

# EDITING AND STYLE

ENG 329 | section 001 | MWF 12–12:50pm | Robert Bell 284



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she/her/hers



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Zoom office hours: Mondays 10–11am,  
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## SYLLABUS BREAKDOWN

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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 ways that people communicate.

In ENG 329, you will study conventions of genre and style, learn about academic and professional style guides, and practice editing across different 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.

## LEARNING OUTCOMES

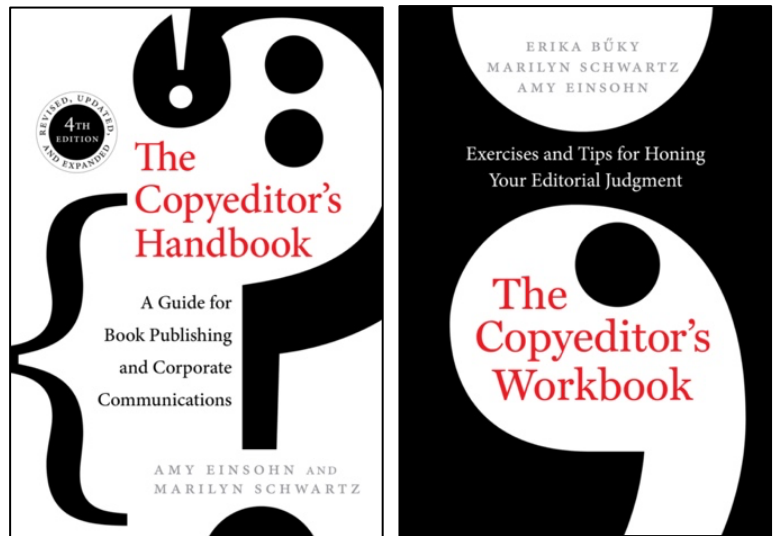
In ENG 329, students will learn to do the following:

- 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

## REQUIRED MATERIALS

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

I will make additional readings about editing available through Canvas, which you will need to use regularly to access weekly modules, view assignment sheets and rubrics, and submit homework and major projects.



## ASSIGNMENTS

### 1. **Project 1 Copyedit (150 pts)**

Copyediting involves editing for accuracy, clarity, and consistency. You will receive a document to copyedit—both digitally and by hand. Along with the document you copyedit, you will create a style sheet and write a brief transmittal memo that provides a rationale for changes and outlines the process for reviewing the editing. Deliverables: digital copyedit, hand-marked copyedit, style sheet, 1–2-page transmittal memo. **Due 10/18**

### 2. **Project 2 Content Edit (150 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 memo that explains the choices you made and how those were influenced by editing principles and/or practices from the semester. Deliverables: digital content edit, 1–2-page memo. **Due 11/15**

3. **Project 3 Style Guide Design (150 pts)**

In teams of 2–3, you will work together to research and design a style guide on a topic of your choosing. You will identify a specific purpose and audience for your style guide and develop usable, accessible content in a medium appropriate for that audience. Your style guides will include a table of contents, an introduction that outlines the guide’s purpose and audience, and a thoughtful, thorough list of at least 20 editorial standards relevant to your topic. Finally, your team will write a memo that explains the choices you made and how those were influenced by editing principles and/or practices from the semester. Deliverables: style guide, 1–2-page memo. **Due 12/13**

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 and usage (50 pts). You need strong understanding of both these areas of editorial knowledge to complete the copyedit project. However, I know quizzes can be stressful, and everyone is allowed to schedule one re-take if you earn a C- or less. **Due 9/15 and 10/11**

5. **Homework (200 pts)**

Every chapter you read in *The Copyeditor’s Handbook* will be accompanied by exercises in *The Copyeditor’s Workbook*. Becoming a good editor of your own work and the work of others requires continuous practice. If you complete the workbook exercises (150 pts), you will receive full credit. You will also occasionally be asked to submit notes toward major projects and drafts. If you complete this homework (50 pts), you will receive full credit.

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

The editing process doesn’t occur in isolation. Five times throughout semester, you will work in small teams during class 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. These dates are noted on [the course calendar](#).

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

Strong writing and editing skills benefit everyone from nonprofits advertising donation campaigns to scientists tweeting about public health to student clubs designing event flyers. 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 most weeks.

## 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 major project will be accompanied by its own specific instructions and evaluation criteria. All process work (homework, collaborative editing exercises, and examples of editing in the wild) will be evaluated as complete/incomplete.

