

EDITING AND STYLE

ENG 329 | section 001

MWF 11–11:50am | Robert Bell 291



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she/her/hers



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COURSE DESCRIPTION

from the BSU course catalog: Introduction to approaches to editing, style, and writing conventions; intensive practice in editing, collaborative writing, and critique appropriate for students in professional writing or other writing-intensive majors or careers.

from Dr. Allison:

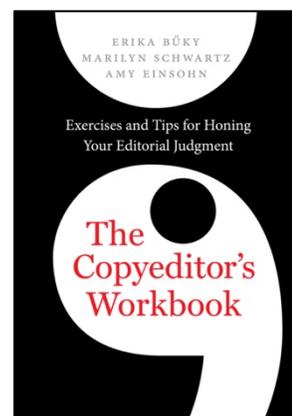
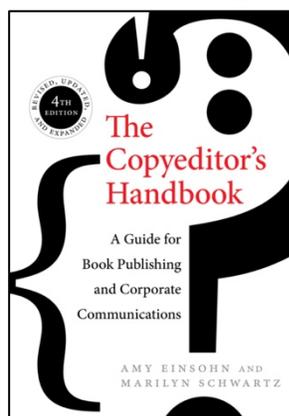
Editorial work extends far beyond proofreading and correcting punctuation and grammatical errors. While many people imagine editing as a neutral process of identifying issues and correcting them, editors have different experiences, biases, and value systems that influence how they read and engage texts. The editorial process has the potential to both amplify (people, voices, languages, and texts) and gate-keep. To engage in editorial work meaningfully requires a thorough understanding of the relationship between language and power, the dynamics between editors and authors, and the many different ways that people communicate.

In ENG 329, we will perform different levels of edit—from the conceptual stages of the writing process to providing developmental feedback to the close details of copyediting and proofreading. You will study conventions of genre and style, learn about academic and professional style guides, and practice editing across genres and media. Throughout the semester, you will practice copyediting techniques, learn about rhetorical approaches to style, and develop an understanding of your editorial values.

REQUIRED MATERIALS

Einsohn, Amy, Marilyn Schwartz, and Erika Büky. *The Copyeditor's Handbook and Workbook: The Complete Set*. U of California P, 2019. 978-0520306677.

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hand holding smart phone icon: freepik at flaticon.com



LEARNING OUTCOMES

In ENG 329, students will learn to do the following:

- apply professional copyediting techniques, conventions, and terms
- understand rhetorical and historical approaches to style
- recognize conventions of grammar, usage, mechanics in academic and professional style guides and in various media
- gain experience in collaborative writing, editing, and critique
- reflect on the strengths and weaknesses of their own writing and that of others

ASSIGNMENTS

1. **Project 1: Ethics essay (100 pts)**

Based on our readings of ethical and socially-just editing practices, you will write a 4–5-page essay reflecting on the ethical responsibilities of an editor (or, if you prefer, an author). To support your discussion, you will identify an example, contextualizing the issue and reflecting on how it could be addressed.

2. **Project 2: Copyediting (150 pts)**

Copyediting involves editing for accuracy, clarity, and consistency. You will receive a document to copyedit, both digitally (75 pts) and by hand (25 pts), then you will write a 2–3-page reflection that explains the choices you made and how those were influenced by terms, concepts, and/or practices from this semester.

3. **Project 3: Content Editing (200 pts)**

While the work of copyediting takes place at the sentence level, content editing (or substantive editing) is more focused on structure, content, language, style, and presentation. You will receive a document to edit for content and style, then you will write a 2–3-page reflection that explains the choices you made and how those were influenced by terms, concepts, and/or practices from this semester.

4. **Quizzes (100 pts)**

Editing requires some technical skills that simply can't be assessed through an essay. You will take two quizzes this semester: one on hand-marking skills (50 pts) and one on grammar & usage (50 pts). You will need solid understanding of both these areas of editorial knowledge to complete the editing projects.

5. **Homework (150 pts)**

Every chapter you read in *The Copyeditor's Handbook* will be accompanied by exercises in *The Copyeditor's Workbook*. Becoming a good editor—whether of your own work or other others'—requires continuous practice. If you complete the workbook exercises, you will receive full credit.

6. **Collaborative Editing (50 pts)**

The editing process doesn't occur in isolation, and five times this semester you will work in small teams to practice collaborative editing via Google Docs, using

exercises from *The Copyeditor's Workbook*. If your team completes the exercise, you will receive full credit.

