

**COURSE INFORMATION**

English 6000: Tuesdays 4:00–6:40 p.m. in HC 3130 (computer lab)

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Office hours: Tuesdays and Thursdays, 2:30–3:30 and by appointment

**COURSE DESCRIPTION**

This course will familiarize you with principles and practical applications of copymarking, copyediting, and comprehensive editing. We will work with professional writing from technology, business, science, as well as texts intended for academic publication. We will work with both print and online documents inside and outside of class. This course will also familiarize you with scholarly work related to editing.

**COURSE OBJECTIVES AND EXPECTED STUDENT OUTCOMES**

English 6000 students should leave the course with an understanding of the following:

1. The role(s) of editors in the document creation and production process, i.e., various ways that writers view editors, and that editors view their own role; points at which editing can occur; value added by editors
2. Interpersonal strategies for working with subject-matter experts and with other members of a production team
3. The concept of “levels of edit” and of differences among proofreading, copymarking, copyediting, and comprehensive editing
4. Conventions of copymarking, copyediting, and proofreading (e.g., standard symbols) for types of texts commonly encountered in technical, scientific, and business writing, including texts with equations, technical abbreviations, figures, tables, and citations
5. Standard tools (e.g., Track Changes in Word and Advanced Editing in Adobe Acrobat) used for electronic and online collaboration, editing, and manuscript preparation
6. Common problems in usage, syntax, and organization such as wordiness, faulty parallelism, and lack of cohesion
7. Conventions and nuances of punctuation in standard written English
8. Standard reference works (e.g., *Chicago Manual of Style*) that editors rely on, and how those works vary
9. The concept of “house style” and the process of creating a style guide and style sheet
10. Scholarly work related to editing and ways to analyze and evaluate scholarly work related to editing.

**REQUIRED TEXTS AND MATERIALS**

- Rude, C. D., and Eaton, A. 2011. *Technical Editing*, 5/e. New York: Pearson. ISBN 978-0-205-78671-8
- *Chicago Manual of Style*, 16/e Chicago, IL: U of Chicago Press, 2010. (online recommended: <http://www.chicagomanualofstyle.org>)
- Access to MS Word and Adobe Acrobat Reader.
- Access to *Merriam-Webster's Third New International Dictionary*.
- A red pen and a red pencil.

**OTHER READINGS**

- Corbin, M., P. Moell, and M. Boyd. 2002. “Technical Editing as Quality Assurance: Adding Value to Content.” *Technical Communication* 49:286–300.
- Englander, K. 2006. “Revision of Scientific Manuscripts by Nonnative-English-Speaking Scientists in Response to Journal Editors’ Criticism of the Language.” *Journal of Applied Linguistics* 3:129–161.
- Mackiewicz, J., and K. Riley. 2003. “The Technical Editor as Diplomat: Linguistic Strategies in Balancing Clarity and Politeness.” *Technical Communication* 50:83–94.
- Van Buren, R., and M. F. Buehler. 1980. “The Levels of Edit.” Jet Propulsion Laboratory, California Institute of Technology. <http://www.technical-expressions.com/learn2edit/levelsofedit.html>

**SUPPLEMENTARY READING**

- Amare, N., B. Nowlin, and J. H. Weber. 2011. *Technical Editing in the 21<sup>st</sup> Century*. Upper Saddle River, NJ: Prentice Hall.
- Beuhler, M. F. 2003. “Situational Rhetoric: A Rhetorical Approach for the Technical Editor.” *Technical Communication* 50:458–464.
- Brodie Graves, H., and R. Graves. 1998. “Masters, Slaves, and Infant Mortality: Language Challenges for Technical Editing.” *Technical Communication Quarterly* 7:389–414.
- Dayton, D. 2003. “Electronic Editing in Technical Communication: A Survey of Practices and Attitudes.” *Technical Communication* 50:192–205.
- Eaton, A., P. E. Brewer, T. C. Portewig, and C. R. Davidson. 2008. “Examining Editing in the Workplace from the Author’s Point of View.” *Technical Communication* 55:111–139.
- Grove, L. 1994. “When the Basics Aren’t Enough: Finding a Comprehensive Editor.” *IEEE Transactions on Professional Communication* 37:171–174.
- Murphy, A. J., ed. 2010. *New Perspectives on Technical Editing*. Amityville, NY: Baywood.
- Samson, D. C. 1993. *Editing Technical Writing*. New York: Oxford U. P.
- Tarutz, J. A. 1992. *Technical Editing: A Practical Guide for Editors and Writers*. Reading, MA: Addison-Wesley.
- Wilde, E., M. Corbin, J. Jenkins, and S. Rouiller. 2006. “Defining a Quality System: Nine Characteristics of Quality and the Editing for Quality Process.” *Technical Communication* 53:439–446.

