

**Eastern Illinois University**  
**Revised Course Proposal**  
**ENG 4765, Professional Editing**

Agenda Item #15-32 Effective: Spring 2016
--

**Banner/Catalog Information (Coversheet)**

**1. Revision of Existing Course**

**2. Course prefix and number:** ENG 4765

**3. Short title:** Professional Editing

**4. Long title:** Professional Editing

**5. Hours per week:** 3 Class    0 Lab    3 Credit

**6. Terms:** \_\_\_ Fall    \_\_\_ Spring    \_\_\_ Summer    X On demand

**7. Initial term:** \_\_\_ Fall    X Spring    \_\_\_ Summer    Year: 2016

**Catalog course description:** (3-0-3) on demand. Advanced practice and theory in professional editing, beginning with proofreading and copyediting then advancing to comprehensive editing for style, organization, content, and design. Focus on working effectively with writers, publishers, and audiences. Discussion of the production process and the role of technology in editing and information design. Course will also address ethics and liability in editing, editing in global contexts, and editing for accessibility.  
WC

**8. Course attributes:**

General education component: N/A

\_\_\_ Cultural diversity    \_\_\_ Honors    X Writing centered    \_\_\_ Writing intensive    \_\_\_ Writing active

**9. Instructional delivery**

**Type of Course:**

X Lecture    \_\_\_ Lab    \_\_\_ Lecture/lab combined    \_\_\_ Independent study/research

\_\_\_ Internship    \_\_\_ Performance    \_\_\_ Practicum/clinical    \_\_\_ Other, specify: \_\_\_\_\_

**Mode(s) of Delivery:**

X Face to Face    X Online    \_\_\_ Study Abroad

\_\_\_ Hybrid, specify approximate amount of on-line and face-to-face instruction \_\_\_\_\_

**10. Course(s) to be deleted from the catalog once this course is approved.** None

**11. Equivalent course(s):** None

**a. Are students allowed to take equivalent course(s) for credit?** \_\_\_ Yes    \_\_\_ No

**12. Prerequisite(s):** ENG 1002G

**a. Can prerequisite be taken concurrently?** \_\_\_ Yes    X No

**b. Minimum grade required for the prerequisite course(s)?** C or better

c. Use Banner coding to enforce prerequisite course(s)? ☒ Yes ☐ No

d. Who may waive prerequisite(s)?

☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

13. Co-requisite(s): None

14. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: All

b. Degrees, colleges, majors, levels, classes which may not take the course: None

15. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

16. Enter the limit, if any, on hours which may be applied to a major or minor: None

17. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

18. Special grading provisions: None

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

\_\_\_\_\_

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

19. Additional costs to students:

Supplemental Materials or Software None

Course Fee ☒ No ☐ Yes, Explain if yes \_\_\_\_\_

20. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

## **Rationale, Justifications, and Assurances (Part I)**

1. ☒ Course is required for the major(s) of English with a Professional Writing emphasis  
☒ Course is required for the minor(s) of Professional Writing  
☐ Course is required for the certificate program(s) of \_\_\_\_\_  
☒ Course is used as an elective for all other English major emphases
2. **Rationale for proposal:** This revised course proposal reflects a move to offer this course—along with the entire Professional Writing minor—online. Beyond this, the course is largely unchanged from its original 2008 approval.

### **3. Justifications for (answer N/A if not applicable)**

Similarity to other courses: N/A

Prerequisites: This writing-centered course builds on basic college-level writing principles taught in first-year composition.

Co-requisites: N/A

Enrollment restrictions: N/A

Writing active, intensive, centered: Writing centered: The quality of students' writing and editing is the principal determinant of the course grade. In addition to 20–40 pages of copyediting, the minimum requirement for original writing and/or comprehensive editing/revision is 5,000 words (roughly equivalent to 20 double-spaced pages) of polished, revised prose. With client projects, most students exceed this minimum.

### **4. General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum:

Instruction:

Assessment:

### **5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: In *Teaching Writing Online*, Scott Warnock argues that online writing courses provide more opportunities to write and highlight purposes for writing that differ from face-to-face courses. This course and the Professional Writing minor as a whole pair well with existing online programs (such as the BA in General Studies and the BS in Organizational and Professional Development) and the Parkland-based BSB in Business Administration.