7. **Editing in the Wild (50 pts)**

Strong writing and editing skills benefit everyone from nonprofits advertising donation campaigns to scientists tweeting about COVID to student clubs designing flyers for game night. Five times throughout the semester, you will find and post a document that would benefit from editing for accuracy, style, correctness, and/or accessibility with a brief description of how it could be improved. We will discuss these examples in class at the end of each week.

EXTRA CREDIT: Take class notes (5 pts/day) for up to 25 points. Post reading notes to the discussion board (5 pts/reading) for up to 25 points. Post resources about mental health to the discussion board (5 pts/post) for up to 15 points. **25 points max**

EVALUATION CRITERIA

For each major project, you will be assessed on both rhetorical and technical choices: audience awareness, genre conventions, organization, accessible style, correctness, and accuracy. Each assignment, including quizzes, will be accompanied by its own specific instructions and evaluation criteria.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	73-76%	70-72%	67-69%	63-66%	60-62%	59% & below
744-800	720-743	696-719	664-695	640-663	616-639	584-615	560-583	536-559	504-535	480-503	479 & below



I will provide written feedback on each major assignment that you submit. Please read that feedback carefully prior to emailing me about your grade.

COURSE POLICIES & EXPECTATIONS

Accessibility

I am committed to creating a classroom environment that is respectful of and inclusive to different learning and writing processes—whether that is in person, through Zoom, or on Canvas. All the multimodal materials I share will be made accessible: videos will be captioned, audio will have transcripts, and images will be described. If we can work together to make the class more accessible, let me know.

Accommodations

If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Attendance

Writing is a social process, and I invite you to take part in that process by regularly attending class and completing in-class work. Because we are currently in a pandemic, you will not be penalized for absences. Now more than ever, use good judgment about coming to class if you are sick. Set boundaries with yourself about your physical and mental health. If you can, let me know about your absence *prior* to class; otherwise, follow up with me through email.

Basic Needs Security

I encourage anyone who lacks access to sufficient food to eat or a safe and stable place to live to contact the folks at Student Affairs and/or visit the Basic Needs Security Hub: <https://www.bsu.edu/about/administrativeoffices/dean-of-students/basic-needs-hub>. This resource offers information about food insecurity, housing support, financial resources, wellness, and homelessness.

COVID-19 Safety

Everyone on campus is required to wear a face mask while inside campus buildings. If you choose not to wear a mask during class (or refuse to wear a mask in a way that complies with CDC guidance), you will be asked to leave. We will also practice social distancing in the classroom. I understand if you need to eat or drink something during class, but you must step out of the room to do so. These safety guidelines are nonnegotiable: I care about my students' health, my health, and my family's health.

Diversity & Inclusion

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our Beneficence Pledge and through university resources that you can access through The Multicultural Center's website: <https://www.bsu.edu/campuslife/multicultural-center/resources>

Late Work

Assignments are due by the time specified on Canvas. However, we are in the middle of a pandemic, and there's a good chance that at some point (or at many points) throughout the semester, you will need some extra help. *You can request a one-week extension for any assignment excluding the final project by emailing me.* If you get sick this semester, we will work together to develop a catch-up plan.

Respect

I ask you to be respectful and remain open to ideas and perspectives that challenge your own. I expect you to be respectful when participating in class discussions, interacting with me in class and through email, and working with your peers. *You do not have to agree with someone to treat them, their ideas, and their work respectfully.*

Technology

Technology is integral to the writing process, and we will be using different technologies this semester to complete work and communicate. You will need to check Canvas regularly to access weekly modules, assignments, additional readings, and class notes.

In-Class Technology Usage

You are welcome to bring a laptop, tablet, or smartphone to class for taking notes and completing in-class writing exercises, and you will have access to the classroom computers. You are welcome to wear headphones during individual work but not during lectures or group work. If you need to take a phone call, please step outside to take the call. If I ask you repeatedly to stop doing something on your phone/computer or your technology use becomes distracting to others, you will be asked to put it away.

Canvas and Online Communications

You will use Canvas to submit work, access calendars and each week's module, download assignment prompts and readings, and contribute to the class notes. I expect you to check your BSU email daily and to respond within 24 hours during the work week, just as you will expect me to do. *All email messages to me regarding this class should include the course number in the subject line and should be respectful and professional.* If your message is urgent, please note that in the subject line.

Writing Center

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295, Bracken Library, or online) to get additional feedback on your writing. To schedule a free appointment to discuss your writing, go to www.bsu.edu/writingcenter. Online and in-person appointments are available seven days a week. Plan ahead because appointments book quickly!

