

San José State University
Department of English, School of Humanities & Arts
English 106, Editing for Writers, Fall 2019

Course and Contact Information

Instructor:	Sara West
Office Location:	FOB 128
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Email:	sara.west@sjsu.edu
Office Hours:	Mondays & Wednesdays 3–4 p.m. and <i>by appointment</i> — I promise, if you take the time to work out an appointment time with me, we'll find something that works for you.
Class Days/Time:	Mondays & Wednesdays, 1:30–2:45 p.m.
Classroom:	Clark Hall 11

Course Format

Canvas and MYSJSU Messaging

You are responsible for checking your email and the Canvas course page regularly. All readings, copies of major assignments, handouts, and important announcements will be posted on Canvas. If, for any reason, Canvas is not working or a link/document is not working, please contact me as soon as possible.

You should also check your SJSU email regularly. If you do not use your official SJSU account to email me, please include your full name and student ID with your email. I will try to respond to emails on the day they are received, but emails received after 7 p.m. may not be answered until the next day. Emails received on weekends may not receive replies on the same day. **Please don't hesitate to contact me if you need help!**

If you want to send a quick question or comment without composing a formal email, you can text me using the number above. Text messages should be related to the class. If you do not feel comfortable with communicating via this means, rely on email instead.

Course Description

Writing is as much a craft as it is an art, and 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 to be able to articulate why particular constructions are more correct than others, both in our critiques of the work of others, and in the defenses of our own writing choices. For better or for worse, the tortured solitary writer is now a team player—the degree of woe determined by how well she understands the editing process. Such knowledge is crucial to ensure that one's genius reaches the light of day with as little tinkering as possible.

Additionally, there is always demand for quality editors in the workplace. Whether your goal is to become a freelance writer, copywriter, manuscript editor, technical editor, or managing editor—or just earn some burrito money while your novel finds its publisher—having an arsenal of technical and terminological expertise to back your writing ability will put you into a position for success, however you might define it.

This class is a boot camp for writers and editors in which we strip written language down to its fundamentals: grammar, punctuation, syntax, spelling, etc. As the semester progresses, we hunt increasingly bigger game, moving from phrases and sentences to paragraphs and entire documents. Our goal is to understand how to create useful texts which are geared towards achieving their goals. Thus, we look not only at technical errors of grammar, but also at stylistic choices that will improve clarity and ways of reorganizing information in documents to better suit the needs of our readers.

Lastly, this class is designed to let writers understand the function of editing in the real world, grounding abstract skills into the realm of the publishing workplace. Any piece of printed or online writing you read has most likely seen multiple layers of commenting, revision, editing, and proofing by multiple people. This process becomes more obvious when we encounter writing which has not gone through such rigorous review. A successful writer understands how editing fits into the process of getting published, as well as the potential for paying editorial gigs in the course of a writing career.

Goals and Learning Outcomes

Department Goals

Students will demonstrate the ability to:

- 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, or rhetoric.
- Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
- Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.

Course Goals (Student Learning Objectives)

The ultimate goal of this course is to give you the technical background to be a successful editor, both of your own writing and the writing of others. This goal can be understood as a set of smaller goals. By the end of this class, you will be able to:

- Edit multiple forms of writing using the basic principles and techniques of copyediting and proofreading, including editing symbols and the use of style sheets.
- Demonstrate a mastery of English grammar, spelling, punctuation and usage so you can persuasively justify your editing decisions to other writers.
- 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 and editing graphics to support text.
- Perform the duties of a working editor in terms of clarity, organization, persuasion, coordination, and negotiation.

Required & Suggested Texts/Readings

Textbooks

- Required: Class Reader, Available at Maple Press (330 South 10th Street).
- Suggested: Williams, Joseph M. *Style: Ten Lessons in Clarity and Grace, 6th edition and up.*
- Suggested: A grammar handbook of your choice (can be used for a short period on exams, so pick something that's easy for you to use)
 - Consider *St. Martin's Handbook*, *Wadsworth Handbook*, *The Blue Book of Grammar and Punctuation*, *The Grammar Bible*
- Suggested: A dictionary

Canvas

Your homework assignments and worksheets will be posted to Canvas. Additionally, I will use Canvas to communicate with you during the week.