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
790-850	765-789	739-764	705-738	680-704	654-679	620-653	595-619	569-594	535-568	510-534	509 & 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.

## EXPECTATIONS & COURSE POLICIES

### 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. The [Office of Disability Services](#) 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](mailto:dsd@bsu.edu).

### Attendance

Writing and editing are social processes, and I invite you to take part in these processes by regularly attending class and completing in-class work. We will spend class time discussing readings, working on major projects, and collaborating on editing exercises. Because we are still operating within a COVID landscape, you will not be penalized for absences this semester. Let me be clear: That does *not* mean that I don't expect you to attend class! Your participation is highly valued, and we all expect you to attend regularly. *If you need to attend a class session by Zoom, please email me by 11am the day of class.*

If you can, let me know about your absence prior to class; otherwise, follow up with me through email: [ahhitt@bsu.edu](mailto:ahhitt@bsu.edu). If you need to miss a class that involves working with your group members, please also communicate with them.

### 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 & Wellness

The university no longer has a COVID-19 policy, but that doesn't mean that COVID is no longer a risk. Individuals are encouraged to make personal health decisions regarding wearing a well-fitted face mask. I wear a mask for both my and your safety, and I will hold Zoom office hours this semester.

If you are sick—even if you don't think it's COVID—please do not come to class. I am immunocompromised, and I am a part-time caretaker for a sick parent. There is often pressure in higher ed to prioritize your *work* rather than *yourself*, but I recommend prioritizing both your physical and mental health. If you get sick this semester and miss an extended amount of class, we can work together to develop a catch-up plan.

### 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, 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.*

### 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 and editing processes, 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 editing 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 email regularly, 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.* I try to respond to emails within 24 hours Monday through Friday, but I don't respond to emails at night or on weekends. If I need to cancel class, I will communicate this both through email and through a Canvas announcement.

## 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](http://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 and major projects are due by the start of class (12pm), excluding the final project.

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

WEEK 1	
Mon, 8/21: Introduction to ENG 329 and each other	Read PDFs “Types of Editing” and “The Editor’s Dilemma” (Stainton).
Wed, 8/23: Responsibilities of editors in different contexts	Read ( <a href="#">or listen to</a> ) “There Is One Correct Way of Writing and Speaking” (Pattanayak), <a href="#">“Strong Writing and Writers Don’t Need Revision”</a> (Giovanelli), and PDF “Grammar, Rhetoric, and Style” (Hulst).
Fri, 8/25: Bad ideas about writing, grammar, and style	Read <a href="#">CCCC Statement on Ebonics</a> , <a href="#">“Beyond Terminology: Zooming out to focus on Bias”</a> (ACES: The Society for Editing), and <a href="#">Anti-Racist Scholarly Reviewing Practices: A Heuristic for Editors, Reviewers, and Authors</a> .
WEEK 2	
Mon, 8/28: Identifying and reflecting on racial biases	Find an example of a document that would benefit from editing for clarity, accuracy, or accessibility. Post to the discussion board.
Wed, 8/30: Editing in the wild <b>due today: document in need of editing</b>	Read <i>Handbook</i> Chapter 1 “What Copyeditors Do.” Complete <i>Workbook</i> exercises 1-1 and 1-2.

<p>Fri, 9/1: The ABCs of copyediting Introduction to Project 1 Copyedit <b>due today: exercises 1-1 and 1-2</b></p>	<p>Read <i>Handbook</i> Chapter 2 “Basic Procedures” excerpt (pp. 39–48). Complete <i>Workbook</i> exercise 2-1.</p>
<b>WEEK 3</b>	
<p>Mon, 9/4: <b>NO CLASS – Labor Day</b></p>	
<p>Wed, 9/6: Hand-marking skills <b>due today: exercise 2-1</b></p>	<p>Read the rest of <i>Handbook</i> Chapter 2 (pp. 49–68). Complete <i>Workbook</i> exercises 2-2, 2-3, and 2-5.</p>
<p>Fri, 9/8: Electronic editing In-class collaborative editing exercise #1 <b>due today: exercises 2-2, 2-3, and 2-5</b></p>	<p>Read <i>Handbook</i> Chapter 3 “Reference Books and Resources.” Complete <i>Workbook</i> exercises 3-1, 3-2, and 3-3.</p>
<b>WEEK 4</b>	
<p>Mon, 9/11: Editing resources <b>due today: exercises 3-1, 3-2, and 3-3</b></p>	<p>Complete <i>Workbook</i> exercises 3-6 and 3-7.</p>
<p>Wed, 9/13: Copyedit challenge <b>due today: exercises 3-6 and 3-7</b> <b>due by the end of class: copyedit challenge</b></p>	<p>Review hand-marking resources in the textbooks and on Canvas in preparation for Friday’s quiz.  Finish and post the copyedit challenge to Canvas if you didn’t do so in class.</p>
<p>Fri, 9/15: In-class quiz <b>due by the end of class: Hand Marking Quiz</b></p>	<p>Read <i>Handbook</i> Chapter 4 “Punctuation” excerpt (pp. 89–114). Complete <i>Workbook</i> exercise 4-1.</p>
<b>WEEK 5</b>	
<p>Mon, 9/18: Basic functions of punctuation <b>due today: exercise 4-1</b></p>	<p>Finish reading <i>Handbook</i> Chapter 4 (pp. 115–39). Complete <i>Workbook</i> exercises 4-2 and 4-3.</p>




