WRIT 302: Editing

Where: G18 Colson Hall
Professor: Dr. Jill Woods
Office Hours: T/R 11:30 am–12:30 pm

When: T/R 10–11:15 am
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Course goals

Welcome to Writing Studies 302: Editing. We're going to take a flexible, general focus on editing strategies in this class, so you won't only learn editing skills but will also learn how to *be* an editor and more effective communicator. Here are the specific goals you can strive for this term:

1. Learn to identify more accurately and thoroughly the needs of an audience and use that understanding to evaluate documents.
2. Identify and correct errors of grammar, spelling, and punctuation.
3. Understand the effects of word choice, sentence structure, organization and document design on the meaning and effectiveness of documents.
4. Demonstrate an understanding of the relationship between rhetoric and writing to participation in public or professional life.
5. Interact professionally and communicate effectively with writers about their writing.

Required texts and equipment

You must have the **required textbook** for this course. You will have assigned readings almost every week from:

- ***Technical Editing: An Introduction to Editing in the Workplace***
  (Malone, Rothschild, & Cunningham, 2019)
  ISBN 13: 9780190872670

Rent it, buy it…do what works for you (and is as economical as possible!).

We'll use our WVU eCampus course site regularly (e.g., for assignment instructions and submission, supplementary readings, links to editing resources), so you also need a *functioning MIX email account and access to WVU eCampus*.

Required Work

To achieve the course goals outlined above, you will be writing reflective and analytical texts, participating in class activities, and otherwise demonstrating/applying your knowledge of editing practices and processes. You will be evaluated on the following course assignments worth a total of 500 points:

- Editing Exercises and Participation – 30%
- Editing Projects (4) – 50%
- Quizzes – 15%
- Final Reflection – 5%

COURSE GRADING

Course grades will be calculated by points earned through completed work:
    A-/A/A+ = 90–100% (450-500 points)
    B-/B/B+ = 80–89% (400-449 points)
    C-/C/C+ = 70–79% (350-399 points)
    D-/D/D+ = 60–69% (300-349 points)
    F = 0-59.4% (0–299 points)
(Percentages rounded up at 0.5; -/+ added for bottom/top ranges (e.g., 89.5 –90.4% = A-; 98.5–100% = A+)

Editing Exercises and Reflections (EERs) & Participation (150 pts)
These Editing Exercises/Reflections (EER) assignments (15 x 10 points each) include reflective writing, editing assignments from your textbooks, or other assignments as explained in class or on eCampus. These assignments are listed on the schedule at the end of the syllabus and are **due by the start of class on the date they are listed** (unless otherwise instructed—some assignments are connected to in-class activities). Instructions for individual EERs will be available on eCampus.

Quizzes (75 pts)

There are five quizzes (15 points each) that ensure that you are reading the required material, help you remember what you read, and help you prepare for editing and writing assignments. If you read carefully, you should pass these tests. You are welcome to use your notes and textbook while taking the quizzes, though the quizzes are timed (which means you must prepare to complete the quiz in the allotted timeframe). Quiz due dates are indicated in the coursework modules and cannot be made up; while the quiz will be available to you for several days, once you start the quiz, you must complete it.

Editing Projects (250 pts)

You will complete four, increasingly complex editing projects over the course of the term. Instructions for each assignment will be available on eCampus. These projects require you to apply the skills and knowledge acquired through reading, quizzes, and discussion assignments. Editing Projects 1–3 are each worth 10% of your final grade (50 points each) while the final editing project is worth 20% of your final grade (100 points).

Final Reflection (25 pts)

The final assignment of the course is an editing reflection of **at least 2, single-spaced pages** (25 points), which should include individual analysis with detailed explanations/reflections on each of your four editing projects. Detailed assignment instructions will be provided later in the term.

Extra Credit

Want a chance to earn a few extra points while honing your editing eye (or ear) outside of our class? You can earn up to 10 points of extra credit for identifying broken style or usage rules (either erroneously or for good reason) in the communication you consume every day (online, on social media, at work, in emails, in advertisements, on billboards, in the news, etc.).