If you are having any problems logging on to your account or seeing our class, please contact me. Your success in this class is dependent on this.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Readings

Readings form the core of the class. You are not only expected to have done the readings prior to class, you are expected to BRING the readings to class as well. Our class reading provides a “gloss” of major considerations; if you need more explanation, your grammar handbook should provide some more information. And, of course, you're always welcome to meet with me!

Homework and Worksheets

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 and lots of practice.** You are required to bring completed homework to every class.

Occasionally, I will single out particular exercises as “worksheets.” These exercises will require you to demonstrate your mastery of several skills we've studied—and put it all together to edit a full text. See the schedule for the due dates.

Exams

There will be three exams, one covering each of the three types of editing we are studying: copyediting, substantive editing, and document editing. These exams are comprehensive. (Anything covered up until the exam is fair game.)

The final exam is cumulative.

Assignments

I will do visual checks for some homework assignments, but all other work should be submitted as a Microsoft Word file unless otherwise noted. Word is still an industry standard, and you will need to be able to engage with the program at some level as an editor. SJSU students can get a free copy of Word (in MS Office) here: <http://its.sjsu.edu/services/software/microsoft-students/index.html>

One Unit Enhancement

Because this course covers copyediting, developmental, and comprehensive editing skills, students will be spending four units of work in this course. The fourth unit will allow students to put their editing skills to use in two significant projects in the class. In the first project, students will engage in a comprehensive edit of rough articles, and in the second, they will engage in repurposing a complex manual for an audience of non-experts. These projects ask students to engage in copyediting, developmental editing, organizational editing, and document design. In addition, students will be working with production teams on these projects and will need to correspond schedules and work flow.

Grading Information

Homework	100 pts
Worksheets	150pts (50 pts each)
Exams	400 pts (120, 130, 150)
Article edits	120 pts
Final Project	180 pts
Classroom Participation	50 pts

Please note also the following departmental policy on grading:

The Department of English reaffirms its commitment to the differential grading scale 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. Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC, for No Credit, shall replace D or F. In A, B, C, No Credit courses NC shall also substitute for W (for Withdrawal) because neither NC nor W affects students' grade point averages.

This statement shall be included in all Department of English syllabi.

Grading Criteria: Most grades are points-based for right or wrong answers. However, the following sums up my criteria for grading assignments.

Assignments are assigned letter grades, from A+ to F.

An "A" is awarded to work that is consistently excellent, professional, and publishable.

A "B" is awarded to work that is consistently above average—and occasionally excellent. Despite some bright spots, a client or editor would probably pass it back for more editing.

A "C" is awarded to work that is developing. Though the potential is there, a client or editor would pass on this.

A "D" is awarded to work that is incomplete or way off the mark.

An "F" is generally awarded to work that is not turned in. This usually comes in the form of a zero. *Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.*

Grades on Canvas

Because I want you to know how you are doing in the class at all times, I will be updating your grades on Canvas as I give them. It is part of my job as an instructor to return work in a timely fashion. It is part of your job as a student to make sure that I am entering correct grades for you. (Do not email me at the end of the semester with an errant grade from week 1!)

Grading Disputes

It is up to you to make sure I've calculated your grade correctly and that you bring any errors on my part to my attention immediately. (Obviously, if I erred in your favor, I'm not expecting you to speak up. That's on me.) Otherwise, any conversation will be about how you can do better on the next assignment. NOTE: There are more opportunities at the beginning of the semester to improve your grade than in the final week.

Final Grading Scale

A plus: 1000-980 points

A: 979-940 points

A minus: 939-900 points

B plus: 899-870 points

B: 869-840 points

B minus: 839-800 points

C plus: 799-770 points

C: 769-740 points

C minus: 739-700 points

D plus: 699-670 points

D: 669-640 points

D minus: 639-600 points

F: 599 and below

Additional Policies

Attendance

Missing more than a few days of class will significantly affect your understanding of the material. If you miss class *do not email me to ask what you missed*. Refer to the syllabus and your classmates.

Please notify me if you are unable to attend class. Please, please, please don't disappear on me. If you are dealing with something major that's getting in the way of regular attendance, LET ME KNOW. Otherwise, I'm led to assume you've decided to quit.