COURSE CALENDAR

In the schedule below, the left column indicates the topic we will discuss in class that day and what is due. The right column indicates what homework you need to complete for the following class. Workbook exercises are due by class, and major projects are due either by class or by the end of the day (11:59pm).

Handbook = *The Copyeditor's Handbook*, Workbook = *The Copyeditor's Workbook*

WEEK 1	
Mon, 1/10: Introduction to ENG 329	Read (or listen to) “There Is One Correct Way of Writing and Speaking” (Pattanayak) and “Grammar, Rhetoric, and Style” (Hulst).
Wed, 1/12: Bad ideas about writing, grammar, and style	Read Francis & Taylor’s “Ethics for Journal Editors,” The Washington Post’s “Policies and Procedures,” and “Ethical Considerations around Book Publishing” (Committee on Publication Ethics).
Fri, 1/14: Introduction to Ethics Essay Guidelines for ethical editing and publishing practices	Read PDFs “Types of Editing” and “The Editor’s Dilemma” (Stainton).
WEEK 2	
Mon, 1/17: NO CLASS – MLK Day	
Wed, 1/19: Responsibilities of editors in different contexts	Read CCCC Statement on Ebonics, “Beyond Terminology: Zooming out to focus on Bias” (ACES: The Society for Editing), and Anti-Racist Scholarly Reviewing Practices: A Heuristic for Editors, Reviewers, and Authors
Fri, 1/21: Identifying and reflecting on racial biases	Read Handbook Chapter 15 “Beyond Grammar.” Complete Workbook exercise 15-2.

WEEK 3	
<p>Mon, 1/24: Structural, conceptual, and stylistic editing concerns</p> <p>In-class collaborative editing exercise #1</p> <p>due today: exercise 15-2</p>	<p>Read the NCTE Statement on Gender and Language and The Radical Copyeditor's Style Guide for Writing about Transgender People.</p>
<p>Wed, 1/26: Writing about gender; liberatory language</p>	<p>Read PDF "Reassigning Meaning" (Linton) and "Ableism in Writing and Everyday Language" (ACES: The Society for Editing).</p>
<p>Fri, 1/28: Disability, ableism, and identity-first language</p> <p>Brainstorming ideas for Project 1</p>	<p>Read PDF "Strong Writing and Writers Don't Need Revision" (Giovannelli).</p> <p>Develop a rough draft to peer review in class on Monday. Post to Canvas and bring two print copies to class.</p>
WEEK 4	
<p>Mon, 1/31: Workshopping drafts</p> <p>due today: rough draft</p>	<p>Revise your draft based on the feedback you received. Bring a clean copy (physical or digital) to edit in class on Wednesday.</p>
<p>Wed, 2/2: Editing drafts</p> <p>due today: revised rough draft</p>	<p>Finalize and submit Project 1 to Canvas by the start of class (11am) on Friday.</p>
<p>Fri, 2/4: Editing in the wild</p> <p>due today: Project 1 Ethics Essay</p>	<p>Read Handbook Chapter 1 "What Copyeditors Do." Complete Workbook exercises 1-1 and 1-2.</p>
WEEK 5	
<p>Mon, 2/7: The ABCs of copyediting</p> <p>due today: exercises 1-1 and 1-2</p>	<p>Read Handbook Chapter 2 "Basic Procedures" excerpt (pp. 39-48). Complete Workbook exercise 2-1.</p>

Wed, 2/9: Hand-marking skills due today: exercise 2-1	Read the rest of Handbook Chapter 2 (pp. 49–68). Complete Workbook exercises 2-2 and 2-3.
Fri, 2/11: Electronic editing In-class collaborative editing exercise #2 due today: exercises 2-2 and 2-3	Read Handbook Chapter 3 “Reference Books and Resources.” Complete Workbook exercises 3-1, 3-2, and 3-3.
WEEK 6	
Mon, 2/14: Editing resources due today: exercises 3-1, 3-2, and 3-3	Complete Workbook exercises 3-6 and 3-7.
Wed, 2/16: Copyedit challenge due today: exercises 3-6 and 3-7 due by the end of class: copyedit challenge	Review hand-marking resources in the textbooks and on Canvas. Post the copyedit challenge if you didn’t already do so in class.
Fri, 2/18: In-class quiz due by the end of class: Hand Marking Quiz	Read Handbook Chapter 4 “Punctuation” excerpt (pp. 89–114). Complete Workbook exercise 4-1.
WEEK 7	
Mon, 2/21: Basic functions of punctuation due today: exercises 4-1	Finish reading Handbook Ch. 4 (pp. 115–39). Complete Workbook exercises 4-2 and 4-3.
Wed, 2/23: Commas & punctuation pitfalls In-class collaborative editing #3 due today: exercises 4-2 and 4-3	Read Handbook Ch. 5 “Spelling and Hyphenation” and Ch. 6 “Capitalization and the Treatment of Names.” Complete Workbook exercises 5-1 and 6-1.

