ENGL 302: Editing

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Online (Zoom) Office Hours: T/R 10–11 am

Welcome to ENGL 302-702! The material in this syllabus is important, so read it thoroughly and even print it for your records. It is subject to change upon notification. If/when something does change, I will send a message or announcement via our eCampus course site. It is your responsibility to stay current with all course messages, announcements, and discussion posts. ***This is especially important since this is a fully online course.***

Communicating with your instructor

WVU Email
Please contact me via email (jhiggin7@mix.wvu.edu OR Jill.Woods@mail.wvu.edu), and I will respond within 24 hours during the week and 48 hours on the weekend. The "email" link on the left-hand side of our eCampus course site will take you to my or your course colleagues' Mix addresses. Practice good, clear writing by being sure to include an informative subject line (e.g., ENGL 302: *Question about deadline for EP #1*).

Office Hours
I will hold online office hours on Tuesdays and Thursdays from 10—11 am or by appointment: just email me to set something up. The link for regular office hours is on eCampus.

No Synchronous Meetings
We will not hold any whole-class synchronous class meetings. This course is based on tutorial-style learning—you can contact me anytime for help. It is important, however, that you take a personal, vigorous initiative for your own learning in this course. I will act as your mentor, not as a lecturer or a day-to-day monitor of your learning. You need the self-direction to keep track of work due, to keep up a pace of continuous learning, to contact me when necessary, and to keep a record of what you've done.

Required texts and equipment

You must have the required textbooks for this course. You will have assigned readings almost every week from:
- Carolyn Rude and Angela Eaton. *Technical Editing.* (5th edition). New York: Pearson/Longman. ISBN-13: 978-0-205-78673-2
- John Langan and Janet Goldstein. *English Brushup.* (6th edition). McGraw Hill Press. ISBN: 978-0-07-742836-5
- Supplementary reading material will be made available through corresponding ***coursework modules*** in the "Coursework" section of our WVU eCampus course site.

For some assignments, you are required to locate additional reading material on your own using the Internet or WVU Libraries search tools. See specific assignment instructions for details. Otherwise, textbook reading assignments are listed by week in the "Coursework" section of our WVU eCampus course site and in the schedule below. Rent them, buy them…do what works for you (and is as economical as possible!).

Because this is an online course, you also need a ***functioning MIX email account and access to WVU eCampus***. This means you need a ***reliable computer and Internet connection***. Prepare a back-up plan for yourself in the case that some technology mishaps occur!

You will be required to submit some work that includes your handwritten markup and/or emendations. This means you will ***need to be able to scan a clean, legible hard-copy document (on a copier, scanner, or camera) to submit it to eCampus as a digital file (e.g., PDF or JPEG or PNG)*** OR mail a hard-copy version of your document(s) to your instructor (postmarked by the assignment due date). *The first option is preferred, but please contact your instructor if you want more information on the second.* Otherwise, most work will be submitted via eCampus as attached documents (Word [.doc, .docx], PDF [.pdf], or image [.jpg, .png] files).

Finally, if you want to schedule an online appointment with me, it would be useful to have a webcam and headset/ear buds with microphone in order to communicate visually, orally, and aurally. If you don't have the equipment, then you will be limited to text chatting (which is much less effective). If your computer has a built-in webcam and microphone, this should suffice for our needs in this class.

Course goals

Given the general focus on editing strategies in English 302, here are the specific goals you can strive for during the course of the semester:
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.

These course goals explicitly support the goals that all students completing a B.A. in English* should be able to demonstrate: a general knowledge of the social and structural aspects of the English language and a range of contextually effective writing strategies.

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:

Netiquette
In a fully online course, clarity and professionalism in our written communication is imperative to course success. Here are a few tips on how to achieve clarity and professionalism in our eCampus course emails and Discussion Board Forums in particular:
- Never type a message in ALL CAPS. Users may interpret that as shouting.
- In a Discussion Board Forum thread, clarify for whom a response is intended. You can do this by beginning a response post with a name (e.g., Jill – You make a good point about…) or with the "at" symbol (e.g., @ Jill: You make an interesting point about X. @ Tom: Do you think Jill's comment contradicts what you said about Y?).
- Make your subject lines – be they for Discussion Board Forum posts or emails – specific so they are easy to sift through even weeks after a forum takes place. (They may be useful in studying for quizzes or completing editing projects!) For instance, rather than the generic subject line "DB Forum #1," you could be more specific by putting your name in your post, e.g. "Jill's Introduction." Think about using concepts or textbook chapters as specific information for use in subject lines, too, e.g.: "Marginal notes vs. emendations."
- Proofread your posts and emails.

In general, remember to be respectful. We want to create a community that is rich and conducive to learning. Sometimes that means disagreeing with each other, but you can always do this in a respectful manner.