**ASSIGNMENTS**

Weekly preparation for class discussion and practice involves completing the following:

- The assigned Discussion & Application (D&A) questions at the ends of the chapters. The D&A ask you to edit short texts or respond to a scenario. You can find them here: [http://wps.ablongman.com/long\\_rude\\_te\\_4/38/9854/2522780.cw/index.html](http://wps.ablongman.com/long_rude_te_4/38/9854/2522780.cw/index.html)
- Any handouts that provide practice in English grammar, usage, style, and punctuation that I assign.
- 100-word summaries of reading assignments.
- Attendance at any field trips that I schedule.

You need to show the preparation of the weekly assignments to me **at the beginning of class**, i.e., you must be in class with the rest of us to get credit for doing the assignment.

Three of the primary assignments (from Rude's *Technical Editing* website) ask you to edit various documents using different levels of edit. Follow the directions at the beginning of each assignment. The Style Guide Scavenger Hunt assignment asks you to find answers to questions that you might encounter while editing. The Health Services Administration Internship Handbook is the major assignment for the course. You may choose to work in a team of two or three people. If you work in a team, each team member will receive the same grade for the draft and final deliverable. You should edit for completeness, conciseness, consistency, and accuracy. You will create a document style sheet and write a letter of transmittal for the revised handbook(s).

English 6000 includes a final exam that will test you on editing concepts and terminology from the lectures and readings, copymarking and proofing marks, usage, style, and tools for analyzing texts and improving their readability.

Assignment	Points
1. Weekly preparation assignments (10 × 1.0)	(1.0 × 10) = 10.0
2. Assignments from <a href="#">Rude's website</a> : 4.1, 9.3, 13.1 (3 × 10.0)	30.0
3. Style Guide Scavenger Hunt	5.0
4. Health Services Administration Internship Handbook (team or individual)	(draft 10.0 + final 15.0) 25.0
5. Final Exam	30.0
<b>TOTAL</b>	<b>100.0</b>

**ASSIGNMENT PERCENTAGES AND FINAL GRADE**

Percentage	Final Grade	In instances where a grade is on a borderline, I may take the frequency and quality of class participation into consideration. Successful participation involves doing the reading, preparing the weekly preparation assignments for the beginning of class, and engaging productively in small group and class discussions.
90–100	A	
80–89	B	
70–79	C	
60–69	D	
< 60	F	

**CLASS BEHAVIOR**

We should treat each other with courtesy. Toward this end, I ask that you refrain from the following behaviors during class:

- allowing your cell phone to ring, answering or making calls, texting
- checking email or Facebook
- surfing the web
- pursuing off-topic conversations during class or small-group discussions
- doing homework during class time

We are all responsible for conducting ourselves in a courteous and respectful manner. In the case of behavior that persistently disturbs, interrupts, or impedes teaching and learning (including but not limited to repeatedly refusing to comply with reasonable instructor directions, employing language or gestures that are insulting, verbal, psychological, or physical threats, harassment, and physical violence), I will begin steps outlined in the Auburn University Policy on Classroom Behavior: <https://sites.auburn.edu/admin/universitypolicies/Polices/PolicyonClassroomBehavior.pdf>.

**TURNING IN ASSIGNMENTS**

Hard copies of **all** assignments are due at the beginning of class unless I say otherwise. I will deduct a letter grade from your assignment grade for each day (including Saturday and Sunday) the assignment is late. That is, I will grade your assignment, assess its letter grade from its numerical score, then deduct a letter grade for each day it is late.

**CLASS ATTENDANCE AND PUNCTUALITY**

This class meets only once a week, so I expect everyone to come to **every** class. If you accumulate two unexcused absences, you will receive a grade of FA (failure due to absences). For an absence to be excused you must provide legitimate, written documentation either ahead of time or on the first day that you return to class. Examples of legitimate documentation include the following: a doctor's note in the event of illness, a death notice in the event of the death of an immediate family member, or AU documentation for school or athletic trips. If you must be absent, please notify me as soon as possible so that we may discuss your options. If you are more than five minutes late for class, you are tardy; three "tardies" equals one unexcused absence. If you are fifteen minutes late and have no legitimate excuse, you will be counted absent from class.

**MAKE-UP WORK**

If you miss class, you must obtain information and materials from that class. If your absence is excused, any work from the missed class will be due the first day that you return to class. If you do not turn your make-up work the first day that you return to class (and I have not given you an extension on the assignment's due date), I will not accept your work. If your absence is unexcused, you must turn in your work the day the work is due. You can place the hard copy of your assignment in my mailbox in Haley Center 9030 (before the office closes at 4:45 p.m.).

