

**Saint Xavier University**  
**Fall 2022**

**ENGL 353-01**

**Writing: The Editing Process**

**Fall 2022**

**T/Th 2:00 p.m. - 3:20 p.m., WAC L331**

**Instructor information**

**Dr. K. Kaiser Lee** (*she/her/hers*)

**Campus office hours, Fall 2022:**

Mondays 10:55 a.m.- 11:55 a.m.  
 beginning Sept. 12.

**Office location:** WAC N-429

(Take the elevator near the campus post office to the 4<sup>th</sup> floor; take a right out of the elevator and turn right at the hallway next to the kitchen; my office is at the end of that hall.)

**Email:** [kaiserlee@sxu.edu](mailto:kaiserlee@sxu.edu) (best way to reach me).

**Office phone:** 773-298-3230

**Text me or leave voice mail:** 224-764-0319

**Proofreader's Marks**



*This is a hybrid course. After the first four weeks or so we will meet face-to-face once and do online work instead of meeting a second time. See the course calendar in this document for details.*

**ENGL 353 course catalog description**

“**Pre-requisite:** P (RQ) ENGL-120. This course is an introductory proofreading/copyediting course that presents an overview of the editorial process and instruction on the basic tools and tasks of proofreaders and copyeditors. Students will use style manuals and reference books, create style sheets, and learn methods of querying authors and project editors.”

**Goals for the semester**

We will learn how to:

- Edit your own writing.
- Edit the writing of others.
- Develop good editing habits (use of dictionary and usage dictionary, for example).
- Use and create a style guide.
- Edit accurately – not only for grammar and usage, but also for facts, content, and consistency.
- Work as a professional editor familiar with all levels of editing (proofreading, copy-editing, substantive editing, and global editing).
- Collaborate on producing a publication to get practice writing, editing, and doing basic document design using open source programs like [Libre Office](#) and [Scribus](#).

## Required & recommended texts & supplies

Biel, Joe. *Make a Zine! Start Your Own Underground Publishing Revolution*, 4<sup>th</sup> edition. Microcosm Publishing.

Einsohn, Amy and Schwartz, Marilyn. *Copyeditor's Handbook and Workbook*. University of California Press.  
The class calendar indicates sessions you will need to bring these books with you.

### Recommended:

*Chicago Manual of Style*. The University of Chicago Press.

Garner, Bryan A. *The Chicago Guide to Grammar, Usage, and Punctuation*. The University of Chicago Press.

“A good dictionary and usage dictionary are strongly recommended. You’re insane if you don’t own these already.” - David Foster Wallace

### Supplies

Laptop for in-class work.

\$5.00 or so to print copies of the Zine project.

**This syllabus is our blueprint for this semester. As the semester progresses, changes may become necessary. These changes will be announced in class, on Canvas, and via email.**

### *Savage Chickens*

by Doug Savage



## Teaching /Learning Methods

- Direct instruction on the editing process.
- Readings, exercises, and other forms of instruction on grammar, usage, and other topics relevant to the editing process.
- Group projects to teach collaboration and provide a basic introduction to the publishing process.
- Detailed readings on issues related to editing that are discussed in class sessions and discussion boards.

## Instructional Uses of Technology

The content, delivery and assessment of this course is supported by the use of the following academic technologies:

- Presentations for the class will be created in Keynote or Libre Office and accessible on Canvas.
- Canvas Learning Management System for assignments, tests, grades, discussion boards, and similar class activities, as well as assigned readings.
- Productivity tools such as Microsoft Word, Google Docs, or Libre Office, whatever word processing software you like to use, are available for students to complete their assignments.

## Assignments, Projects, Course Work

Course discussion boards	12 points
In-class exercises	12 points
Editing Test	18 points
Editing Projects	10 points
Wikipedia Editing Project	23 points
Zine project	<u>25 points</u>
<b>total available:</b>	<b>100 points</b>

## Grading scale

There are no more than 100 points available points from the semester's work. At the end of the semester the total number of points earned will translate into the following grades:

90–100 points:	A
80–89 points:	B
70–79 points:	C
60–69 points:	D
59 points or fewer:	F

Any final grade decimal numbers from .5 to .9 will be rounded up to the next whole number. Decimal numbers from .1 to .4 will remain at that whole number. For example, 89.2 would be a B; a grade of 89.6 would be an A.

Grades for projects are calculated on the same scale. For example, on a project worth 20 points, a solid B project (good – see below) would earn 17 points (85% of 20), while a very good project (not quite excellent) would earn 17.8 points (89% of 20).

## Evaluation criteria

The following general evaluation criteria will be used to evaluate the assigned writing in this class; assignment descriptions may include additional expectations. These criteria should give you an indication of expectations for an undergraduate editing course:

A work – outstanding; free of all grammatical errors; closely follows concepts discussed in class for the level of editing the assignment calls for.

B work – very good; may contain one or two grammatical errors; overlooks one concept for the level of editing the assignment calls for.

