumstances that prohibit you from finishing your assignment on time or turning in work as scheduled, email or see me as soon as possible so we can discuss your situation.

Center for Student Accessibility

The Center for Student Accessibility (CSA) is located in the Atrium Building (A-237) and provides accommodations for students with documented disabilities. For more information, please call (718) 2605143 or email John Currie at jcurrie@citytech.cuny.edu. If you have an IEP or have received extra time on tests in the past, you need to coordinate with CSA early in the semester.

Finally, please keep in mind throughout the semester, if ever any type of question, problem, or confusion should arise contact me so that we can address whatever may prevent you from successfully completing this course.

New York City College of Technology Policy on Academic Integrity

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

Students are expected to be familiar with the accepted academic principles regarding plagiarism. ***If ANY section, no matter how small, of your work is plagiarized, you will get a ZERO for that paper, with no rewrites.***

Weekly Course Outline (subject to change):

Readings and assignments are due by the beginning of class on the dates shown. This is a list of the major reading assignments for the course. It may be revised as dictated by the needs of the class. Students are responsible for completing all assigned reading *before the stated deadline*.

Course Schedule

Week 1: Welcome and Introductions: January 29—February 7

- Read the syllabus. Familiarize yourself with the OpenLab site and Blackboard.
- Take syllabus quiz

Week 2: Introduction to Editing & Revising: February 7—February 14

- Read Editing Made Easy: “Lean and Clean: What Editor’s Do” (pp. 12-14); “The Golden Rules” (p. 15)
- View: Video: How to Proofread Tutorial: 10 Proofreading Techniques They Didn’t Teach You In School. <https://www.youtube.com/watch?v=pYb7p0DiVMI>

Next: Go to your favorite job advertising website and search “technical editor”. How many jobs are there? Where in the country are the positions located? What job requirements do they list? What responsibilities are mentioned? How much experience do they request? If they specify a salary, what is it? Find TWO advertisements that interest you. **Upload the answers to these questions and the TWO ADVERTISEMENTS into Blackboard assignment dropbox located in Week 2.**

Week 3: The Editor: February 14—February 21

- Read Chapter 5 in New Perspectives: “The Editor Within the Modern Organization” (pp.67-83) by Michelle Corbin. <http://cityte.ch/yw>

Next: Go into Blackboard and complete the Assignment Worksheet found in Blackboard, Week 3. Due by Sunday, February 21, 11:59 p.m.

Week 4: Marking Paper Copy: February 21—February 28

- Review the website: “Copyediting Marks”: <https://www.csuchico.edu/style-guide/guidelines/copy-editing-marks.shtml>
- Review Markup and Proofreading symbols
- View the Video: “Top 5 Tips for Editing” https://www.youtube.com/watch?v=9_38VIh3V0s

Next: Go into Blackboard, Week 4, and complete two assignments. One is a practice assignment. If you have a printer available, you can print and mark the copy and upload it. If not, just write the ways you would edit the sentences by indicating what symbol you would use to edit the sentence.

For the second assignment, do research on the roles of editor. Define the editing roles of the following:

- Proofreader
- Production Editor
- Copy Editor
- Literary Editor
- Developmental Editor
- Technical Editor

Devote a paragraph for each. More specifics regarding this assignment can be found on the Assignment tab.

Week 5: Collaborating With Writers: February 28—March 7

- **Assignment: Go into Blackboard, Week 5, and complete Week 5 Group Discussion Board: What Would You Do?**

Week 6: Conferences: March 7—March 14

Week 7: Copyediting and Beyond: March 14—March 21

- Read Chapter 6 in *New Perspectives: “Copyediting and Beyond”* (pp. 85-105) by Jean Hollis Web. <http://cityte.ch/yw>

Next: Go into Blackboard and complete the activities for Week 7 on copyediting. One of the assignments is the Assignment Worksheet (the same worksheet completed for Week 3) for the chapter.

For the second assignment, you have to find a style manual (APA, MLA, Chicago) or you can use one of the books we are using for the course, like the “The Young Adult’s Guide” to answer to respond to A-H.

You may also use “The Elements of Style” by William Strunk. This book can be accessed through the Library at: <https://archive.org/details/elementsofs00stru>. You will have to sign up for an account to access it.

Week 8: Grammar Part 1: March 21—March 26

- Read Young Adult’s Guide: Chapter 2 “Spelling and Capitalization” (pp. 46-49); Chapter 3 “Adjectives and Adverbs” (pp. 49-54), Chapter 4 “Articles and Appositives” (pp. 55-60). <https://ebookcentral.proquest.com/lib/citytech-ebooks/detail.action?docID=4728989>

Complete all exercises. Check your answers against the answers in the back of the book.

- Read Editing Made Easy: “Tricky, Tricky” (pp. 85-87); “The Plurals Trap” (pp. 88-89) and “Under a Spell” (p. 90). <http://cityte.ch/xq>
- Video “14 Easy Line Editing Tips”: <https://www.youtube.com/watch?v=MHDNNMzMBgk>
- See how well you do on this grammar quiz: <https://www.youtube.com/watch?v=HNDCihroDf8>

Next: No Work Due in Blackboard. Enjoy Your Spring Break Next Week

Week 9: Spring Break: March 27—April 4

Week 10: Grammar Part 2: April 5—April 11

- Read Young Adult’s Guide: Chapter 1 “What is Grammar and Why is it Important?” (pp.27-39). <https://ebookcentral.proquest.com/lib/citytech-ebooks/reader.action?docID=4728989&ppg=62>

Complete All Exercises. Match your answers with the answers at the back of the book.