In the Eagle Eye XC forum on eCampus, post a screenshot, image, or your own description of the grammar/usage/style trespass along with your explanation (including evidence, i.e., 3 credible resources) of why it's an editable offense or an effective bending/breaking of the rules. You can earn up to 2 points per post (maximum of 5) submitted by our last class. See eCampus for an example.

Grading

Rubric for individual editing projects will be available on eCampus. Objectives for EER assignments will be described on eCampus and assessed via these general criteria:

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A – Superior: The work is of near professional quality. The document meets or exceeds all the objectives of the assignment. The content is mature, thorough, and well-suited for the audience; the style is clear and accurate; the information is well-organized and designed so that it is accessible and attractive; the mechanics and grammar are correct. It is assured of success and of winning praise. The work is timely and allows the writer/editor to contribute meaningfully to related in-class activities.

B – Good: The document meets the objectives of the assignment, but it needs improvement in style, or it contains easily correctable errors in grammar, format, or content, or its content is superficial. It is likely to succeed. The work is timely and with some further development (during related in-class activities) allows the writer/editor to contribute meaningfully to those activities.

C – Competent: The document needs significant improvement in concept, details, development, organization, grammar, or format. It may be formally correct but superficial in content. It stands a chance of succeeding, but tardiness and/or content issues prevent the writer/editor from contributing meaningfully to related in-class activities.

D – Marginally Acceptable: The document meets some of the objectives but ignores others; the content is inadequately developed or incomplete; or it contains numerous or major errors. It is not likely to succeed without major revision, isn't timely, and doesn't contribute meaningfully to in-class activities.

    F – Unacceptable: The document does not have enough information, does something other than the assignment required, contains major or excessive errors, is not timely, or is not submitted at all. It fails to do its "job."

Course Policies

You can access and read institution-level policies here: ***https://tlcommons.wvu.edu/syllabus-policies-and-statements***. These include policies on academic integrity, inclusivity, and COVID-19 procedures. No incompletes will be provided for this course. Here are additional details for policies particularly relevant to this course:

Attendance & Participation
You must attend and be present for class. This means you arrive on time, bring appropriate materials to class, remain in the class until class ends, and actively contribute to class discussions and activities. Some of your EER points are earned through your in-person activities (meaning you can't earn full points for an EER if you miss a class during which we work with/on an EER assignment.

Generative Artificial Intelligence Tools
As you'll learn in this class, we editors use the tools at our disposal to help ensure accuracy, clarity, correctness, and completeness of any given document, AI tools included (e.g., spellcheck and Grammarly). While you're welcome to use these tools, know that they aren't foolproof! Being an editor often requires explaining, justifying, or rejecting edits (whether they are originally suggested by you, another human, or another tool/resource). Get ready to practice all those skills. Otherwise, all your writing (and thinking) in this course should be done by you, without the aid of generative AI, or risk academic dishonesty.

Deadlines/Late Work
It is unprofessional to miss a deadline. Failure to meet a deadline will result in a zero for work due. An outline of deadlines is included in the schedule at the end of this syllabus. More specific assignment details will become available on eCampus and in class as the course progresses. ***There will be no "Incompletes" given for this editing class***.

SpeakWrite Consulting Services
This is a SpeakWrite certified course, which means we're committed to fostering effective communication skills. For more information about the SpeakWrite program and for information about writing and presentation support offered through the WVU Writing Studio, visit http://speakwrite.wvu.edu/writing-studio.

Purpose: What exactly do I want to happen?
Audience: Who is reading, listening, or viewing?
Conventions: What is expected in this context?
Trouble: What could get in the way of my goals?

Mental Health Services
Finally, mental health concerns or stressful events can adversely affect your academic performance and social relationships. WVU offers services to assist you with addressing these and other concerns that you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus at the Carruth Center for Psychological and Psychiatric Services (CCPPS) website: https://carruth.wvu.edu/

If you need crisis services, call the CCPPS main number 24/7: (304) 293-4431.

Schedule of Work Due

In the schedule below, your textbook *Technical Editing: An Introduction to Editing in the Workplace* **is abbreviated as *TE*.** This schedule is open to revision, so be sure to reference in-class discussions and assignment instructions on eCampus for any shifting deadlines.