<p>Wed, 9/20: Commas and punctuation pitfalls</p> <p>In-class collaborative editing #2</p> <p><b>due today: exercises 4-2 and 4-3</b></p>	<p>Read <i>Handbook</i> Chapter 5 “Spelling and Hyphenation” and Chapter 6 “Capitalization and the Treatment of Names.” Complete <i>Workbook</i> exercises 5-1 and 6-1.</p>
<p>Fri, 9/22: Spelling, hyphenation, and capitalization</p> <p><b>due today: exercises 5-1 and 6-1</b></p>	<p>Read <i>Handbook</i> Chapter 7 “Numbers and Numerals.” Complete <i>Workbook</i> exercises 7-1 and 7-2.</p>
<b>WEEK 6</b>	
<p>Mon, 9/25: Representing numbers</p> <p>In-class collaborative editing exercise #3</p> <p><b>due today: exercises 7-1 and 7-2</b></p>	<p>Read <i>Handbook</i> Chapter 8 “Quotations.” Complete <i>Workbook</i> exercise 8-1.</p>
<p>Wed, 9/27: Quotations</p> <p><b>due today: exercise 8-1</b></p>	<p>Read <i>Handbook</i> Chapter 11 “References.” Complete <i>Workbook</i> exercises 11-1 and 11-2.</p>
<p>Fri, 9/29: References and citation managers</p> <p><b>due today: exercises 11-1 and 11-2</b></p>	<p>Read <i>Handbook</i> Chapter 14 “Grammar” and Usage.” Complete <i>Workbook</i> exercise 14-1.</p>
<b>WEEK 7</b>	
<p>Mon, 10/2: Grammar time</p> <p><b>due today: exercise 14-1</b></p>	<p>Review <i>Handbook</i> Chapter 14 (pp. 333–60).</p>
<p>Wed, 10/4: The issue with verbs (subject-verb agreement, split infinitives, etc.)</p>	<p>Review <i>Handbook</i> Chapter 14 (pp. 360–97). Complete <i>Workbook</i> exercise 14-2.</p>
<p>Fri, 10/6: Nouns and pronouns (dangling modifiers, singular they, etc.), adjectives, adverbs, and prepositions</p> <p><b>due today: exercise 14-2</b></p>	<p>Review grammar and usage resources on Canvas in preparation for Wednesday’s quiz.</p>

WEEK 8	
Mon, 10/9: <b>NO CLASS – Fall Break</b>	
Wed, 10/11: In-class quiz  <b>due by the end of class: Grammar Quiz</b>	
Fri, 10/13: Review of grammar and usage, hand-marking symbols  Distribution of document to copyedit	Begin working on the Project 1 Copyedit. Make edits by hand on the physical copy provided in class and digital edits to the document on Canvas. Maintain a style sheet as you edit.
WEEK 9	
Mon, 10/16: In-class copyediting  Transmittal memo	Finalize your edits and style sheet, then write your transmittal memo. Submit Project 1 to Canvas by the start of class on Wednesday, October 18th.
Wed, 10/18: Self-care check-in  <b>due today: Project 1 Copyedit</b>	Read <i>Handbook</i> Chapter 10 “Tables, Graphs, and Art.” Complete <i>Workbook</i> exercise 10-1.
Fri, 10/20: Editing visual elements  In-class collaborative editing exercise #4  <b>due today: exercise 10-1</b>	Read <i>Handbook</i> Chapter 15 “Beyond Grammar.”
WEEK 10	
Mon, 10/23: Introduction to Project 2 Content Edit	Complete <i>Workbook</i> exercise 15-2.
Wed, 10/25: Structural, conceptual, and stylistic editing concerns  In-class collaborative editing exercise #5  <b>due today: exercise 15-2</b>	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.