Lateness

We're all late sometimes. I know many of you are coming from far away and are subject to broken-down busses, bad traffic, and crazy people on the train. HOWEVER, it drives me insane when people are the person who comes late to class every day. Don't be that person. If there is something that will make you late to class, whether reoccurring or not, please let me know. We check homework at the beginning of class. If you're late more than three times, I'm not accepting your homework for subsequent lateness.

Late Work Policy

I do not accept late work for this course. Part of being a writer is, though Earth itself may be aflame, you meet your deadlines. All of them. I understand your life is complicated, with many responsibilities pulling you in multiple directions. If you are unable to attend on a day that an assignment is due, it is up to you to make sure that you get me your work by deadline.

(That said, I have an open-door policy for a reason—come talk to me if something is up.)

Acting with academic integrity

In both your academic and professional careers, you are expected to act with integrity. You are in this class for more than a grade, you are here to emerge with actual skills—skills that are not developed through cheating. Though it most likely will not be an issue, any plagiarism, homework copying, or unauthorized borrowing from your neighbor's brain will not be tolerated in this class.

Technology use

You should treat the classroom as a professional workspace. I'm encouraging the use of tablets, laptops, and even phones—whatever you'd prefer to read on. This has worked fine for me in the past, but I realize the temptation to refresh your Twitter feed as we delve into the intricacies of dangling participles may be strong. Emailing, texting, and engaging in unrelated activities are discourteous and distracting to me and your classmates. I begin the semester assuming you are adults with adequate impulse control, and will continue to treat you as such until proven wrong. Please don't turn me into a technology cop. There is a reason I teach college instead of high school.

Grading Class Participation

I expect everyone to participate in class. This means you are awake and engaged, having done the readings and the homework; are actively participating in discussion; and are working constructively when we break into small groups. A participation grade allows me to reward those students who are actively engaged in each class, while being able to account for students who are routinely late, absent, sleepy, or engaged in non-class related activity during our brief time together. (Yes, I can actually see you refreshing your Instagram.) An "A" means always engaged, a "B" means mostly engaged. A "C" is sometimes engaged.

Classroom Conduct

Be kind to each other. You are to treat the instructor, any guests or substitute instructors, and your classmates with respect and courteous behavior. Keep in mind that we likely come from different backgrounds, honor different belief systems, have access to different tools, struggle with different concepts, and excel at different tasks and responsibilities. And that's okay.

Sleeping, watching Netflix, checking Facebook, reading, working on assignments for another class, listening to music during class, etc., are not permitted. Please do not wear headphones or ear buds in class, even if they are not in use, and not even if they are draped around your neck. If you forget and engage in these activities, you will be asked to stop, marked as absent, and/or asked to leave. To avoid any of these possibilities, simply be respectful of your instructor, your classmates, and yourself.

Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course is urged to contact

SJSU Cares. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess. SJSU also has the following initiatives:

- [CalFresh Outreach Program](#)
- [Emergency Funds](#)
- [Emergency Housing](#)
- [Food & Shelter Program](#)
- [Mental Health Services](#)
- Other: [Food Resources](#)
- [Student Health Services](#)

My open-door policy

I'm happy to talk with you at any time about the readings, assignments, and any other aspect of the course. Just talk to me before or after class, send me an email, come by during office hours, or arrange to meet with me. In the past, I've held mandatory conferences and students love them—but I don't want to have to force you to come meet with me. I understand that sometimes office hours are difficult to get to, so I'm always happy to meet with you at another time if you contact me. I live close to campus. I can also accommodate phone or Zoom meetings when needed.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S16-15](#) and SJSU current semester's [Policies and Procedures](#). In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Timely Feedback on Class Assignments

Per [University Policy F13-1](#), all students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.

Accommodation to Students' Religious Holidays

[University Policy S14-7](#) states that San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic](#)

[Calendars webpage](#). Students should be aware of the current deadlines and penalties for dropping classes ([Late Drop Information](#)). Information about the latest changes and news is available at the [Advising Hub](#).