- Read Editing Made Easy: “Split Personalities: Beware the Split Infinitive” (pp.22-24); “Time for Action: Turning Nouns into Verbs” (pp. 25-28); “Small and Pesky: Two Words that Slow the Pace” (pp. 29-31); “Every Which Way: The Difference Between Which and That” (pp. 37-39); “Pronouns: How to Avoid Confusion” (pp. 52-54); “Feeling Single, Seeing Plural: More Tricky Pronouns” (pp. 55-56); “Oops: The Misplaced Phrase” (p. 91); “If Only: Be Careful to Say What You Mean” (pp. 92-93); “Now, See Here: Look Out For This Common Error” (p. 94). <http://cityte.ch/xq>
- Video: “Does Grammar Matter”: https://www.youtube.com/watch?v=Wn_eBrIDUuc

Next: Go into Blackboard, Week 10, and complete the activities. There are grammar exercises in the group discussion board. Post and discuss your answers with your group members.

Week 11: Grammar Part 3: April 11—April 18

- Read Young Adult’s Guide: Chapters 5 “Nouns and Pronouns,” Chapter 7 “Prepositions” (81-85); and Chapter 10 “Subject-Verb Agreement” (pp. 97-101)
- Young Adult’s Guide: Chapters 13, “Sentence Fragments” (pp. 153-169); Chapter 14, “Dangling Modifiers” (pp. 171-176); Chapter 15, “Gerunds, Participles, and Idioms” (pp. 177-188) <https://ebookcentral.proquest.com/lib/citytech-ebooks/detail.action?docID=4728989>

Complete All Exercises. Match your answers with the ones in the back of the book.

- See how you do on this grammar quiz: <https://www.youtube.com/watch?v=yk5Merfsq2o>

Next: Read the description of the Client Project. Then, locate a possible project (technical essay, proposal, instructions, manual, etc). **Then, upload it to Week 11 Assignment Dropbox for me to review and approve.**

Prepare for Grammar Test next week!

Week 12: Punctuation & Grammar Test: April 18—April 25

- Read Editing Made Easy: “Punctuation” (pp. 72-81). <http://cityte.ch/xq>
- Young Adult’s Guide: Chapter 11, “The Sentence Breakdown” (pp. 105-116) and Chapter 12, “Punctuation and Common Phrasal Verbs” (117-152).
<https://ebookcentral.proquest.com/lib/citytechebooks/reader.action?docID=4728989&ppg=190>

Next: Go into Blackboard, Week 12, and take the test. It is due by Sunday, April 25, 11:59 p.m.

Week 13: Research in Technical Editing: April 25—May 2

- Read in New Perspectives Chapter 2: “Conducting Research in Technical Editing.”
<http://cityte.ch/yw>

Next: Go into Blackboard and complete activities for Week 13. This includes a Assignment Worksheet for the chapter.

This week, you will also work with your group members on your final editing project. For this assignment, you will exchange a document with a group member. Along with the document, you will write a brief explanation to the editor that clarifies the purpose and readers of the document and any particular editing needs that he/she has identified. This will be discussed in

Week 13 Discussion Board. Your explanation and your sharing of the document along with a discussion with a peer will be the basis of your grade for this discussion board.

Week 14: Electronic Editing & Style: May 2—May 9

- Read in New Perspectives: Chapter 7 “The Editor and the Electronic Word: Onscreen Editing as a Tool for Efficiency and Communication with Authors” (pp. 107-126). <http://cityte.ch/yw>
- Read Young Adult’s Guide: Chapter 8 “Verbs” (pp. 87-92); Chapter 9 “Irregular Verbs” (pp. 93-96); Chapter 17 “Active and Passive Voice” (pp. 205-215); Chapter 18: “Parallel Structure” (pp. 217-232). <https://ebookcentral.proquest.com/lib/citytechebooks/reader.action?docID=4728989&ppg=234>
- Read Editing Made Easy: “Be Active: Avoiding Passive Voice” (pp. 18-21); “Briefly Speaking: A Guide to Shorter, Simpler Words” (43-51). <http://cityte.ch/xq>

Next: Go into Blackboard, Week 14, and complete the activity. Note: The first one is a practice with the document that was given to you by the writer. See if you can complete A-Q on your own.

Then, complete important sections of your project memo: Analysis and Evaluation; Objectives and Deliverables, and Schedule). Type this as a Microsoft Word document (single-spaced), but double-space between paragraph sections. Drop this in the assignment dropbox by Sunday, May 9, at 11: 59 p.m.

Week 15: Client Project: May 9—May 16

- This week, you are working on your client project.

No Work due in Blackboard.

Week 16: Client Project Due: May 16—May 23

This week, you should continue working on your client project. Here are some things you should prepare this week:

- Obtain the original document
- Make necessary corrections to your project memo (analysis and evaluation, objectives and deliverables, and schedule)
- Conference with the writer this week
- Create a pdf version of the digital copy that shows your TRACK CHANGES along with a style sheet
- Complete the editor evaluation

Next: Go into Blackboard, Week 16, and upload these items (AS ONE DOCUMENT) by 11:59 p.m., May 23, 11:59 p.m. And complete the editor evaluation as a separate document.