Coursework Module		Due Dates	Reading	Discussion Board (DB) Forums	Quiz	Editing Project
Intro to Editing & Editing Processes	**Week 1** *Course Intro*	**Tues. 1/9**				
		Thurs. 1/11	——Syllabus ——*Technical Editing (TE)* Ch. 1 (Introduction: Looking Back and Moving Forward)	EER#1		
	Week 2 *Editing Intro*	**Tues. 1/16**	——*TE* Ch. 2 (Preparing for an Editing Project) ——*TE* Ch. 3 (Planning and Implementing the Editing)		**Quiz #1** (on *TE* Chs. 1, 2, 3)	
		Thurs. 1/18		EER#2		
	Week 3 *Basic Copyediting and Digital Markup*	**Tues. 1/23**	——*TE* Ch. 12 (Copyediting Principles and Procedures —— *TE* Ch. 10 (Editing Page Design)	EER#3	**Quiz #2** (on *TE* Ch. 10, 12)	
		Thurs. 1/25				
	Week 4 *Copyediting and Verbs*	**Tues. 1/30**				**Editing Project #1 –** *Copyediting Basics & Processes*
Copyediting for Grammar & Style		**Thurs. 2/1**	——*TE* Ch. 13 (Copyediting for Grammar: Verbs)			
	Week 5 *Copyediting and Verbs, Subjects*	**Tues. 2/6**	——*TE* Ch. 14 (Copyediting for Grammar: Subject-Verb Agreement)	EER#4		
		Thurs. 2/8				
	Week 6 *Copyediting and Nouns, Pronouns*	**Tues. 2/13**	——*TE* Ch. 15 (Copyediting for Grammar: Nouns) ——*TE* Ch. 16 (Copyediting for Grammar: Pronouns)	EER#5	**Quiz #3** (on *TE* Chs. 13–16)	
		Thurs. 2/15		EER#6		
	Week 7 *Copyediting and Punctuation, Style*	**Tues. 2/20**	——*TE* Ch. 8 (Editing for Style) ——*TE* Ch. 17 (Copyediting for Punctuation)	EER#7		
		Thurs. 2/22				
	Week 8 *Copyediting for Grammar, Style*	**Tues. 2/27**	——*TE* Ch.6 (Editing for Completeness) ——*TE* Ch. 7 (Editing for Accuracy)		**Quiz #4** (on *TE* Chs. 6, 7, 8, 17)	
		Thurs. 2/29				**Editing Project #2 –** *Copyediting for Grammar*

Substantive Editing	**Week 9** *Editing for Organization, Navigation, Reuse*	**Tues. 3/5**	—*TE* Ch. 4 (Editing for Organization) —*TE* Ch. 5 (Editing for Navigation)		**Quiz #5** (on *TE* Chs. 4, 5)	
		Thurs. 3/7	—*TE* Ch. 11 (Editing for Reuse)	EER#8		
	Week 10 *No Classes*	**3/9 –17**	**Spring Recess**			
	Week 11 *Editing Visuals*	**Tues. 3/19**	—*TE* Ch. 9 (Editing Visuals)			
		Thurs. 3/21		EER#9		
	Week 12 *Substantive Editing*	**Tues. 3/26**		EER#10		
		Thurs. 3/28				**Editing Project #3 –** *Substantive Editing*
Project Management & Working with Writers	**Week 13** *Project Management & Working with Writers*	**Tues. 4/2**	—*Review TE* Ch. 2 (Preparing for an Editing Project) —*Review TE* Ch. 3 (Planning and Implementing the Editing)			
		Thurs. 4/4		EER#11		
	Week 14 *Project Management & Working with Writers*	**Tues. 4/9**		EER#12 *Finalized project/client*		
		Thurs. 4/11		EER#13 *Fully developed project plan*		
	Week 15 *Working with Writers & Proofreading*	**Tues. 4/16**	— *TE* Ch. 18 (Proofreading)	EER#14		
		Thurs. 4/18				
	Week 16 *Proofreading & Project Completion*	**Tues. 4/23**		EER#15	**Course Eval**	
		Thurs. 4/25	***Editing Project #4 & Final Reflection*** (due by midnight)			