C work – errors in grammar / spelling / mechanics / tone / word choice remain in the document; uses a different level of editing than what the assignment calls for.

D work – significant errors in grammar / spelling / mechanics / tone / word choice remain in the document; does not take assignment seriously; does not adhere to editing practices.

F work – plagiarized or not submitted.

## To pass this class

To be eligible to pass the course, you must (1) complete and submit all major projects, including drafts of each project, when assigned (2) engage in class activities on a regular basis, and (3) meet the minimum attendance requirements as described in this syllabus.

## Due dates, grace periods and late work policy

This class has a “grace period” for most assignments. Look for a note on each assignment indicating if the grace period does or does not apply.

*The due date* is the day that your work is due.

*The grace period* occurs between the due date and the deadline. Work submitted during the grace period will be marked as *late* in Canvas; however, there is no grade penalty for work submitted during the grace period.

*The deadline* comes two days after the due date and is the final moment that Canvas will be open to accept a project. If you cannot not turn in your work by the end of the grace period, you will need to contact me and see if alternate deadlines may be arranged; such requests will be considered on a case-by-case basis.

## More about technology in our class

- Please bring your laptop to class meetings; the Course Calendar indicates when you need to bring *The Copyeditor’s Workbook*.
- Smart phone policy: Treat it as you would in any professional setting – it’s okay to glance at it, it’s okay to use it as an educational tool (look up a fact relevant to class discussion or use it to refer to your e-textbook); it’s not okay to answer a call or concentrate on it exclusively during class. Silent mode during class, please.
- Reliable technology is crucial to your success in school. Be proactive and get help if you experience connectivity or other technology issues, For general technological assistance, visit <https://sxu.teamdynamix.com/TDClient/2022/Portal/Home/> .
- Assignments are submitted via Canvas, SXU's course management system. **If a submitted file will not open, or is otherwise corrupted, the work will be counted as not turned in.**
- If you haven't already, you should develop a data saving and backup plan with redundancy – for example, saving your work on *both* a USB drive and a cloud-based system (Dropbox, Google Drive, iCloud) in addition to saving work on your device.
- Consider devising a standardized method of naming your files, one that identifies the course and the assignment while avoiding punctuation or spaces (for example, ENGL353-essay.docx, not essaydraft.docx.)

## Attendance

Plan on attending every class session. You may miss up to three class sessions with no penalty. There are no excused vs. unexcused absences; three should be enough for most SXU-related absences (athletics, field trips) as well as religious holidays that aren’t a part of the SXU calendar.

**Missing more than four sessions is grounds for failing the course.** Please refer to the section “Learning During Stressful Times” and contact me if you’re having trouble with attendance.

## When you have to miss a class session

You don't have to tell me that you missed class, or why you were absent. If you miss a class – after reading through the course Canvas site, if you have specific questions related to what we did in class, please email me those questions. I will likely not answer emails that only tell me you missed a class, or ask the too-general and poorly worded question, “Did you do anything important while I was absent?”

## Plagiarism and Academic Honesty

Students are expected to adhere to the Saint Xavier University Academic Honesty Policy. Representing writing done by someone else as your own work should never be an option. Plagiarism has cost the jobs, not to mention the reputations, of business leaders, politicians, and university presidents. At the end of this document you will find additional information from the University and the Department of Languages and Literature on plagiarism.

## Learning during stressful times

We're all coping with this stressful environment as best as we can; COVID-19, political upheaval, dramatic climate events, the constant onslaught of social media, and more are contributing to an environment that makes it tough to learn.



If you need extra help, or if you need more time with something, or if you feel like you're behind or not understanding something, please do not suffer in silence – talk to me! I will work with you. If you tell me you're having trouble, I will not judge you or think less of you. You don't owe me an explanation or personal information about your life. All the ways to contact me are listed at the top of this syllabus. (Please keep in mind that faculty are experiencing the same environment that you are, so I may need you to extend me the same courtesy!)

## Course calendar, please see Canvas Announcements for the most up-to-date version

### Week 1 August 23, 25

**Tuesday:** introductions; course overview; higher order and lower order concerns in writing; editing's role in your personal writing process; editing vs. grammar nitpicks.

**This week's work** – Review syllabus; read Solomon, “The Power of Punctuation”, and Garner, “Making Peace in the Grammar Wars” (in Files), participate in Week 1 Discussion Board (introductions, Peace and Power, and your own personal grammar peeves) no later than Monday, August 28.

### Week 2 August 30, September 1

**Tuesday:** Introduction to proofreading on paper; a copyediting challenge; in-class exercise 1.

- **Before class on Thursday**, read Peter Elbow, “Inviting the Mother Tongue,” in Files.

**Thursday:** introduction to electronic editing; Editing Project 1: editing your own work.

**Before class next week** – Begin work on Project 1, Editing your Own Work; read Williams, “The Phenomenology of Error,” (in Files), Chapters 1, 2, and 3 in *The Copyeditor's Handbook*, participate in Week 2 Discussion Board.