Fri, 2/25: Spelling, hyphenation, & capitalization due today: exercises 5-1 and 6-1	Read Handbook Chapter 7 “Numbers and Numerals.” Complete Workbook exercises 7-1 and 7-2.
WEEK 8	
Mon, 2/28: ###s In-class collaborative editing exercise #4 due today: exercises 7-1 and 7-2	Read Handbook Chapter 8 “Quotations.” Complete Workbook exercises 8-1 and 8-2.
Wed, 3/2: Quotations due today: exercises 8-1 and 8-2	Read Handbook Chapter 11 “References.” Complete Workbook exercises 11-1 and 11-2.
Fri, 3/4: References and citation managers due today: exercises 11-1 and 11-2	Read Handbook Chapter 14 “Grammar and Usage.” Complete Workbook exercise 14-1.
WEEK 9	
Mon, 3/7–Fri, 3/11: NO CLASS — Spring Break	
WEEK 10	
Mon, 3/14: Grammar time due today: exercise 14-1	Review Handbook Chapter 14 (pp. 333–60).
Wed, 3/16: The issue with verbs (subject-verb agreement, split infinitives, etc.)	Review Handbook Chapter 14 (pp. 360–97). Complete Workbook exercise 14-2.
Fri, 3/18: Nouns & pronouns (dangling modifiers, singular they, etc.), adjectives, adverbs, & prepositions due today: exercise 14-2	Review grammar and usage resources on Canvas.
WEEK 11	
Mon, 3/21: In-class quiz	

due by the end of class: Grammar Quiz	
Wed, 3/23: Review of grammar & usage, hand-marking symbols	
Fri, 3/25: Distribution of document to copyedit	Complete copyedit project: Make edits by hand on the physical copy provided in class and digital edits to the document on Canvas. Submit your edits and reflection to Canvas by class Monday.
WEEK 12	
Mon, 3/28: Self-care check-in due today: Copyedit Project	Read Handbook Chapter 10 “Tables, Graphs, and Art.” Complete Workbook exercises 10-1 and 10-2.
Wed, 3/30: Editing visual elements In-class collaborative editing exercise #5 due today: exercises 10-1 and 10-2	
Fri, 4/1: Editing for visual accessibility	Read PDF “Comprehensive Editing” (<i>Technical Editing</i>). Bring to class an essay that could be improved if you had time/an opportunity to revise it.
WEEK 13	
Mon, 4/4: Introduction to Project 3, content/comprehensive editing due today: an example of an essay that you wish you could revise	Read PDF: “Organization: The Architecture of Information” (<i>Technical Editing</i>)
Wed, 4/6: Organizational strategies	Read “The Evolution of Imitation: Building Your Style.” Bring to class an example of a book/magazine/poem/article that you admire in terms of the <i>writing</i> . Then, select three examples of your writing, any genre.

Fri, 4/8: Defining your writerly style due today: one example of writing you admire + three examples of your writing	Read “Punctuation’s Rhetorical Effects,” (Writing Spaces), “Voice” and “Tone” (Writing Commons).
WEEK 14	
Mon, 4/11: Voice, tone, & rhetorical effect	Read “Concision” (Purdue OWL)
Wed, 4/13: Sentence structure (concision)	Read “Strategies for Variation” (Purdue OWL).
Fri, 4/15: Sentence structure (variation)	
WEEK 15	
Mon, 4/18: Professional editing series	
Wed, 4/20: Professional editing series	
Fri, 4/22: Professional editing series	
WEEK 16	
Mon, 4/25: Distribution of document to content edit	Read the content edit project document entirely without making any edits. After reading it at least once, write a paragraph outlining its strengths and weaknesses.
Wed, 4/27: Revision strategies due today: notes on content edit project	
Fri, 4/29: Questions about final project, course evaluations	
WEEK 17 – FINALS WEEK	
Mon, 5/2: NO CLASS – optional Zoom conferences to discuss final project	
The final examination period for this class is Thursday, May 5 from 9:45–11:45am, so you need to submit Project 3 to Canvas by 11:45am.	