

ENG 515, Editing & Publishing

(aka Advanced Professional Writing)

Bradley Dilger, Associate Professor of English
Fall 2016 ~ TR 10:30–11:45am ~ Heavilon 227

Contacting me

I'm eager to hear from you—office visits, emails, texts, and calls are all welcome. I don't use voice mail, though (it's not set up and I don't leave messages using it, either). So, if you call me and I don't pick up, please text or email me—I'll do the same. If you *really* want to leave a message, try Joy Kane 765-494-3730.

Email: dilger@purdue.edu
Phone/text: 309-259-0328 (before 7:00pm, ideally; no voice mail)
Social media: cbdilger (Google Drive, Skype, Facebook, Twitter, etc.)
Office: Heavilon 302A (hours tentatively TWR noon–2:00pm and by appt.)
Web: <http://dtext.org/f16/515/>

Course description

Study of professional editing and publishing best practices, conventions, and techniques, including attention to style, mechanics, and correctness. *Substantial writing experience is highly recommended.*

(Official description of ENGL 51500: Production of documents and coordination of publishing projects for clients and users; application of advanced principles of document design, rhetoric, collaboration, and project management; and team writing in a computer-networked environment.)

Goals & objectives

This is a challenging course. Editing is difficult, time-consuming, and requires tremendous knowledge and experience. I've been doing it for a long time, and I'm still amazed how long it takes, and how exhausting it can be. Publishing is a fast-paced, extremely competitive industry. Though it's been years since I worked in publishing, I'm still in touch with former co-workers, and keeping up with industry trends too.

With that in mind, expect to learn the following this semester:

1. Standard theories, practices, and conventions of professional editing and publishing, such as copyediting marks, style sheets, and editing and printing terminology;
2. Techniques for ensuring regular, accurate editing, such as multiple-pass editing, style sheet generation, bubble queries, and use of reference material;
3. Methods for determining the amount and type of editing necessary for a document, given time constraints and audience, from light to comprehensive (substantive) editing and revision;
4. How to use a style manual such as the *Chicago Manual of Style*, the *Associated Press Stylebook*, or the *Publication Manual of the American Psychological Association*;
5. How to identify and correct common shortcomings of English style, mechanics, and grammar;
6. Common conventions for “nuts and bolts” elements of writing, such as punctuation, capitalization, spelling, enumeration, and abbreviation;

7. Best practices for tracking editing work, for communicating with clients as a professional editor, and for managing editing projects.
8. Graduate students will also be introduced to the discipline of professional writing, a subfield of writing studies, by reading and discussing relevant scholarship.

Our methods will be careful reading, re-reading, collaborative work, extensive class discussion, practice editing, and experiential learning.

Readings

We have three primary course texts, complemented by articles I will distribute by email. Graduate students will also read a portfolio of professional writing articles delivered by email or the web.

1. *The Chicago Manual of Style*. (2010). 16th edition. U of Chicago P. ISBN 978-0226104201.
Hard copy required unless you have a documented disability accommodation.
2. Saller, Carole Fisher. (2016). *The Subversive Copy Editor*. 2nd edition. U of Chicago P. ISBN 978-0226240077.
3. Williams, Joe, and Joe Bizup. (2016). *Style: Lessons in Clarity and Grace*. 12th Edition. Longman. ISBN 978-0134080413.
Any edition of this text is acceptable—but do not buy the short version.

Please purchase the textbooks immediately. If you buy your books online, use priority shipping. Plan to keep your books, and use them accordingly in the future. Don't rent. The \$20 you'll save from renting or reselling them just isn't worth it in the long run. I ordered the books late, so we'll use some other texts and PDFs to keep us busy for a little while.

I also recommend you purchase the latest edition of the publication and style manual relevant for your discipline: APA, MLA, CBE, etc.

In our detailed schedule, find useful information about the ways readings will be used in class, so you'll know when you need to carefully read and retain information, or just become familiar with it for later reference.

About me

After eleven years at Western Illinois University in Macomb, Illinois, I moved here in July 2014 with my bride Erin Easterling and my grrrls Madelyn (10) and Amelia (7). Erin is now a digital media producer for the College of Engineering. Before moving to Illinois, we lived in Gainesville, Florida, where I earned my PhD in English from the University of Florida in 2003. Before and during graduate school, I worked at two small advertising agencies, two newspapers, worked as a technical writer for Florida's Department of Agricultural Engineering and was co-owner of a software company specializing in internationalization.