### **Week 3 September 6, 8**

**Tuesday:** Discussion – levels of copyediting; the work and tools of a copyeditor; knowing when to say when (in-class exercise 2).

- **Before class on Thursday,** Read Chapter 4, “Punctuation,” in *The Copyeditor’s Handbook*; bring *The Copyeditor’s Workbook* to class.

**Thursday:** Review Chapter 4, work in *The Copyeditor’s Workbook*; in-class exercise 3.

**Before class next week** Finish Editing Project 1; read Chapter 5, 6, and 7 in *The Copyeditor’s Handbook*; bring *The Copyeditor’s Workbook* to class next week.

### **Week 4: September 13, 15**

**Tuesday:** Review Chapters 5-7, work in *The Copyeditor’s Workbook*; in-class exercise 4.

- **Before class on Thursday,** Read Chapter 4, “Punctuation,” in *The Copyeditor’s Handbook*; bring *The Copyeditor’s Workbook* to class.

**Thursday:** writing queries; how editors and writers work together; in-class exercise 5. Editing Project 2 – Editing Each Other’s Work; choose modality for practice test next week (paper or digital).

**Before class next week** –Exchange editing work and determine level of copyedit with your Project 2 partner; begin Editing Project 2; review Chapters 4-7 in *The Copyeditor’s Handbook* and do practice exercises from the relevant chapters in *The Copyeditor’s Workbook*.

### **Week 5: September 20, 22**

**Tuesday:** Practice editing test; determine location of Editing Test

- **Before class on Thursday,** continue review and practice for Editing Test

**Thursday:** Editing Test (either in class or take home, tbd)

**Before class next week** – Continue work on Project 2; readings tba, fact-checking and style guides (links on Canvas).

### **Week 6: September 27, 29**

**Tuesday:** Fact-checking discussion and practice; in-class exercise 6; what is a style guide and how do you use one? Wikipedia /document /Editing Project description.

**This week’s work**– Finish Editing Project 2; read Palacas, “Liberating American Ebonics” (in Files). Bring your laptop to class next week.

### **Week 7: October 4, 6**

**Tuesday:** Wikipedia orientation and practice; set up Wikipedia account, learn how to edit in Wikipedia, and more.

**This week’s work**– identify an article that you will conduct research in order to edit; read Wallace, “Tense Present,” (in Files). Participate in Week 7 Discussion Board (Palacas, Wallace, etc.). Bring your laptops to class next week.

### **Week 8 October 11, 13**

**Tuesday:** Wikipedia editing party! Bring snacks! If you don’t like LoFi beats, bring headphones!

**This week’s work** – Participate in Wikipedia discussion board; Finish Wikipedia grammar edits if needed; conduct research for chosen Wikipedia article.

### **Week 9 October 18, 20**

**Tuesday:** Faculty Development Day – no classes from 8-4 today.

**Thursday:** Check-in, research portion of Wikipedia project; begin Zine Project; we will discuss teams, topics,

modes of creation, and more.

**This week's work** – Participate in Zine Project discussion board (update on research work and zine discussion); read Inoue, CCCC Chair's Address (in Files) and selections from The Radical Copyeditor's blog (links on Canvas); read opening sections in *Make a Zine* (pages tba); participate in Week 9 discussion board (language that liberates and/or oppresses). Bring laptop or similar device capable of browsing the Internet to class next week.

### **Week 10 October 25, 27**

**Tuesday:** Discuss readings; finalize teams, topics; look at examples of zines for inspiration.

**This week's work** – Read Copyright, Creative Commons, Libel, and other sections tba in *Make a Zine*; reading on Creative Commons will be posted to Canvas. Participate in Zine Project discussion board (team formation, topics, examples, questions.)

### **Week 11 November 1, 3**

**Tuesday:** Creative Commons discussion; managing workflow; groups will begin assigning writing projects and other tasks and roles.

**This week's work** – Begin producing Zine articles and material; communicate with group members regularly. Read printing and design section in *Make a Zine* (pages tba).

### **Week 12 November 8, 10**

**Tuesday:** Guest speaker / document design / production.

**This week's work** – continue Zine production (writing and editing). Read distribution and publicity section in *Make a Zine* (pages tba).

### **Week 13 November 15, 17**

**Tuesday:** Plan print run, distribution and publicity. Groups have time to work.

**This week's work** – Groups should be finalizing articles, layout, etc. Maybe even printing and assembling!

### **Week 14 November 22, 24**

**Tuesday:** Class activity tba

**Thanksgiving break is this week – November 23-27**

**This week's work** – Last week to produce final product.

### **Week 15 November 29, December 1**

**Tuesday:** Zine Release Party!

**This week's work** – Submit post-project reflection. Finish releasing copies of your Zine into the wild. Enjoy the gratifying feeling of a Zine well done.

### **Final Exam Week**

Class does not meet this week.