

San José State University
Department of English and Comparative Literature
English 106, Editing for Writers, Section 1, Spring 2015

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Class Days/Time:	MW, 9:00-10:15
Classroom:	Clark Hall 306

Faculty Web Page

Copies of course materials such as the syllabus, handouts, and assignment prompts can be found on my faculty web page at <http://www.sjsu.edu/people/Michelle.Hager>. If you navigate to the English 106 page, you can also find links to additional resources.

Course Description

Welcome to English 106! This course is required for English majors with a concentration in Professional and Technical Writing and students working toward a minor in Professional and Technical Writing. However, the skills acquired in this class will benefit all students who are seeking to improve their composition.

Whether your goal is to become a freelance writer, copywriter, technical editor, managing editor, or something else entirely, having an arsenal of technical expertise to back your writing ability will put you into a position for success. Writers who excel in their fields understand the mechanics of their craft as well as the aesthetic effects their writing will have on an audience. Gone are the days where the genius author transfers her raw brilliance to paper with the lowly editor sweeping up commas and semicolons behind her. As writers in the digital age, we are not only expected to understand the rules that hold written language together, but we are also expected to be able to articulate *why* particular constructions are more correct than others.

This class is a boot camp for writers and editors in which we will strip written language down to its fundamentals: syntax, grammar, spelling, punctuation, etc. We will work on topics such as copyediting, proofreading, designing documents, editing and placing graphics, developmental editing, organizational editing, and working effectively with writers. As the semester progresses, we will move from working with phrases and sentences to working with paragraphs and entire documents. Our goal is to understand how to create clear, useful texts. With that goal in mind,

we will look not only at grammatical errors but also at stylistic choices that will improve clarity and methods for reorganizing information to better suit readers' needs.

Prerequisites: English 1A and English 1B (or their equivalents) and upper-division standing. English 103 is recommended as a prerequisite or co-requisite.

Student Learning Objectives

In the Department of English and Comparative Literature, students will demonstrate the ability to

SLO 1 read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, and/or rhetoric;

SLO 2 show familiarity with major literary works, genres, periods, and critical approaches to British, American and World Literature;

SLO 3 write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject;

SLO 4 develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively;

SLO 5 articulate the relations among culture, history, and texts.

Course Goals

The goal of this course is to give you the technical background to be able to edit both your own writing and the writing of others. In this class you will

- learn the basic principles and techniques of copyediting and proofreading, including editing symbols and the use of style sheets.
- engage with English grammar, spelling, punctuation, and usage so that you have both technical mastery of the language and the ability to justify your editing decisions to other writers.
- develop your ability to analyze and edit documents at higher levels of organization.
- demonstrate proficiency with the fundamentals of document design and page layout.
- demonstrate proficiency with elements of graphic design to support text.
- learn and develop the professional skills of a working editor—the arts of clarity, organization, persuasion, coordination, and negotiation.

Required Texts and Materials

Textbooks

- *The Copyeditor's Handbook*, 3rd Edition, by Amy Einsohn
- *Style: Lessons in Clarity and Grace*, 11th Edition, by Joseph M. Williams
- *Editing for Writers*, by Lois Rew (in a course reader since this text is out-of-print)

Other Material Requirements

- Red pens/pencils
- College-level dictionary

Course Requirements and Assignments

Reading

Daily reading will be assigned, and it is a crucial component of the class. Reading must be completed by the beginning of each class session, and all discussions and assignments will be based upon our reading material. You are not only expected to have done the readings prior to class, but you are expected to **bring the required readings to class** as well.

In-Class Quizzes, Assignments, and Participation

We will complete daily work in class that goes toward this portion of your grade; you will not be able to complete these assignments if you do not come to class. I expect you to attend class daily and come on time. **Absences and/or tardiness will affect your grade.** If you must be absent, give me the professional courtesy of contacting me (preferably in advance).

In addition, class participation does not simply mean that you are physically present. You must have all class materials, contribute to discussions, listen to your peers actively, and take notes as necessary. Editors must be assertive and confident, so I expect you to demonstrate those qualities through daily oral participation in our discussions and activities. Turn off cell phones and put them away during the class period. **You will lose all participation points for the day if I see your cell phone.** In-class work and participation make up 15% of your course grade (150 points).

Exercises, Worksheets, and Homework

You must complete textbook exercises, editing assignments, and writing/editing projects and worksheets on time. To prepare for each class session, you will not only read the text but complete exercises to apply what you've learned. Editing is a skill, acquired only through practice—**lots of practice.** Along with in-class work, these assignments will form the basis for our study of professional editing. You are required to bring completed homework to every class. **All edits you make must be in a color different from the original text—use your red pens and/or pencils.** This work is worth 20% of your course grade (200 points).

