ENGL 40283 Editing and Publishing

Instructor: Carrie Leverenz
Office: Reed 126
Office Phone: 257-6242
E-mail: c.leverenz@tcu.edu
Office hours: M 2-3, T, 11-12, Th 12:30-1:30 and by appt.

Course Description
Editing and Publishing introduces students to the practice of editing manuscripts intended for publication. Topics discussed will include the editorial process (both academic and commercial), the ethics of editing, and the role of the editor in publishing. Students will engage in extensive practice editing journal and book manuscripts. Students will also participate in a service project, editing texts for a non-profit client.

Outcomes
Students completing the course will
1. Demonstrate editing of various types of manuscripts (textbooks, technical documents, scholarly texts, books and articles intended for mass publication) with attention to content, organization, style, and format.
2. Demonstrate the ability to use appropriate style sheets, publication manuals, and rules of Standard American English in editing manuscripts.
3. Engage in ethical editing practices.
4. Practice and reflect on effective collaboration with authors and others involved in the editorial process.
5. Demonstrate familiarity with the current status of editing and publishing.

Required Texts

Assignments
• 4 Quizzes (5% each = 20%). Quizzes will cover key terms, editing strategies learned in class, and the use of resources like the CMS.
• Editing exercises (10%). Students will engage in regular editing of small portions of text during class or for homework. These exercises will be collected and graded at the discretion of the instructor. One exercise all students must complete is the contribution of a Model Sentence or Passage. Students must post one model sentence or passage to the course website and be prepared to explain to the class 1) what makes the sentence a good model and 2) how the sentence works grammatically. The more complex or interesting, the better.
• Editing Project 1: Students will work in pairs to edit a peer text produced for a prior course. Students will also prepare a style sheet, compose a formal letter to the author, and write a reflection on the editing process (20%)
• **Editing Project 2**: Students will edit a specialized text (journal article, dissertation, textbook, technical manual, etc.) Students will also prepare a style sheet, compose a formal letter to the author, and write a reflection on the editing process (20%)

• **Final Editing Project 3**: Students will work in groups to edit texts supplied by a local non-profit client. Requirements will include meeting with the client, composing correspondence, editing, creating a style sheet, preparing final documents for the client, as well as submitting detailed notes and a reflection on the editing process. (20%)

• **Oral Presentation with Hand-out**: Students will research some issue affecting the editing and publishing industry (for example, challenges associated with the shift to digital publication). They will share their research through an oral presentation and hand-out. (10%)

### Evaluation

Quizzes and exercises will total 100 points and be averaged then weighted (see above weights).

All other projects will be given a letter grade based on stated criteria. For purposes of determining a final grade, letter grades will be translated into numbers based on the following scale and then weighted as identified above:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96</td>
</tr>
<tr>
<td>B+</td>
<td>88</td>
</tr>
<tr>
<td>B</td>
<td>85</td>
</tr>
<tr>
<td>B-</td>
<td>82</td>
</tr>
<tr>
<td>C+</td>
<td>78</td>
</tr>
<tr>
<td>C</td>
<td>75</td>
</tr>
<tr>
<td>D+</td>
<td>68</td>
</tr>
<tr>
<td>D</td>
<td>65</td>
</tr>
<tr>
<td>F</td>
<td>55 (or 0 for work not turned in)</td>
</tr>
</tbody>
</table>

Final grades will be determined based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 94 and above</td>
<td>94</td>
</tr>
<tr>
<td>A- 90-93</td>
<td>C+ 77-79</td>
</tr>
<tr>
<td>B+ 87-89</td>
<td>C 74-76</td>
</tr>
<tr>
<td>B 84-86</td>
<td>C- 70-73</td>
</tr>
</tbody>
</table>

To average your own grade, use the chart below. (This is an example.)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade</th>
<th>Numerical equivalent</th>
<th>Course Weighting</th>
<th>Total points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz average</td>
<td>94</td>
<td>94</td>
<td>.20</td>
<td>18.8</td>
</tr>
<tr>
<td>Exercise average</td>
<td>86</td>
<td>86</td>
<td>.10</td>
<td>8.6</td>
</tr>
<tr>
<td>Editing Project 1</td>
<td>B+</td>
<td>88</td>
<td>.20</td>
<td>17.6</td>
</tr>
<tr>
<td>Editing Project 2</td>
<td>B-</td>
<td>82</td>
<td>.20</td>
<td>16.4</td>
</tr>
<tr>
<td>Final Project</td>
<td>B</td>
<td>85</td>
<td>.20</td>
<td>17</td>
</tr>
<tr>
<td>Presentation</td>
<td>A</td>
<td>96</td>
<td>.10</td>
<td>9.6</td>
</tr>
<tr>
<td>Total/Final grade</td>
<td></td>
<td></td>
<td>100%</td>
<td>88</td>
</tr>
</tbody>
</table>