Instruction: ENG 4765—and the Professional Writing minor as a whole—will allow online students to engage in focused study that will improve their professional communication skills in a variety of workplace settings. Instructional materials and assessments in both online and face-to-face versions of the course will focus on developing students' editing and writing skills. Through EIU's course management system, students will regularly submit written assignments and editing activities/assignments for instructor evaluation. Discussion boards and chat functions will allow students and instructor to discuss reading assignments, useful resources, and editing decisions. Teaching materials will be posted in the form of text-based

lecture notes and/or audio or video podcasts. All faculty who will deliver this course online are/will be OCDI-trained (or have attained an appropriate equivalent).

**Integrity:** In addition to using the tools available in EIU's course management system (e.g., EIU logins, timed quizzes, ability to place pre-requisites on assignment submissions), instructors in the ENG 4765 course create scaffolded assignments that build on one another throughout the semester, deterring plagiarism. Because students write a large volume of formal and informal writing during the semester, instructors develop familiarity with a student's writing style and voice. Most editing assignments will be completed using track changing functions in word processing software; such track changing functions include the notations of the computer on which revisions were made. Exams are used to test students' copyediting abilities; instructors teaching the course will use the university's available online identity authentication methods to ensure academic integrity during exams.

**Interaction:** The development of collaborative skills is a learning objective for ENG 4765. Students in online versions of the course will be expected to complete readings on collaboration and at least one collaborative assignment. Students will engage regularly with one another and the instructor through discussion posts, blogs, and other shared document tools. One-on-one communication between instructor and student will occur each week through emails and individualized feedback on writing assignments. Instructors may also arrange synchronous meetings through text chats or videoconferencing.

## **Model Syllabus (Part II)**

Please include the following information:

1. Course number and title. ENG 4765: Professional Editing
2. Catalog description.  
(3-0-3) on demand. Advanced practice and theory in professional editing, beginning with proofreading and copyediting then advancing to comprehensive editing for style, organization, content, and design. Focus on working effectively with writers, publishers, and audiences. Discussion of the production process and the role of technology in editing and information design. Course will also address ethics and liability in editing, editing in global contexts, and editing for accessibility.  
WC
3. Learning objectives. (Parentheses indicate which undergraduate learning goals are covered by the learning objective. In some instances, specific substeps are listed when only portions of the learning goal are covered.)
  1. Use professional language for discussing editing and conventions of grammar, punctuation, spelling, style, organization, design, and content development (CT 2-4 / WR 4 / Graduate: 1 and 2)
  2. Copyedit effectively for grammar, punctuation, spelling, consistency, and accuracy (WR 1, 4, 5 / Graduate: 1)
  3. Edit documents globally for organization, content, style, and document design (CT / WR / SL 7 / QR 3-4 / Graduate: 1-3)
  4. Demonstrate ability to adapt documents to specific rhetorical situations (CT / WR / SL 7 / QR 3-4 / Graduate: 1-3 / RC 2-4 / Graduate: 1-4)
  5. Use effective collaborative strategies with colleagues, writers, and clients to create a positive work environment and high-quality projects (CT 1 / SL 2-3, 7 / RC 1-2 / Graduate: 3)
  6. Demonstrate understanding of the production process and technologies used in editing and production (CT 2-3 / QR 6 / Graduate: 1)
  7. Explain and demonstrate the ethical and legal responsibilities editors have to help create communication that clearly and concisely satisfies an audience's need for information (RC 2-4 / Graduate: 1)

#### 4. Course materials.

- *Technical Editing*, Rude and Eaton (Longman, 2010)
- *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*, Kolln (Longman, 2012)
- *Chicago Manual of Style* (U of Chicago P, 2010)
- Assigned supplemental readings from trade publications and academic journals

#### 5. Weekly outline of content. (Sample)

##### **Week 1: Introduction to editing / basic markup**

Students will learn the basic markup skills used by professional editors. Students will learn about the audiences for editing including the writer, the client, and the intended audience for the document. Students will begin developing strategies for effective communication with writers. Readings from Rude; supplemental readings on the editor-writer relationship. Editing/Writing: brief in-class and homework activities, editing text to match corrected copy

##### **Weeks 2–6: Copyediting and proofreading on paper and online**

Students will learn to copyedit texts for accuracy, consistency, completeness, spelling, capitalization, abbreviation, grammar, usage, and punctuation. Students will learn to create style sheets and write queries and cover memos to writers and clients. Students will learn to use disciplinary style manuals and in-house style guides to make decisions while editing. Students will learn techniques for copyediting quantitative information, graphs, tables, and diagrams. Students will learn how proofreading differs from copyediting.