Deadlines/Late Work
This course has biweekly deadlines: every Thursday and Sunday at midnight. Failure to meet a deadline will result in a zero for work due. It is especially important in an online class that you look ahead and keep yourself current with upcoming projects and weekly assignments. I will not remind you of work that is due; that is your responsibility. If you have a technical or mechanical issue that will prevent you from completing your work, contact me immediately. Otherwise, if I don't hear from you by the time your work is due, I will not accept it. An outline of deadlines is included in the schedule at the end of this syllabus. More specific assignment details will become available in the weekly *coursework modules*.

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 SpeakWrite Studio, visit http://speakwrite.wvu.edu/writing-studio.
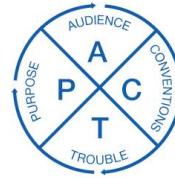
Purpose: What exactly do I want to happen?
Audience: Who is reading, listening, or viewing?
Conventions: What is expected in this context?
Trouble: What could get in the way of my goals?

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

Required Work

To achieve the course goals outlined above, you will be writing reflective and analytical texts, participating in class discussions on the eCampus Discussion Board (DB), and otherwise demonstrating your knowledge of rhetorical concepts and how they are, could, or should be used in professional communication practice. You will be evaluated on the following course assignments worth a total of 500 points:

- Discussion Board (DB) Forums and Participation – 30%
- Editing Projects (4) – 50%
- Quizzes – 15%
- Final Reflection – 5%

Discussion Board (DB) Forums & Participation
There are 13 Discussion Board (DB) Forum assignments (1 x 6 points; 12 x 12 points each) that include reflective writing, assignments from your textbooks, or alternative assignments as explained in the Coursework Modules on eCampus. You will submit all of these assignments to the appropriate eCampus Discussion Board (DB) Forum unless otherwise directed by your instructor. All but one DB Forum assignments contain two parts – (1) your initial post and (2) at least two response posts to your peers' initial posts. DB Forum posts are due by midnight on the due date specified in the coursework modules and schedule below; typically, initial posts are due on Thursdays and response posts are due by Sundays.

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-; 99.5–100% = A+)

Please note that you are expected to read your peers' questions and comments posted on the eCampus Discussion Board on a regular basis. Your participation in the course should involve commenting on others' posts, answering questions (when you can), and carrying on a professional, friendly, productive dialogue with your instructor and peers. Your DB activity is graded; assessment criteria are included in the grading rubric available on eCampus and listed in the "Grading" section below. While there is no required word count (length) for your posts, most of your initial posts should be at least 200 words to have a chance at meeting the criteria for "superior" work. (See the grading section below.)

Quizzes
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 in order to complete the quiz in the allotted timeframe). Quiz due dates are indicated in the weekly 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

You will complete four editing projects over the course of the term. Instructions for each assignment will be available through the coursework modules on eCampus. These projects will give you the opportunity 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). Editing Project 4 is a complicated project, which will serve as the equivalent of a final project or exam, hence the greater weight.

Final Reflection

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. For the first three projects, you can address what you missed and why; what was incorrect with your original response; how you might catch those mistakes in the future; what was especially challenging about the assignment; what editing skills the assignment taught you; etc. For the fourth and final project, you should detail your project management and editing processes, identifying how you applied what you learned throughout the entire course. You can also address more generally how or whether you feel you achieved the course goals. Just keep in mind that as a reflection, this document requires some description, but should not be limited to description. Provide the contextual facts as necessary for clarity, but be sure to go one step further to analyze and evaluate your projects and processes. Your reflection must reveal things that your instructor doesn't already know about your processes and progress; ideally, you will learn something about yourself as a writer or editor, too, in the process of writing this reflection.

Submitting Required Work

You must submit work in the correct way and on time in order for it to be accepted. This means that you will need to find out how you are expected to submit work (via WVU eCampus Discussion Board, online quiz, or as an attached Word document, etc.) by reading the coursework instructions carefully for each assignment. Work submitted either incorrectly or late will not be graded and will be recorded as a zero for failure to submit work according to the guidelines. Some of the work detailed above may ask that you work in collaboration with other students, but you should only do so if the instructions explicitly require that as a part of completing the work. If you have questions about an assignment or how to submit it, please post your question to the "Course Questions" Discussion Board Forum; chances are, some of your colleagues might have the same ones and everyone can benefit from the answer in that public space (as opposed to a private email).

Assignment Preparation

All assignments submitted as attachments should be submitted as document or image files (e.g., .doc, .docx, .pdf, .png, .jpg) as described in the assignment instructions.

