

ENGW 2326: REVISING AND EDITING

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Spring 2015



“Just get it down on paper, and then we’ll see what to do with it.”

—Maxwell Perkins, legendary editor for Scribner’s

Undergraduate Bulletin Course Description

A sophomore-level writing course designed to provide extensive practice with techniques of revising and editing for purpose, audience, form, arrangement, and the conventions of standard written English. Prerequisites: Sophomore standing, ENGW 1302 and ENGW 2320, or permission of the instructor.

Office hours:

Mondays from 2:00 to 3:30

Thursdays from 5:00 to 6:30

I am also readily available by appointment (including evening phone appointments), and I respond to email queries within 24 hours Monday through Friday.

Feel free to communicate with me on the Facebook page I created for students.

Office location: Premont 211

Campus phone: 512.485.4622

Because of teaching and administrative meetings, I am not near my office phone very often.

E-mail: amyrc@stedwards.edu

St. Ed’s and LinkedIn Sites: <http://sites.stedwards.edu/amyrc/>

https://www.linkedin.com/profile/view?id=33419230&trk=nav_responsive_tab_profile

Grading scale used in this course:

A = 90 and above, earned by producing SUPERIOR work that EXCEEDS the minimum requirements

B = 80 and above, earned by producing solid work that meets the minimum requirements

C = 70 and above, ascribed to adequate work with moderate deficiencies

D = 60 and above, for work that demonstrates significant deficiencies

F = 59 and below, for work that shows severe disregard for the requirements of the assignment

Required Reading

Martha Kolln and Loretta Gray's *Rhetorical Grammar*, 7th ed., ISBN 978-0-321-84672-3
Joseph Blumenthal's *English 3200*, 4th ed., ISBN 978-0-15-500865-6

Tabulation of Final Grade

Grammar Tests (if you retake a grammar test, you'll receive an average of the grades): 40%

Rhetorical Analysis and Revision (RAR) of Semi-Real-World Texts, uploaded to Blackboard: 40%

Collection of 10 Real-World GSP Gaffes (each one is graded on an all-or-nothing basis),
uploaded to Blackboard: 10%

Final Exam: 10%

* * *Participation in in-class editing exercises is required for earning attendance credit (i.e., if you don't complete the in-class exercises, you'll be counted as absent because although you were physically present, you were absent from the classwork).*

Learning Outcomes

This course is designed to help students master the following concepts and skills:

1. Revising the content, form, style, and layout of documents to make them more rhetorically effective
2. Discerning sentence-level errors in a variety of real-world scenarios
3. Recalling and applying the conventions of standard written English

Class Policies

• **You're allowed 3 absences without penalty. After that, 3 points per absence will be deducted from your final grade. Three instances of arriving late or leaving early comprise one absence. It's your responsibility to sign the attendance book at the beginning of each class.** This policy applies to absences for any reason—including but not limited to brief illnesses, family vacations, work schedules, and funerals. Save those absences for true emergencies, trying to avoid using them at all. My attendance and late-paper policy will only be waived in cases of documented hospitalization. If you miss more than 6 classes (i.e. 2 weeks), I may withdraw you from the class; instructors have the authority to "un-enroll" a student who abandons a course.

The discussions that take place in class are valuable. If you're absent, it's your responsibility to get class announcements from another student. Tests and essays only comprise a portion of the college experience. This attendance policy is one of the benefits of being admitted to a smaller, private university with a low student-to-professor ratio. The policy is designed to ensure that your diploma reflects a true immersion in the material covered in your coursework, beyond what I'm able to measure by grading your tests and essays. Active participation in class is an important aspect of your intellectual development. *Note: if you are disruptive in class or do not participate in classroom projects, you will not earn attendance credit for that day.*

• **Late papers will not be accepted unless accompanied by documentation of illness,** but early papers are welcome! All deadlines are listed clearly on this syllabus. You are expected to write those deadlines on your calendar on the first day of class and schedule your other activities accordingly. Expect the unforeseen: get a head start on your assignments so that last-minute illnesses, computer problems, etc. don't interfere with your ability to meet these deadlines. If you are absent on the day a paper is due, you are still responsible for uploading the . This also helps prepare you for the world of work, in which printer problems, toner supplies, and other aspects of printing a document must be factored into your schedule.