I study writing networks, writing programs, and writing transfer, which is the motivation of skills, knowledge, and experience from one context in a second. Recently, I began an administrative appointment as Director of Introductory Composition, supervising the TAs and lecturers who teach English 106 and 108. I'm lucky to enjoy my work very much, but I also like running, cycling, and watching college football. I'm very happy to be at Purdue and I hope you are too.

Thanks to Dr. Richard Johnson-Sheehan and Dr. Michael Salvo for sharing past syllabi with me and discussing their approaches to the course with me as well.

Assignments

A few minor assignments will complement these. See the course web site for detailed assignments. Total points for each assignment are noted.

1. **Vulture portfolio (250 points).** Editing a portfolio of found documents, including the development of style sheets and other materials necessary for effective work. Performed in several stages; completed in six weeks.
2. **Semester project (500 points).** An individual editing project. Undergraduates will find a campus or community organization which has a portfolio of documents which can benefit from editing, then perform the work, sharing the edited documents themselves and other materials. This material can be delivered and actually used, or a “shadow” project which is just practice. Graduate students can select this option or complete an academic essay which takes up issues relevant to editing (via a professional writing/writing studies framework).
3. **Class participation (150 points).** Discuss readings, participate in group work, and complete other activities in class. Evaluated twice: weeks 1–5 (50 pts), weeks 6–15 (100 pts).
4. **Reading responses (100 points).** Deliver responses to the readings which help you engage the material more effectively. Complete at least five between weeks 2 and 7, and five between weeks 9 and 14, using Google Docs.

Guide to success

1. Talk to me. If you write or call and don't hear back, try again.
2. Get help from me and/or the Writing Lab if you need it.
3. Use the detailed course schedule to plan your work and better engage the readings.
4. Read carefully, early, and often. Always bring your texts to class.
5. Take notes in class and on the readings.
6. Use a laptop or your phone in class as needed—but keep your focus.
7. Participate as often as you can.
8. Be nice, honest, and respectful in class and when working in the community on class projects.
9. Be on time for class and appointments. If you have to be late, enter class as quietly as possible.
10. Begin work on the projects immediately.
11. Ask if you need more time for an assignment—in advance if possible. Be aware I may say “no.”
12. Keep everything (drafts, notes, redos). Be prepared to show your work.

Policies

For convenience, live links are available on the course web site and in the PDF version of the syllabus.

1. **Academic honesty is required.** All academic honesty violations will be reported and will result in a failing grade for the assignment and likely the course. See <https://www.purdue.edu/odos/academic-integrity/>.
2. **Accommodations for special learning needs are gladly arranged.** Please contact me to make an appointment to discuss any accommodations. If possible, please do this immediately. As per Purdue

policy and Federal law, you must initiate contact with me and the Disability Resource Center; I cannot do so. See <https://www.purdue.edu/studentsuccess/specialized/drc/>.

3. **Active participation is required.** Reading course texts and participating continually is required. You must buy the assigned texts, do the readings, and come to class ready to talk about them. If you come to class without required texts, you will be marked absent.
4. **Attendance is expected.** If you miss more than four classes, your final grade will be reduced by one-half letter for every subsequent absence. Absences for bereavement (as per Purdue policy), or for other circumstances which I agree are unavoidable, will not count against this total. However, if you miss more than eight classes, for whatever reason, I will recommend you drop the course. See <http://www.purdue.edu/advocacy/students/absences.html>.
5. **Class cancellations and emergencies sometimes happen.** Please check your Purdue email before heading to class. If I cancel class, I'll notify you by email in advance if I can. If class has to be cancelled due to weather or another emergency, or if an emergency occurs during classes, we'll follow Purdue's procedures and notifications from Purdue ALERT. We will discuss emergency procedures several times in the first weeks of classes. See <http://www.purdue.edu/emergency/>.
6. **Ethical and professional conduct is required.** I expect academic honesty, collegiality in class, and professionalism when working with others—especially in community engagement work. Purdue's non-discrimination policies apply to all classes and course activities. Everyone in our class should be treated with respect, grace, and common decency. See http://www.purdue.edu/purdue/ea_eou_statement.html.
7. **Feedback about the course is welcome any time.** Just drop me a line. If you want to be anonymous, put a note in my mailbox in Heavilon Hall 324. Or contact Professional Writing director Dr. Michael Salvo if you feel better speaking with someone else about a course-related issue.
8. **Grading uses a power of ten scale.** A=100–90, B=89–80, etc. Keep all graded assignments, and track your own grades. Don't hesitate to contact me if you have a question about a grade I assign. See "Grading" below for more.
9. **Mind all deadlines.** I don't accept late work, unless you have prior permission, or unless extreme circumstances warrant. In-class work cannot be made up; we'll have enough it that occasionally missing or botching it won't hurt your grade. For major assignments, if you need extra time to meet a deadline, please ask. I'm usually happy to give you more time—if you ask in advance when possible and explain how extra time will be mutually beneficial.
10. **Your privacy is important to me.** I don't want to know your PUID or Social Security numbers. Please don't put them on your assignments or in emails. In compliance with relevant privacy laws (FERPA), Purdue requires that I discuss grades with you in confidence, which means I may ask you to move a conversation from email or the hallway to a more private medium.
11. **All Purdue policies apply.** See http://www.purdue.edu/studentregulations/student_conduct/.