### Policies and Procedures

**Attendance**

Since this class is primarily a discussion and workshop class, everyone’s learning depends on
your regular attendance and participation. I expect you to be prepared for class discussion, to have completed exercises prior to class, and to meet all deadlines. Work assigned and collected in class cannot be made up. Attendance on days when collaborative activities are planned is especially important.

I’ll adhere to the English Department’s policy that three weeks of absences constitutes grounds for failure of the course (6 absences in a T-Th class). But since everything you do in class “counts”, more than a week’s worth of absences will begin to affect your grade. Only official university absences—absences REQUIRED by an official body of TCU—will be excused, e.g. will not count against you. Official university absences must be documented in writing BEFORE they occur, and work due during the intended absence must be submitted in advance.

**Late Work**
No late work will be accepted without an official extension granted in advance of the due date. Quizzes cannot be made up unless arrangements have been made in advance.

**Academic Misconduct**
The English Department has a zero tolerance policy regarding academic dishonesty. The Department requires that all suspected cases of academic dishonesty be submitted to the English Department Chair for evaluation. The minimum penalty for cases in which academic dishonesty is discovered is a grade of “0” for the assignment. In the most serious cases, the Dean may assign an academic misconduct “F” in the course. For a definition of academic misconduct, see below:

**Academic Misconduct (Sec. 3.4 from the Student Handbook)** – Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life. Specific examples include, but are not limited to:

- **Cheating:** Copying from another student’s test paper, laboratory report, other report, or computer files and listings; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test or laboratory without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself;

- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore.

- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.

Most commonly, academic dishonesty in writing course involves the use of others’ words or ideas without attribution. This includes the unattributed use of writing produced by other students or print sources or Internet sources in part or in whole. It is also academically dishonest to submit writing you have done and received credit for in previous courses. That work cannot be given credit twice. The best guard against academic dishonesty is to take seriously the writing assignments given, to allow enough time to complete them properly, to submit drafts when
required, and to seek advice from your instructor, the writing center, or reference books regarding the use of outside sources in your writing.

Additional Resources

The Williams L. Adams Center for Writing is an academic support service available to all TCU students, faculty, and staff. Writing specialists and peer tutors are available for individual tutorials from 8-5 Monday through Friday on the fourth floor of Reed Hall and in the library computer lab on Sunday through Thursday evenings. Online tutorials are also available at www.wrt.tcu.edu.

Students with Disabilities

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 016. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator. Guidelines for documentation may be found at http://www.acs.tcu.edu/disability_documentation.asp.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

Tentative Course Outline
(Any schedule changes will be announced in advance and distributed in writing.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>T Aug 23</td>
<td>Intro to the course. In-class editing activity.</td>
</tr>
<tr>
<td>T Aug 30</td>
<td>SCE. Pp.1-42. Assign editing partners for project 1. Using the CMS.</td>
</tr>
<tr>
<td>T Sept 6</td>
<td>Handbook Ch 14 Grammar Principles and Pitfalls, pp. 335-76.</td>
</tr>
<tr>
<td>Th Sept 8</td>
<td>Handbook Ch 4 Punctuation, pp.71-120. Share drafts of editing for Project 1.</td>
</tr>
<tr>
<td>T Sept 13</td>
<td>Punctuation, cont. Project 1 edited drafts, style sheet, letter due to author.</td>
</tr>
</tbody>
</table>
Th Sept 15  Handbook Ch 5 Spelling and Hyphenation, pp. 121-145. Responses to project 1 edited drafts due to editors. Quiz 1.