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#), requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “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.”
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “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.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) 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. Visit the [Student Conduct and Ethical Development](#) website for more information.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make 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 requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

Student Technology Resources

Computer labs and other resources for student use are available in:

- [Associated Students Print & Technology Center](#) at <http://as.sjsu.edu/asptc/index.jsp> on the Student Union (East Wing 2nd floor Suite 2600)
- [The Spartan Floor](#) at the King Library at <http://library.sjsu.edu/about/spartan-floor>
- [Student Computing Services](#) at <http://library.sjsu.edu/student-computing-services/student-computing-services-center>
- [Computers at the Martin Luther King Library](#) for public at large at <https://www.sjpl.org/wireless>
- Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from [Collaboration & Academic Technology Services](#) located in IRC Building. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center

The SJSU Writing Center has two locations: scheduled appointments are in MLK library, while drop-in appointments are 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 at <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.

Note: There are at least two tutors in the Writing Center this semester who have taken this class before. They will not do your work for you, but they will certainly understand the material.

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>

English 106, Editing for Writers, Fall 2019, Course Schedule

This schedule is subject to change. I will notify you of any changes to the schedule in class and I will upload a new schedule document on Canvas. I will make sure that there is ample time for you to make any changes to your schedule that you might need to.

*Make sure you flip/scroll to the next page to ensure you're not missing something that has gotten cut off in the table formatting. Though I do try to keep Canvas up-to-date, make sure you're keeping up with this calendar as well.

Week	Date	Topics & Assignments	DUE
1	Wed 8/21	Introductions, Syllabus, etc. FOR NEXT TIME: <ul style="list-style-type: none"> • READ: Rew Chap. 1, 2, 5, 6; Einsohn 3-28 • DO: Exercises outlined on canvas 	
2	Mon 8/26	Class Discussion: Intro to Editing FOR NEXT TIME: <ul style="list-style-type: none"> • READ: Rew Chapter 3, 4, 7. • DO: Exercises outlined on canvas 	Completed readings & exercises
2	Wed 8/28	Class Discussion: The Professional Editor, Editing Technologies (.pdfs) FOR NEXT TIME: <ul style="list-style-type: none"> • READ: Rew Chapter 9. • DO: Exercises outlined on canvas 	Completed readings & exercises
3	Mon 9/2	No Class – Labor Day	
3	Wed 9/4	Class Discussion: Grammar Review FOR NEXT TIME: <ul style="list-style-type: none"> • READ: Rew Chapter 10. • DO: Exercises outlined on canvas 	Completed readings & exercises
4	Mon 9/9	Class Discussion: Punctuation FOR NEXT TIME: <ul style="list-style-type: none"> • READ: Rew Chapter 11. • DO: Exercises outlined on canvas 	Completed readings & exercises
4	Wed 9/11	Class Discussion: More Punctuation FOR NEXT TIME: <ul style="list-style-type: none"> • Worksheet #1 	Completed readings & exercises
5	Mon 9/16	Class Discussion: Probably more punctuation, Editing Technologies (Advanced Word) FOR NEXT TIME:	Worksheet #1

Week	Date	Topics & Assignments	DUE
		<ul style="list-style-type: none"> DO: Exercises outlined on canvas 	
5	Wed 9/18	Class Discussion: Go Over Worksheet #1, Punctuation within Sentences FOR NEXT TIME: <ul style="list-style-type: none"> READ: Rue Chapter 8 & Einsohn Chapter 5, pp. 121-145. DO: Exercises outlined on canvas 	Exercises
6	Mon 9/23	Class Discussion: Spelling and Hyphenation FOR NEXT TIME: <ul style="list-style-type: none"> READ: Einsohn Chap 6,7, pp. 151-195. DO: Exercises outlined on canvas 	Completed readings & exercises
6	Wed 9/25	Class Discussion: Capitalization, Numbers and Numerals, Review for Exam 1. FOR NEXT TIME: <ul style="list-style-type: none"> Study for Exam 1 	Completed readings & exercises
7	Mon 9/30	Exam 1: Copy Editing FOR NEXT TIME: <ul style="list-style-type: none"> READ: Rew Chapter 12. DO: Exercises outlined on canvas 	
7	Wed 10/2	Class Discussion: Word Choice FOR NEXT TIME: <ul style="list-style-type: none"> READ: Williams Concision (Lesson 7) DO: Ex10.pdf 	Completed readings & exercises
8	Mon 10/7	Class Discussion: Concision FOR NEXT TIME: <ul style="list-style-type: none"> READ: Rew Chapter 13. DO: Exercises outlined on canvas 	Completed readings & exercises
8	Wed 10/9	Class Discussion: Building Effective Sentences FOR NEXT TIME: <ul style="list-style-type: none"> DO: Exercises outlined on canvas 	Completed readings & exercises
9	Mon 10/14	Class Discussion: Effective Sentences, pt. 2 FOR NEXT TIME: <ul style="list-style-type: none"> READ: Williams Clarity 1 (Actions) 	Exercises