Grading

1. Please track your own grades. If you think I've made a mistake, or evaluated your work unfairly, please let me know. I am happy to re-evaluate your work.
2. You will receive a final grade of F if you do not complete all parts of the two major assignments.
3. Academic honesty violations will result in an F grade (1%) for the assignment. Severe violations will result in a final course grade of F as well. All suspected violations are reported.
4. Grades of "Incomplete" are only given in the case of military service, documented medical emergency, or documented death in the family.

5. The table at below left shows the points per assignment. Drop a zero to see the percentage of your final grade each assignment represents (e.g. 100 pts = 10%). This works for milestones, too.
6. The table at below right shows how I figure grades:
 - a) I use the “Normal %” to figure the points you earn for an assignment of a given “Letter” grade. For example, a “B+” on a 50 point assignment earns you 44 points (88% of 50).
 - b) For drafts, I often assign pass-fail grades based on engagement with assignment objectives.
 - c) “Point range” shows how final grades are assigned. I do not assign D+ or D– grades.

Assignment	Points
Vulture portfolio	250
Semester project	500
Reading responses	100
Class participation	150
Total	1000

Letter	Normal %	Point range
A	95	1000-930
A-	91	929-900
B+	88	899-870
B	85	869-830
C+	78	799-770
C	75	769-730
C-	71	729-700
D	65	699-600
F	50	599-0

Course calendar (overview, will change)

My web site includes an up to date, detailed schedule with specific prompts about the readings and details about course activities—for example, which readings you can skim, and which you need to really work hard to master. Please use it to keep up with changes and make class most effective for you.

Wk	Class dates	Readings	Activities & assignments
1	8/23, 8/25	CH Preface, 1, 2	Syllabus, introductions
2	8/30, 9/1	SC Preface; CMOS 1; SC 1	
3	9/6, 9/8	CH 2; SC 2, 3	Vulture portfolio found pieces: 09/06
4	9/13, 9/15	SC 4; CMOS 2-3; Style 1-2	Vulture portfolio batch 1: 09/13
5	9/20, 9/22	CMOS 4; SC 5; Style 3-6	Class participation review: 09/22
6	9/27, 9/29	CMOS 5; SC 6; Style 7-8	Vulture portfolio batch 2: 9/27
7	10/4, 10/6	Williams; CMOS 6; SC 7	
8	10/13	None	Vulture portfolio final: 10/13 Semester project client memo: 10/13
9	10/18, 10/20	CMOS 7; Style 9-11	
10	10/25, 10/27	CMOS Appx A; Style 12	
11	11/1, 11/3	CMOS 8; SC 8	Semester project editing plan: 11/01
12	11/8, 11/10	CMOS 9, 10; SC 9	
13	11/15, 11/17	CMOS 11, 12; SC 10, 11	Semester project draft editing: 11/15
14	11/22	CMOS 13; SC Appx	
15	11/29, 12/1	Review TBD	Class participation review: 12/01
16	12/6, 12/8	None	Semester project final: 12/06
Fx	None	None	Semester project portfolio: 12/13