**ACADEMIC HONESTY (Plagiarism and Cheating)**

All work should be your own. Also, if you summarize or quote from an article, book, or website, you must cite that source according to the *Chicago Manual of Style*. If I suspect and subsequently prove either plagiarism or cheating, I will initiate proceedings described in the Student Academic Honesty Code: <http://www.auburn.edu/academic/provost/academicHonesty.html>.

**SPECIAL NEEDS**

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with me during office hours the first week of classes—or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

Date	Topic	Reading Due	Assignment Due	Points
Jan 10	Course overview / Overview of editing	<ul style="list-style-type: none"> <li>Ch. 1</li> <li>Ch. 4</li> </ul>		
Jan 17	Overview of editing / Copymarking	<ul style="list-style-type: none"> <li>Van Buren and Buehler, "Levels of Edit"</li> <li>CMoS, Ch. 2, 2.47–2.96, "Manuscript Editing"</li> </ul>	(1) Ch. 4, D&A 1 (2) 100-word summary of Van Buren and Buehler's "Levels of Edit"	1.0 1.0
Jan 24	Advocating for readers / Working with writers	<ul style="list-style-type: none"> <li>Ch. 2</li> <li>Ch. 3</li> <li>Mackiewicz and Riley, "The Technical Editor"</li> <li>Englander, "Revision of Scientific Manuscripts"</li> </ul>	(3) 100-word summary of Mackiewicz and Riley (4) 100-word summary of Englander	1.0 1.0
Jan 31	Basic copyediting	<ul style="list-style-type: none"> <li>Ch. 7</li> </ul>	<b>4.1</b>	10.0
Feb 7	Copyediting for consistency	<ul style="list-style-type: none"> <li>Ch. 8</li> </ul>	(5) Ch. 8 D&A 1	1.0
Feb 14	Styles / Electronic editing	<ul style="list-style-type: none"> <li>Ch. 5</li> <li>Ch. 6</li> </ul>	<b>9.3</b>	10.0
Feb 21	Comprehensive editing / Organization	<ul style="list-style-type: none"> <li>Ch. 14, Ch. 17</li> <li>Corbin et al., "Editing as Quality Assurance"</li> </ul>		
Feb 28	Spelling, capitalization, abbreviations /	<ul style="list-style-type: none"> <li>Ch. 9</li> <li>CMoS, Ch. 5 (5.216–5.230), "Word Usage"</li> </ul>	(6) Ch. 14 D&A #1: Write a 350-word letter (single-spaced, letter format) to Dr. Bricker that proposes editorial emendations. (7) Ch. 9 D&A #6	1.0 1.0
Mar 6	Proofreading	<ul style="list-style-type: none"> <li>Ch. 13</li> <li>CMoS, Ch. 2, 2.97–2.136, "Proofreading"</li> </ul>	(8) Ch. 13 D&A #5	1.0
Mar 13	<b>NO CLASS: Spring Break</b>			
Mar 20	<b>NO CLASS: ATTW/CCCC</b>			
Mar 27	Punctuation	<ul style="list-style-type: none"> <li>Ch. 11</li> <li>CMoS, Ch. 6, 6.75–6.91, "Hyphens and Dashes"</li> <li>CMoS, Ch. 7.77–7.85, "Compounds and Hyphenation"</li> </ul>	(9) Ch. 11, D&A #9 <b>13.1</b>	1.0 10.0
Apr 3	Technical material / Tables	<ul style="list-style-type: none"> <li>Ch. 12</li> <li>CMoS, Ch. 3, 3.46–3.85, "Tables"</li> </ul>	(10) Ch. 12, D&A #1	1.0
Apr 10	Editing illustrations	<ul style="list-style-type: none"> <li>CMoS, Ch. 3, 3.1–3.45, "Illustrations"</li> </ul>	<b>Style Guide Scavenger Hunt</b>	5.0
Apr 17	Rights, permissions, and copyright	<ul style="list-style-type: none"> <li>CMoS, Ch. 4, "Rights, Permissions, and Copyright Administration"</li> </ul>	<b>Health Services Administration Handbook (Draft: hard copies required)</b>	10.0
Apr 24	Project management / Workshop	<ul style="list-style-type: none"> <li>Ch. 23</li> </ul>		
May 1	<b>Final exam: 4:00 p.m.</b>		<b>Health Services Administration Handbook (Final: hard copies required)</b>	15.0 30.0