T Sept 20  Editing Project 1 due. Assign Editing Project 2. Handbook Ch. 15 Beyond Grammar
Th Sept 22  Handbook Ch 6 Capitalization, pp. 151-70

T Sept 27  Handbook Ch 7 Numbers and Numerals, pp 171-95
Th Sept 29  Handbook Ch 8 Quotations, pp. 196-215

T Oct 4  Handbook Ch 9 Abbreviations, etc. pp 216-41
Th Oct 6  Handbook Ch 11 References pp. 274-96 MLA Style (http://owl.english.purdue.edu/owl/resource/747/01/), APA Style (http://owl.english.purdue.edu/owl/resource/560/01/), Chicago Style (CMS)

T Oct 11  Fall Break

T Oct 18  Editing Project 2 due. Digital editing using MS Word.
Th Oct 20  Handbook Ch 10 Tables, Graphs and Art

T Oct 25  Handbook Ch 13 Typcoding
Th Oct 27  Editing websites

T Nov 1  TBA
Th Nov 3  TBA

T Nov 8  Groups share Project 3 editing.
Th Nov 10  Groups share Project 3 editing.

T Nov 15  Quiz 3. Discuss Publishing. Readings TBA
Th Nov 17  Discuss Publishing. Readings TBA

T Nov 22  Editing Project 3 due. Discuss Publishing. Readings TBA
Th Nov 24  Thanksgiving

T Nov 29  Presentations
Th Dec 1  Presentations

T Dec 6  Last day of class. Presentations
Resources

Sample Style sheet:  http://dalywebandedit.com/style.html
MS Word 2007 Track Changes
sample page edited with track-changes:
http://www.economicsforeveryone.info/

Lori Fradken, What It’s Really Like to be a Copy Editor

What It’s Really Like to be Copy-edited
Sign up for a date below to share a model sentence or passage with the class. Plan to explain what makes the sentence or passage effective and how it works grammatically.

1) T Aug 30
2) Th Sept 1
3) T Sept 6
4) Th Sept 8
5) T Sept 13
6) Th Sept 15  Quiz 1
7) T Sept 20  Editing Project 1 due
8) Th Sept 22
9) T Sept 27
10) Th Sept 29
11) T Oct 4
12) Th Oct 6
13) T Oct 11  Fall Break
14) T Oct 13  Quiz 2
15) Th Oct 18  Editing Project 2 due
16) T Oct 20
17) Th Oct 25
18) T Nov 1
19) Th Nov 3
20) T Nov 8
21) Th Nov 10  Quiz 3.
22) T Nov 15
23) Th Nov 17
24) T Nov 22  Editing Project 3 due.
Project 3: Editing for Community Partners

For your final editing project, you’ll work in small groups to provide editing services for a non-profit group. I will make group assignments based on your interests and skill. Groups will be assigned no later than Thursday, October 13. Each group will be expected to share an example of their Project 3 editing for class feedback. Some time will be provided during class for groups to work. The deadline for completing Project 3 is Tuesday, Nov. 22; later due dates may be negotiated based on client needs. All community projects will require groups to do the following:

• Research community partner to learn about its mission, audience, etc.; do preliminary reading of text(s) to be edited in preparation for client meeting.
• Meet with clients on site to discuss editing needs, set deadlines, and agree on procedures.
• Complete preliminary editing (work can be divided, but each text should be edited by two group members who must agree about proposed changes)
• Create style sheet to document editing choices
• Write a cover letter to client explaining editing choices and including queries
• Prepare final edited version of text(s)
• Provide a written reflection on what you learned from the project

The following community partners have provided documents for editing:

**Child Study Center**
1300 West Lancaster Ave.
Fort Worth TX 76102
[www.cscfw.org](http://www.cscfw.org)

Mission: The Child Study Center (CSC) provides diagnosis and treatment services to children who have, or are at risk for, developmental disabilities and related behavioral and emotional problems so that these children may achieve their full potential.

Materials to be edited: donor letters, newsletters, brochures

Contact person: Mary Truss, Executive Assistant, mtruss@cscfw.org; 817-390-2804

**Catholic Charities**
249 W. Thornhill Dr.
Fort Worth TX 76115
[www.CatholicCharitiesFortWorth.org](http://www.CatholicCharitiesFortWorth.org)

Mission: To provide services to those in need; to advocate compassion and justice in the structures of society; and to call all people of good will to do the same.
Materials to be edited: website content

Contact person: Kate Whitworth, PR Coordinator, kwhitworth@ccdofw.org, 817-289-3875

REAL School Gardens
503 Bryan Avenue
Fort Worth, TX 76104
http://www.realschoolgardens.org/
info@realschoolgardens.org
817-348-8102

Mission: REAL School Gardens cultivates relationships with elementary school communities to create learning gardens that raise hope, spark imaginations and connect children to nature.

Materials to be edited: Employee handbook

Contact person: Jeff Cross, Director of Finance and Operations, jcross@realschoolgardens.org
817-348-8102