Final Project

In small groups (3-4 students), you will be tasked with repurposing a document. It will require extensive edits in order to achieve a new purpose and be appropriate for an entirely new audience. There will be many components of the project, including a group presentation. I will provide more details as we progress through the semester. This project is worth 20% of your course grade (200 points).

Examinations

There will be three exams, including the final examination. The tests will assess your comprehension and mastery of the topics that we will cover in our study of editing. The exam dates are noted on the course schedule. Each test is worth 15% of your class grade. These three exams make up 45% of your course grade (450 points).

Grading Policy

Grading Breakdown

- In-Class Quizzes, Assignments, and Participation 15%
- Exercises, Worksheets, and Homework 20%
- Final Project 20%
- Examinations 45%

You can earn up to 1,000 points in this course. Please refer to the point breakdown as outlined below.

930-1,000 points = A (93%-100%)	730-769 points = C (73%-76.9%)
900-929 points = A- (90%-92.9%)	700-729 points = C- (70%-72.9%)
870-899 points = B+ (87%-89.9%)	670-699 points = D+ (67%-69.9%)
830-869 points = B (83%-86.9%)	630-669 points = D (63%-66.9%)
800-829 points = B- (80%-82.9%)	600-629 points = D- (60%-62.9%)
770-799 points = C+ (77%-79.9%)	0-599 points = F (0%-59.9%)

Late Policy

I will not accept late work in this class. Part of being a professional is that you must meet your deadlines—*all* of them.

If you are unable to attend class on a day that an assignment is due, you must still turn in your assignment on time. I will make exceptions for late work only if you have a documented, excused absence (e.g., a doctor's note for a medical emergency). If other extenuating circumstances apply, you must contact me *before the due date* to request an extension or make necessary accommodations.

Departmental Grading Policy

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU *Catalog* ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

University Policies

Adding and Dropping Classes

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the catalog policies for the current semester at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the academic calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars. The policy for late drops is available at <http://www.sjsu.edu/aars/policies/latedrops/policy>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub: <http://www.sjsu.edu/advising>.

Recording Policies

University Policy S12-7 (<http://www.sjsu.edu/senate/docs/S12-7.pdf>) requires students to obtain instructor's permission to record the course.

“Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

SJSU Academic Integrity Policy

Your commitment as a student to learning is evidenced by your enrollment at San José State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct>.

Campus Policy on Compliance with Americans with Disabilities Act

If a student needs course adaptations or accommodations because of a disability, or if a student needs special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires

that students with disabilities register with AEC (Accessible Education Center) to establish a record of their disability. The AEC website is <http://www.sjsu.edu/aec>.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the first floor of Clark Hall. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112.

SJSU Writing Center



The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website: <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

English 106, Spring 2015, Course Schedule

Reading assignments must be *completed* by the day they are listed!

SLO = Student Learning Objective

CH=*Copyeditor's Handbook*

Style=*Style: Lessons in Clarity and Grace*

EW = *Editing for Writers* (in the course reader from Maple Press)

Always bring any books to class from which reading or homework is assigned for the day.

Date	Topics, Readings, Assignments, Deadlines
Monday, January 26	Introductions, syllabus review, grammar errors worksheet Maple Press visit—bring money to purchase your course reader
Wednesday, January 28	Chapter 1, “An Introduction to the Editing Process” (<i>EW</i> 1-10) Chapter 1, “What Copyeditors Do” (<i>CH</i> 3-28) Grammar errors worksheet review (in-class) <i>EW</i> Chapter 1, Exercises 1 and 2 DUE (SLO 3)
Monday, February 2	Chapter 2, “Basic Procedures” (<i>CH</i> 29-56) Chapter 2, “Levels of Editing” (<i>EW</i> 11-26) Copyediting exercise assigned (in-class)
Wednesday, February 4	Chapter 5, “Style, Sentence-Level Editing, and Editing Marks” (<i>EW</i> 52-60) Copyediting exercise DUE (SLO 3)
Monday, February 9	Chapter 6, “Final Editing or Proofreading” (<i>EW</i> 61-67) Style guide exercise assigned (in-class) <i>EW</i> Chapter 6, Exercises 1 and 2 DUE (SLO 3)
Wednesday, February 11	Chapter 7, “Editing Copy and Constructing Style Sheets” (<i>EW</i> 78-86) Final Project assigned (in-class) Style guide exercise DUE (SLO 3)
Monday, February 16	Chapter 8, “Capitalization, Spelling, Numbers, and Document Style” (<i>EW</i> 87-98) Chapter 5, “Spelling and Hyphenation” (<i>CH</i> 121-150) <i>EW</i> Chapter 8, Exercises 1 and 2 DUE (SLO 3) <i>CH</i> Chapter 5, Exercise C DUE (SLO 3)

