WRD 523: Editing

Professor Sarah Read
Assistant Professor
Writing, Rhetoric & Discourse
WQ2014; sread@depaul.edu
Office hours: Tuesday 4:30-6 pm and by appointment

Draft: 1/6/2014

Course Description

Four questions motivate this course about editing:

1. What is editing?
2. What is the editor's role in the contemporary organization?
3. How does technology shape editing practices?
4. What are the implications of the language practices of an editor, and for whom?

In this course we will pursue answers to these questions by thinking through issues in the professional field of editing, doing an editing project for a client (community partner) and learning about the structure and function of language.

Course Objectives

1. **Develop understanding of editing and its role in document development, publication, and use.** This understanding enables editors to define specific editorial tasks in their broader contexts.
2. **Edit effectively, on a range of editing tasks and documents.** Effective editing requires knowledge about the structure and function of language, information design, a systematic procedure of analysis and implementation, and ability to use the conventions of markup.
3. **Develop productive attitudes and habits.** Productive attitudes include respect for writers (even when they make mistakes), respect for one's own strengths as an editor as well as for the limits of editorial privileges, and respect for collaboration.
4. **Prepare for your role as a professional and for ongoing learning once the course is complete.** Attaining professional status and "membership" in the profession requires knowing its assumptions and conventions.
5. **Develop portfolio materials.** Projects from the editing class may be appropriate additions to a professional portfolio.

Texts

Required

- *Technical Editing,* 5th Edition by Carolyn Rude and Angela Eaton (bookstore)
- *Rhetorical Grammar,* Sixth Edition by Martha Kolln and Loretta Gray (bookstore)
- *The Chicago Manual of Style, 16th Edition.* Available *free* to students online via the DePaul Library: http://library.depaul.edu/CheckURL.aspx?address=http://www.chicagomanualofstyle.org/16/contents.html. Also available in book version or via personal subscription (optional).
- *Free Merriam Webster*® dictionary online: http://www.merriam-webster.com/

Optional

Handbooks

- *The Copyeditor's Handbook: A Guide for Book Publishing and Corporate Communications* by Amy Einson
- *McGraw-Hill's Proofreading Handbook* by Laura Anderson

Style Guides (as relevant)

- MLA or APA Style (academic publishing)
- Associated Press (AP) (journalism): http://www.amazon.com/Associated-Press-Stylebook-Briefing-Media/dp/0465012620/
- *The ACS Style Guide* (scientific writing): http://www.amazon.com/ACS-Style-Guide-Authors-Editors/dp/0841234620
- *Microsoft Manual of Style*: http://blogs.msdn.com/b/microsoft_press/archive/2012/01/26/new-book-microsoft-manual-of-style-fourth-edition.aspx
- *Government Printing Office Style Guide* (for government publications): http://www.gpoaccess.gov/stylemanual/index.html
- *The Yahoo! Style Guide: The Ultimate Sourcebook for Writing, Editing and Creating Content for the Digital World*

Assignments

Assignment	Percentage of Grade	Due Date
Class Reading Summarize, Synthesize and Response (SSR) paper	15%	Variable (sign-up)
Rhetorical Grammar Lesson	20%	Variable (sign-up)
Rhetorical Grammar/Style Quiz	20%	March 4
Organizational Style Guide (team)	35%	March 11
Reflection Letter	10%	March 18

How We Will Use Class Time

Class time will be a combination of class discussion, lecture, workshops and the presentation of work by students. In general, we will begin class with the reading of the weekly SSR papers, followed by more class discussion of the week's readings. This will be followed by rhetorical grammar presentations, a guest speaker and/or or an in-class workshop. Class will end with the introduction of new curricular material, trouble-shooting the client-project and/or a preview of the readings for the following week.

In preparation for class discussion it is expected that you will complete the assigned textbook reading and preview the D2L readings the SSR writers and readers will report on. If you are either writing an SSR paper or reviewing a SSR paper, you will be reading the D2L readings more closely.

Letter Grading Scale

You will receive letter grades for all of the assignments in this course. You will be able to track your grades in D2L

Final grades are assigned according to the following scale (this is the DePaul University Default scheme):

Grade	Percentage Range
A	95-100
A-	91-94
B+	88-90
B	85-87

B-	81-84
C+	77-80
C	73-76
C-	69-72
D+	65-88
D	61-64
F	0

WRD and DePaul Policies

WRD Attendance Policy

All WRD graduate courses are subject to the following attendance policy: Absences equal to 20% of the class (2 class sessions) may result in reduction of your term grade by one full letter grade (e.g., an A- would become a B-). Missing more than 20% of the class will result in failure.

If you have a planned absence this quarter, please check in with me ahead of time so that we can discuss how you make up for your absence. Keep in mind that more than one absence (planned or unplanned) could result in a grade reduction. If you have an unplanned absence, please send me an email before class to let me know. When it comes to my discretion with this policy, I will take into heavy consideration whether or not your communication with me as has been prompt and professional, and whether you have taken full responsibility for staying current with the class and your team.

Plagiarism

[A statement required on all DePaul syllabi.] You are responsible for understanding accepted definitions of plagiarism before the first graded assignment is due. Please see the university's Academic Integrity Policy at: http://academicintegrity.depaul.edu/. Documented cases of intentional plagiarism—the overt misrepresentation of another's work as one's own—will be grounds for failure of the course. If in doubt, ask.

A General Statement of Grades in Graduate Study

Grades in graduate school, in which "B" is understood to signify "satisfactory," may mean something other than grades in your undergraduate experience. You are encouraged to understand the grade scale in relation to the requirements for Good Standing. I encourage you to see an assignment grade lower than "B" (3.0)—since it pulls one's cumulative average in the direction of academic probation—to be unsatisfactory. Clearly, no single assignment grade

reflects one's ability to do well in the program; however, any grade below B should encourage a student to meet with the professor. A course grade lower than "B" should prompt one to meet with his/her program advisor before registering for additional classes.

My Philosophy on Graduate Courses

I think it is important to be transparent with my classes about my philosophy on graduate courses because this philosophy underlies the curriculum, pedagogy and structure of my courses. Fundamentally, I make the assumption that graduate students have chosen (often by taking on significant costs of time and money) to be in my courses. For me, what follows from this assumption is that students are intrinsically motivated to be in my course and that they will participate whole heartedly and in good faith to make this a successful course. My courses tend to be experientially focused, which means that I understand my courses as frameworks for a series of experiences (rather than for a definite set of knowledge or practices) that have present and future value for the students. I view my role in this course as primarily a facilitator of these experiences. Secondarily, I am a facilitator of the learning of new concepts and practices, as is appropriate to the course.

For students, the main upside to my approach to graduate courses is that students can often put experiences in my courses on resumes or otherwise use them to demonstrate academic or professional experience of some kind. The potential downside for students is that missing class can be very costly because the in-class experiences are cumulative over the term and they can be difficult to make up outside of the context of class time. My courses also often require students to make time outside of class for experiential learning, such as conducting research at a field site, or meeting with clients.

As a student in my class, I invite you to maintain an open mind about what you will learn from my course and your motivations for participating in the course. I see it as my responsibility to develop a course that has enough structure to facilitate focused and meaningful learning amongst a diverse set of students, but also to leave room for students to identify with and invest in an aspect of the course that I may not be able to anticipate. I am always willing to listen to ideas for ways to make the course better fit into students' individual learning goals, as long as these requests fit within the learning objectives and the overall spirit of the course.