Readings from Rude, Kolln. Editing/Writing: brief in-class and homework activities, major print-based copyediting assignment, major online copyediting assignment, midterm exam.

##### **Week 7–12: Comprehensive editing**

Students will learn to edit comprehensively for style, organization, content development, and design. Students will develop strategies for communicating as a reader advocate when articulating proposed edits to writers. Topics will include (1) an editor's liability and ethical responsibility in the writing process, (3) editing for accessibility, and (4) preparing texts for translation into multiple languages. Students will work collaboratively to complete one editing assignment.

Readings from Markel; Kolln. Editing/Writing: brief in-class and homework activities, website analysis, comprehensive editing plan assignment, editing for style assignment, comprehensive editing of a manual in teams, guided reflection regarding students' own and others' collaboration.

##### **Weeks 13–15: Client project / Visit to publishing house**

In teams or individually, students will develop and carry out an editing plan for a client. (Clients drawn from area nonprofit organizations, local government offices, and local small businesses.)

Students will visit an area publishing house to learn about the editing and production process.

Readings from Markel; supplemental readings as defined by the client. Editing/Writing: editing plan, edited document(s), cover memo to client, completion report, guided reflection regarding students' own and others' collaboration (if relevant), reflection on publishing house visit. Students in online sections of the course will participate in a visit to a Champaign-based publishing house, if possible; otherwise, students will be invited to participate in online interviews with working publishers.

##### **Week 16: Final Copyediting/Style editing Exam**

## 6. Assignments and evaluation, including weights for final course grade.

Assignment	% grade undergrads	% grade grads
Homework/Quizzes	10	5
Copyediting assignments (20–40 pages)	18	18
Midterm and final exams (10–15 pages)	20	15
Comprehensive editing assignments (20–25 pages)	27	27
Client project*	25	25
<i>Editing plan (3–5 pages)</i>	5	5
<i>Final project (3–5 pages writing, 10–50 pages editing)</i>	20	20
Research paper (10 pages)	----	10

\* Client evaluation of the project is considered in determining the student's grade on the assignment.

Graduate students who enroll in ENG 4765 are required to write a multi-source academic research paper on a selected topic from the field of editing/publishing. In addition, in the copyediting and style units, graduate students will edit longer documents with more difficult issues of consistency and style than undergraduates. Graduate students will edit data sets involving complex number editing. Graduate students must select a client-based project that involves editing a document (or series of documents) of 20 or more pages.

## 7. Grading scale.

A	90–100%
B	80–89%
C	70–79%
D	60–69%
F	Below 60%

## 8. Correlation of learning objectives to assignments and evaluation.

	Homework/ Class activity	Copyediting Assignments	Comprehensive Editing Assign.	Exams	Client Project	Research paper (grads)
1: Use professional lang	X	X	X	X	X	X
2: Copyedit effectively	X	X		X	X	
3: Edit globally	X		X	X (style only)	X	
4: Adapt documents		X	X		X	
5: Collaborate			X		X	
6: Demonstrate production knowledge	X	X	X		X	X
7: Demonstrate ethics			X		X	X

1. Use professional language for discussing editing and conventions of grammar, punctuation, spelling, style, organization, design, and content development (CT 2–4 / WR 4 / Graduate: 1 and 2)
2. Copyedit effectively for grammar, punctuation, spelling, consistency, and accuracy (WR 1, 4, 5 / Graduate: 1)
3. Edit documents globally for organization, content, style, and document design (CT / WR / SL 7 / QR 3–4 / Graduate: 1–3)

4. Demonstrate ability to adapt documents to specific rhetorical situations (CT / WR / SL 7 / QR 3–4 / Graduate: 1–3 / RC 2–4 / Graduate: 1–4)
5. Use effective collaborative strategies with colleagues, writers, and clients to create a positive work environment and high-quality projects (CT 1 /SL 2–3, 7 / Graduate: 3)
6. Demonstrate understanding of the production process and technologies used in editing and production (CT 2–3 / QR 6 / Graduate: 1)
7. Explain and demonstrate the ethical and legal responsibilities editors have to help create communication that clearly and concisely satisfies an audience’s need for information (RC 2–4 / Graduate: 1)

**Date approved by the department or school:**

**25 March 2015**

**Date approved by the college curriculum committee:**

**15 April 2015**

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA: 30 April 2015**

**CGS:**