Date	Topics, Readings, Assignments, Deadlines
Wednesday, February 18	Chapter 6, “Capitalization” (<i>CH</i> 151-170) Chapter 7, “Numbers and Numerals” (<i>CH</i> 171-195) <i>CH</i> Chapter 6, Exercise E DUE (SLO 3) <i>CH</i> Chapter 7, Exercise G DUE (SLO 3)
Monday, February 23	Chapter 9, “A Review of Basic Grammar” (<i>EW</i> 99-109) Chapter 10, “Punctuating Sentence Types” (<i>EW</i> 110-137) <i>EW</i> Chapter 9, Exercises 1, 2, and 5 DUE (SLO 3) <i>EW</i> Chapter 10, Exercises 2, 3, and 4 DUE (SLO 3)
Wednesday, February 25	Chapter 10 (cont’d), “Punctuating Sentence Types” (<i>EW</i> 110-137) <i>EW</i> Chapter 10, Exercises 8, 9, 12, 13, and 15 DUE (SLO 3)
Monday, March 2	Chapter 11, “Punctuating within Sentences” (<i>EW</i> 138-171) <i>EW</i> Chapter 11, Exercises 1, 2, 3, 4, 5, and 6 DUE (SLO 3) Exam #1 Review (in-class)
Wednesday, March 4	Exam #1 (SLO 3)
Monday, March 9	Chapter 12, “Choosing the Right Words” (<i>EW</i> 172-195) <i>EW</i> Chapter 12, Exercises 2, 4, 6, 9, and 13 DUE (SLO 3)
Wednesday, March 11	Lesson 9, “Concision” (<i>Style</i> 126-142) <i>Style</i> Lesson 9, Exercises 9.1 and 9.2 DUE (SLO 3)
Monday, March 16	Chapter 13, “Building Effective Sentences” (<i>EW</i> 196-237) <i>EW</i> Chapter 13, Exercises 2, 3, and 6 DUE (SLO 3)
Wednesday, March 18	Chapter 13 (cont’d), “Building Effective Sentences” (<i>EW</i> 196-237) <i>EW</i> Chapter 13, Exercises 8, 11, 12, and 13 DUE (SLO 3)
Monday, March 23	No Class—Spring Break!
Wednesday, March 25	No Class—Spring Break!
Monday, March 30	Lesson 3, “Actions” (<i>Style</i> 28-45) Lesson 4, “Characters” (<i>Style</i> 46-65) <i>Style</i> Lesson 3, Exercises 3.6 and 3.7 DUE (SLO 3) <i>Style</i> Lesson 4, Exercises 4.1 and 4.4 DUE (SLO 3)

Date	Topics, Readings, Assignments, Deadlines
Wednesday, April 1	Lesson 5, “Cohesion and Coherence” (<i>Style</i> 66-79) Style Lesson 5, Exercise 5.1 DUE (SLO 3) Exam #2 Review (in-class)
Monday, April 6	Exam #2 (SLO 3)
Wednesday, April 8	Chapter 14, “Developmental and Organizational Editing” (<i>EW</i> 242-263) EW Chapter 14, Exercise 2 DUE (SLO 3)
Monday, April 13	Chapter 15, “Graphics Editing” (<i>EW</i> 292-328) EW Chapter 15, Exercises 1 and 4 DUE (SLO 3)
Wednesday, April 15	Chapter 10, “Tables, Graphs, and Art” (<i>CH</i> 242-273) Document design exercise assigned (in-class) CH Chapter 10, Exercise L DUE (SLO 3)
Monday, April 20	Chapter 16, “Document Design (<i>EW</i> 329-351) Document design exercise DUE (SLO 3)
Wednesday, April 22	Chapter 17, “Access Aids in Print and Online Documentation” (<i>EW</i> 365-385) Editing instructions exercise assigned
Monday, April 27	Chapter 12, “Front and Back Matter” (<i>CH</i> 297-308) CH Chapter 12, Exercise N DUE (SLO 3) Editing instructions exercise DUE (SLO 3)
Wednesday, April 29	Chapter 3, “Editor-Author Relationships” (<i>EW</i> 27-36) Chapter 4, “Working as an Editor” (<i>EW</i> 37-49)
Monday, May 4	Final Project work and in-class conferences
Wednesday, May 6	Final Project work and in-class conferences
Monday, May 11	Final Project DUE (SLO 1, 3, 4) Final Project Presentations (SLO 1, 3, 4)
Wednesday, May 13	Final Exam Review (in-class) Final Project Presentations (cont’d)
Wednesday, May 20	Final Examination! 7:15 AM – 9:30 AM (SLO 3)