You should develop naming conventions for your Word or PDF file names and the subject lines for your emails and Discussion Board posts. For instance, for formal editing assignments, you can name the assignment you are submitting and yourself in the file title (e.g., Editing Project 1_JWoods.docx). If you use numbers at the end of the file name for your previous drafts (e.g., the first draft of the previous example would have been: Editing Project 1_JWoods1.doc, and the second draft would have been: Editing Project 1_JWoods2.doc), you can easily keep track of your multiple drafts and save the "clean" name without numbers for the final draft. You should also print and save everything for your records. Save all assignments with comments, planning materials, drafts, peer reviews, as well as your posts and responses in the order in which you did them. This will make it easier for you to review this material for your final course reflection.

Discussion Board Forum Post Preparation: I recommend writing Discussion Board (DB) Forum posts in Microsoft Word (or equivalent) and then copying and pasting them into the Discussion Board. If your internet glitches or eCampus automatically logs you off of the course page while you are in the midst of writing a DB Forum post, all of your work will be lost, and you'll have to start over from scratch. (It happens, but you can prevent it from happening to you!)

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 Facebook, at work, in emails, in advertisements, on billboards, in the news, etc.).

In the water cooler section of our eCampus site, 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 Sunday, 4/31. See

the eCampus water cooler for an example.

Schedule of Work Due

In the schedule below, your textbook *Technical Editing (5ᵗʰ edition) is abbreviated as* **TE***, and English Brushup (6ᵗʰ edition) is abbreviated as* **EB**. I will occasionally add a lecture or online article to your course readings, which can be found in your coursework modules, so check there for additions!

Coursework Module	Due Dates	Reading	Discussion Board (DB) Forums	Quiz	Editing Project
Week 1 *Course Introduction*	**Due Thurs. 1/13**	—Course announcements and posts —Syllabus —*Technical Editing (TE)* Ch. 1 (Editing: The Big Picture) —*302 Intro Lecture*	DB Forum #1: Class introductions (Initial Post)		
	Due Sun. 1/16		DB Forum #1: Response Posts		
Week 2 *Editing Introduction*	**Due Thurs. 1/20**	—*TE* Ch. 2 (Readers, Users, Etc.) & 3 (Collaborating with Writers) —*English Brushup (EB)* Introduction	DB Forum #2: Initial Post		
	Due Sun. 1/23		DB Forum #2: Responses	**Quiz #1** (on *TE* Chs. 1, 2, 3)	
Week 3 *Basic Copyediting and Paper Markup*	**Due Thurs. 1/27**	—*TE* Ch. 4 (Marking Paper Copy) & 7 (Basic Copyediting) —*EB* VERB Chs. 1, 2, & 3	DB Forum #3: Initial Post		
	Due Sun. 1/30		DB Forum #3: Responses	**Quiz #2** (on *TE* Chs. 4 & 7 + *EB* Chs. 1, 2 & 3)	
Week 4 *Basic Copyediting and Paper Markup*	**Due Thurs. 2/3**	—Read instructions for Editing Project #1 —*EB* SENTENCE Chs. 4, 5, & 6			
	Due Sun. 2/6				**Editing Project #1 –** *Basic Copyediting*
Week 5 *Copyediting for Consistency and Style*	**Due Thurs. 2/10**	—Read instructions for Editing Project #2 —*TE* Ch. 8 (Copyediting for Consistency) & 9 (Spelling, Capitalization, and Abbreviations) —*Read "What's your style? Style guides and how to use them"* —*EB* PRONOUNS & PUNCTUATION Chs. 7, 8, & 9	DB Forum #4: Initial Post		
	Due Sun. 2/13		DB Forum #4: Responses		
Week 6 *Copyediting for Consistency and Style*	**Due Thurs. 2/17**	—*TE* Ch. 10 (Grammar & Usage) & 11 (Punctuation) —*EB* PUNCTUATION Chs. 10 & 11	DB Forum #5: Initial Post		
	Due Sun. 2/20		DB Forum #5: Responses	**Quiz #3** (on *TE* Chs. 8, 9, 10, & 11)	
Week 7 *Copyediting for Consistency and Style*	**Due Thurs. 2/24**	—*EB* CAPS & WORD CHOICE Chs. 12, 13, & 14	DB Forum #6: Initial Post		
	Due Sun. 2/27		DB Forum #6: Responses		**Editing Project #2 –** *Copyediting*