Week	Date	Topics & Assignments	DUE
		<ul style="list-style-type: none"> DO: Exercises outlined on canvas 	
9	Wed 10/16	Class Discussion: Clarity FOR NEXT TIME: <ul style="list-style-type: none"> READ: Williams Cohesion (Lesson Five) DO: Exercises outlined on canvas 	Completed readings & exercises
10	Mon 10/21	Class Discussion: Cohesion and Coherence FOR NEXT TIME: <ul style="list-style-type: none"> READ: Rew Chapter 14. DO: Exercises outlined on canvas 	Completed readings & exercises
10	Wed 10/23	Class Discussion: Developmental Editing Set up editing production teams. FOR NEXT TIME: <ul style="list-style-type: none"> WORKSHEET #2 	Completed readings & exercises
11	Mon 10/28	Class Discussion: Editing for a Publication Assign editing duties. FOR NEXT TIME: <ul style="list-style-type: none"> DO: Exercises outlined on canvas 	Worksheet #2
11	Wed 10/30	Class Discussion: Parallelism, organizational Editing, Editing Technologies (Advanced Word, pt. 2), editorial production meetings FOR NEXT TIME: <ul style="list-style-type: none"> Study for exam 	Exercises Completed Article Edits group contract
12	Mon 11/4	Exam 2: Substantive Editing FOR NEXT TIME: <ul style="list-style-type: none"> READ: VisualDesign1.pdf 	
12	Wed 11/6	Class Discussion: Editing for Visual Clarity FOR NEXT TIME: <ul style="list-style-type: none"> Finish Article Edits 	Completed reading
13	Mon 11/11	No Class – Veteran’s Day	
13	Wed 11/13	Review Exams, Proof Edits, Introduce Final Project FOR NEXT TIME: <ul style="list-style-type: none"> READ: Rew Chapter 15. DO: Exercises outlined on canvas 	Article Edits
14	Mon 11/18	Class Discussion: Editing Graphics, Visual Design	Completed readings & exercises

Week	Date	Topics & Assignments	DUE
		FOR NEXT TIME: <ul style="list-style-type: none"> • READ: Rew Chapter 16. • DO: Exercises outlined on canvas 	
14	Wed 11/20	Class Discussion: Document Design FOR NEXT TIME: <ul style="list-style-type: none"> • WORKSHEET #3 	Completed readings & exercises Completed Group Contract for Final Project
15	Mon 11/25	Class Discussion: Worksheet #3, review, Group Meetings FOR NEXT TIME: <ul style="list-style-type: none"> • Read ProfessionalEditor.pdf • Complete original outline and proposed problems/solutions report 	Worksheet #3
15	Wed 11/27	No Class – Thanksgiving	
16	Mon 12/2	Class Discussion: Gettin’ Paid as an Editor, group meetings FOR NEXT TIME: <ul style="list-style-type: none"> • Work on final project 	Completed reading & original outline and proposed problems/solutions report on Canvas (submit before class)
16	Wed 12/4	Work on final project, group meetings FOR NEXT TIME: <ul style="list-style-type: none"> • Work on final project 	Work on final project...
17	Mon 12/9	Wrapping up, Talking about the final FOR NEXT TIME: <ul style="list-style-type: none"> • Prepare for final exam 	Final Project by 5pm (bring to class if finished or bring to my office)
Final Exam	Fri 12/13, 12:15–2:30	Final Exam, Regular classroom	