• **Check your St. Edward's email every weekday.** It's linked to Blackboard, alerting you when I post an announcement or an assignment sheet.

• **Turn off your cell phones, PDAs, laptops, and other distractions before class.** If you don't, I'll keep the device at my desk until class has ended.

• **Plagiarism or cheating on tests = failing grade in the course.** Academic dishonesty is in conflict with the University's core values and with our fundamental purpose of pursuing knowledge. Plagiarism occurs when you copy text from a source without giving credit to the original author of the text. It's a form of theft. Cheating on tests is equally unethical. We will discuss this further in class, but be aware that I maintain a zero-tolerance approach to academic dishonesty.

• **If you are absent on the day of a test,** you may schedule a makeup with me. You may not do this more than 3 times during the semester, regardless of the reason for your absence. Test dates are marked on the following calendar with an asterisk.

• **If you are having trouble mastering a Blumenthal concept,** you may re-take the corresponding test up to 4 times. You'll earn the average of the scores.

• **Test makeups and re-takes must be completed within 3 weeks** of the day on which I return the graded test to you. The concepts in this course build on each other, so the tests should be taken in sequence.

• **Accommodations for Special Circumstances**

Student Disability Services coordinates reasonable accommodations for students with documented disabilities (medical, learning or psychological). Any student who feels s/he may need an accommodation based on the impact of a disability should follow the university's accommodation procedure by contacting Student Disability Services (512-448-8561 or Moody Hall 155).

All students in our courses must meet the same grading criteria, but I am happy to work with all students (whether diagnosed with a disability or not) to develop strategies for success.

Course Calendar

T = Grammar Test

These enhance your proofreading and line-editing skills. Start preparing for these several days ahead of time by working through the exercises in Blumenthal's *English 3200* on your own. You may retake these up to four times. You'll earn the average of your scores. **Retakes must be completed within three weeks of day when I return the graded test to you. Retakes are administered in my office, either during office hours or by appointment.*

RG = Rhetorical Grammar textbook

This book delivers the foundation for our line-editing and macro-editing discussions. Come to class with the book in hand, having read the parts of the book listed on the syllabus for that day. Be prepared to raise questions, answer questions, and/or lead a discussion about the assigned passages in RG in order to keep your attendance credit.

RAR = Rhetorical Analysis and Revision

Assignment sheets and rubrics will be posted on Blackboard and discussed in class at least five calendar days before these analyses and edits are due. The RARs are divided into two tasks. Part A is an analysis of the rhetorical situation. Part B is a revision of the text, completed in Track Changes and uploaded as a Word document that showcases your revisions.

GSP = Grammar, Spelling, Punctuation gaffes

Throughout the semester, be on the lookout for signs, memos, ads, books, or any other written messages that contain at least one GSP mishap. Take a picture of the notable ones and upload them to Blackboard. Do not use "Gaffes.com"-type sources for this assignment; you need to do the work of finding the error-laden text on your own. Also, resist the urge to make fun of the rhetors who created these errors. The aim of the assignment is not to make us feel superior as editors; the aim is to make us realize how easily a gaffe can occur if we don't take the time to proofread carefully or ask a colleague to check over our final drafts.

Monday, January 12

Welcome to class! We'll familiarize ourselves with each other and with the course goals, and we'll discuss the rhetorical power of grammatical systems. We'll also review the three levels of professional editing.

Wednesday, January 14

Discussion: RG chapter 1 (sentence structure review) and the RG Chapter 8 section on proliferating prepositional phrases to illustrate the rhetorical power of good line editing.

Friday, January 16

GSP gaffe #1 due today. (These are always due on Fridays.) We'll discuss these in the context of the three levels of professional editing.

Monday, January 19

MARTIN LUTHER KING, JR. HOLIDAY.

Wednesday, January 21

Bring the *English 3200* textbook with you to class.