<p>Fri, 10/27: Content/comprehensive editing</p> <p>due today: an example of an essay that you wish you could revise</p>	<p>Read PDF “Organization: The Architecture of Information” (<i>Technical Editing</i>) and review the “Organization” section in <i>Handbook</i> Chapter 15.</p>
<p><b>WEEK 11</b></p>	
<p>Mon, 10/30: Organizational strategies</p>	<p>Read <a href="#">“The Evolution of Imitation: Building Your Style”</a> (<i>Writing Spaces</i>). Find a book/magazine/poem/article that you admire in terms of the <i>writing</i>. Then select three examples of your writing, any genre. Post to Canvas.</p>
<p>Wed, 11/1: Defining your writerly style</p> <p>due today: one example of writing you admire + three examples of your writing</p>	<p>Read <a href="#">“Punctuation’s Rhetorical Effects”</a> (<i>Writing Spaces</i>).</p>
<p>Fri, 11/3: Voice, tone, and rhetorical effect</p>	<p>Read <a href="#">“Precise and Concise Wording”</a> (<i>Howdy or Hello?</i>).</p>
<p><b>WEEK 12</b></p>	
<p>Mon, 11/6: Sentence structure (concision and variation)</p>	
<p>Wed, 11/8: Distribution of document to content edit</p>	<p>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.</p>
<p>Fri, 11/10: Revision strategies</p> <p>due today: notes on content edit project</p>	<p>Begin working on your content edits.</p>
<p><b>WEEK 13</b></p>	
<p>Mon, 11/13: In-class editing</p>	<p>Finalize your edits and write the memo explaining your editorial decisions. Submit Project 2 to Canvas by the start of class on Wednesday, November 15th.</p>

<p>Wed, 11/15: Introduction to Project 3 Style Guide Design</p> <p><b>due today: Project 2 Content Edit</b></p>	<p>Read PDFs “Reassigning Meaning” (Linton) and <a href="#">“PWDA Language Guide: A guide to language about disability.”</a></p>
<p>Fri, 11/17: Different approaches to discussing terminology (academic writing vs. plain language)</p>	<p>Read <a href="#">The Radical Copyeditor’s Style Guide for Writing about Transgender People</a> and PDF “Terminology” from <i>Elements of Indigenous Style</i>.</p> <p>Develop team norms and expectations. Post to Canvas.</p>
<p><b>WEEK 14</b></p>	
<p>Mon, 11/20: Style guide analysis (writing by/about indigenous peoples and transgender people)</p> <p><b>due today: team norms and expectations</b></p>	<p>Identify the purpose, audience, and context for your style guide. Begin researching the content for your style guide.</p>
<p>Wed, 11/22 &amp; Fri, 11/24: <b>NO CLASS — Thanksgiving Break</b></p>	
<p><b>WEEK 15</b></p>	
<p>Mon, 11/27: In-class research</p>	<p>Research the content for your style guides.</p>
<p>Wed, 11/29: In-class research</p>	<p>We will hold informal team conferences during class on Friday, so prepare any questions you have for me, as well as notes on the purpose, audience, context, scope, and medium for your style guide. Post to Canvas.</p>
<p>Fri, 12/1: Team conferences</p> <p><b>due today: notes on style guide</b></p>	<p>Develop the content for your style guides.</p>
<p><b>WEEK 16</b></p>	
<p>Mon, 12/4: In-class drafting</p>	<p>Develop style guides.</p>

<p>Wed, 12/6: In-class drafting</p>	<p>Develop a draft of your style guide for feedback. Post to Canvas.</p>
<p>Fri, 12/8: Style guide workshopping <b>due today: Project 3 draft</b></p>	<p>Consider the feedback you received from me and your peers as you finalize your style guides.</p>
<p><b>WEEK 17 - FINALS WEEK</b></p>	
<p>Mon, 12/11: <b>Optional workday/team conferences with Dr. Allison</b></p>	
<p> The final examination period for this class is Wednesday, December 13th from 12–2pm, so you need to <b>submit Project 3 to Canvas by 2pm.</b></p>	