					and Style Consistency
Week 8 *Digital Editing & Comprehensive Editing*	**Due Thurs. 3/3**	——Read instructions for Editing Project #3 ——*TE* Chs. 5 (Digital Markup), 6 (Electronic Editing), & 14 (Comprehensive Editing)	DB Forum #7: Initial Post		
	Due Sun. 3/6		DB Forum #7: Responses		
Week 9 *Comprehensive Editing (Style)*	**Due Thurs. 3/10**	——*TE* Ch. 15 (Style: Definition & Sentence Structure) & 16 (Style: Verbs and Other Words) ——*EB* MODIFIERS & PARALLELISM Chs. 15 & 16	DB Forum #8: Initial Post		
	Due Sun. 3/13		DB Forum #8: Responses	**Quiz #4** (on *TE* Chs. 14, 15, & 16)	
Week 10 *No Classes*	**3/14 –20**	**Spring Recess**			
Week 11 *Comprehensive Editing (Organization)*	**Due Thurs. 3/24**	——*TE* Ch. 17 (Organization)	DB Forum #9: Initial Post		
	Due Sun. 3/27		DB Forum #9: Responses		**Editing Project #3 –** *Comprehensive Editing*
Week 12 *Comprehensive Editing (Visuals)*	**Due Thurs. 3/31**	——*TE* Chs. 18 (Visual Design), 19 (Editing Illustrations), & 22 (Type & Production)	DB Forum #10: Initial Post		
	Due Sun. 4/3		DB Forum #10: Responses	**Quiz #5** (on *TE* Chs. 18 & 19)	
Week 13 *Project Management & Working with Writers*	**Due Thurs. 4/7**	——Read instructions for Editing Project #4 ——*TE* Chs. 23 (Project Management) & 24 (Client Projects)	DB Forum #11: Initial Post		
	Due Sun. 4/10	——Meet with client (in person or virtually) to finalize and begin work on project plan	DB Forum #11: Responses ***Have finalized project/client***		
Week 14 *Working with Writers*	**Due Thurs. 4/14**	——*TE* Chs. 20 (Editing for Global Contexts) & 21 (Legal & Ethical Issues in Editing)			
	Due Sun. 4/17	——Meet with client (in person or virtually) to finalize and begin work on project plan	DB Forum #12: Initial Post ***Have fully developed project plan***		
Week 15 *Working with Writers & Proofreading*	**Due Thurs. 4/21**	—— *TE* Ch. 13 (Proofreading)			
	Due Sun. 4/24		DB Forum #13: Initial Post		
Week 16 *Proofreading & Project Completion*	**Due Thurs. 4/28**		DB Forum #13: Responses	**eSEIs**	
	Due Sun. 5/1	***Editing Project #4 & Final Reflection*** (due by midnight)			

Grading

Rubric for individual editing projects will be available on eCampus. The majority of the writing you will do in this course will be on our eCampus Discussion Board (DB). While your DB posts will be more reflective and less formal, they still have a "job" to do; while mechanics becomes less important in accomplishing writing goals in eCampus Discussion Board (DB) posts, standards of content, detail, development, and clarity still weigh heavily. Keeping this in mind, your DB posts and participation will be assessed using the following criteria:

	A – Superior	B – Good	C – Competent	D – Marginally acceptable	F – Unacceptable
Critical Thinking	Rich in content, insight and analysis	Contains substantial information, thought, insight, and analysis has clearly taken place	Generally competent, yet information is thin and commonplace	Rudimentary and superficial, displaying no analysis or insight	Displays no analysis or insight
Connections	Clear connection to previous or current content, course readings, and to real-life situations	Contains new connections that lack depth or detail	Limited, if any connections or vague generalities	No connections are made or are off topic	Makes no connections
Uniqueness	New ideas and new connections made with depth and detail	Contains new ideas that lack depth or detail	Few, if any, new ideas; rehashes or summarizes other postings	No new ideas or "I agree/disagree with…" statement without explanation	Contributes no new ideas
Timeliness	All required postings appear early and throughout the discussion	All required postings with some not in time for others to respond	All required postings with most at the last minute without allowing time for others to respond	Some or all required postings missing	Most or all required postings missing
Stylistics	Few grammatical or stylistic errors	Several grammatical or stylistic errors	Obvious grammatical or stylistic errors that interfere with the readability of content	Obvious grammatical or stylistic errors that make understanding nearly impossible	Grammatical or stylistic errors make understanding nearly impossible or impossible

*English Program Goals

ENGL 302 course goals align with broader B.A. in English goals whereby a student should be able to:
- Interpret texts within diverse literary, cultural, and historical contexts including (1) identifying genre conventions and analyzing their effects; (2) identifying and analyzing effects of complexity or ambiguity; (3) locating texts in social, economic, political, and literary history; and (4) connecting a text to other literary or cultural texts.
- Demonstrate a general knowledge of the social and structural aspects of the English language.
- Demonstrate a range of contextually effective writing strategies.

Not all English courses will address all three goals; some will focus particularly on one goal. However, the English major curriculum as a whole will provide multiple opportunities to address all of the goals.