Friday, January 23

GSP #2 due today. Explanation of RAR #1A.

Monday, January 26

T#1, Sentence Patterns, covering all of unit 1, lessons 1 through 7, in *English 3200*.

Test days will always begin with a discussion of any questions you have about Blumenthal's approach.

Wednesday, January 28

RAR #1A is due today. We'll discuss your analyses, as well as Track Changes in MS Word, so that you can proceed to Part B. We'll also cover Microsoft pitfalls.

Friday, January 30

GSP #3 is due. Discussion: RG chapter 4, coordination and subordination.

Monday, February 2

T #2, Compounding

Wednesday, February 4

Discussion and exercises: APA vs. MLA vs. Chicago vs. AP vs. house styles

Friday, February 6

GSP #4 is due. Discussion: RG chapter 9, adjectivals.

Monday, February 9

T #3, Complex Sentences

Wednesday, February 11

RAR #1B is due today. We'll discuss your editorial approaches in class.

Friday, February 13

GSP #5 due. Discussion: RG chapter 13 (punctuation).

Monday, February 16

T #12, Punctuation (note that this one is out of sequence)

Wednesday, February 18

Discussion: RG chapter 10, nominals (including gerunds and dangling modifiers)

Friday, February 20

Guest speaker. No GSP is due today. RAR #2A is due today.

Monday, February 23

T #4, Participles and Gerunds

Wednesday, February 25

Supplemental lecture: a brief history of the printed word

Friday, February 27

GSP #6 due. Discussion: RG chapter 5, cohesion (especially the known-new contract and parallelism).

Monday, March 2

In-class feedback on RAR #2A so that you can move on to Part B.

T #5, Sentence Variety.

Wednesday, March 4

Discussion: RG chapter 8, adverbials

Friday, March 6

GSP #7

Monday, March 9

T #6, Fragments vs. Independent Clauses

Wednesday, March 11

Due: RAR #2B

Friday, March 13

GSP #8

Monday, March 16 through Friday, March 20

SPRING BREAK! YAY!

Monday, March 23

T #7, Precision

Wednesday, March 25

In-class line editing assignment

Friday, March 27

In-class macro editing assignment

Monday, March 30

RAR #3A is due today. We'll discuss your analyses.

Wednesday, April 1

Discussion and exercises, RG chapter 7 (tone, diction, and metadiscourse)

Thursday, April 2 through Monday, April 6
EASTER HOLIDAY

Wednesday, April 8

Supplemental lecture and discussion: “Whose Standards? The Evolution of ‘Standard American English’” and clarification of the various brands currently at play in the world of lexicography.

Friday, April 10

GSP #9 is due.

Discussion: RG chapter 3, versatile verbs (with emphasis on lie/lay, the past perfect, and the section on showing vs. telling)

Monday, April 13

T #8, Subject-Verb Agreement

Wednesday, April 15

Using hand markup for and proofreading symbols (these will be required for the final RAR, #3B, due during our final exam period)

Friday, April 17

GSP #10 is due. Discussion: Mining your GSP data to perform discourse analysis.

Monday, April 20

T #9, Advanced Verb Conjugation

Wednesday, April 22

In-class analysis of rhetorical grammar applied to a current event

Friday, April 24

Discussion: RG chapter 12 (pronouns) and brief in-class review for T #10/11

Monday, April 27

T #10/11 (one combined test is administered for the two units over modifiers and pronouns)

Wednesday, April 29

Discussion and in-class exercises: RG chapter 11, stylistic variations

Friday, May 1

Discussion: RG chapter 7 again (the section on nominalized verbs) and the impact of technology on the English language

Monday, April 29

Discussion: RG chapter 6, sentence rhythm (including clefts and transformations)

Wednesday, May 1

Course evaluations and Phase One of the final exam review

Friday, May 3

Last class day. Congratulations! Intensive Phase Two review for the final exam.

Wednesday, May 6 from 11:15 to 1:15

FINAL EXAM in the form of a comprehensive Blumenthal test.

RAR #3B, reflecting two revision approaches for two different audiences, is due today on hard copy.

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