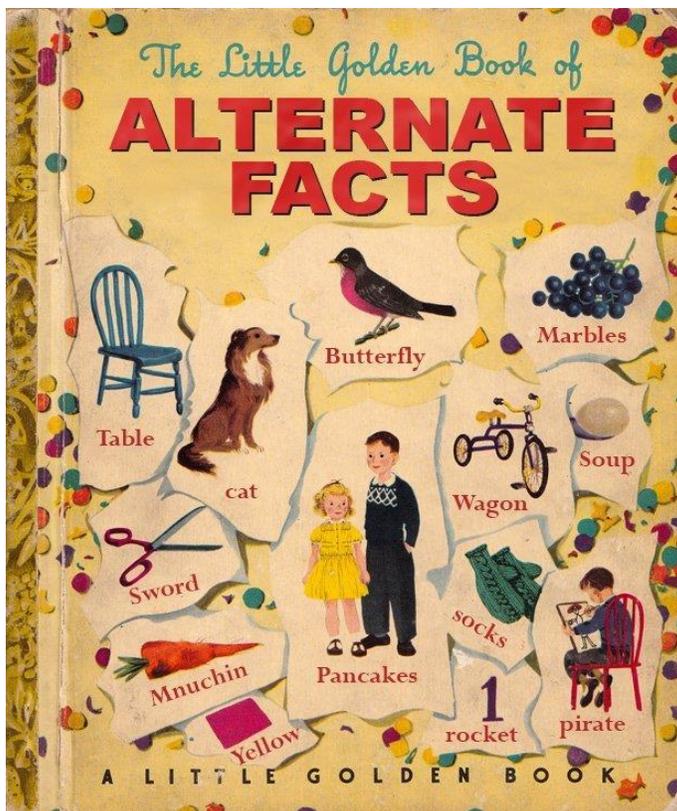UNIVERSITY *of*
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GO WEST
UWG

ENGLISH 4405-01W: PUBLISHING & EDITING

Editing—Because Facts and Language Matter!

9:30-10:45 AM; TLC 1111

SPRING 2019

DR. PATRICK ERBEN

"The Little Golden Book of Alternate Facts" by Tim O'Brien. January 2017 (www.writersresist.com/2017/01/26/alternative-facts-by-tim-obrien/)

OFFICE LOCATION: TLC 2239

OFFICE HOURS: MW 11am-12pm & 2pm-4pm; & by appointment

PHONE NUMBER: 678-839-6144

EMAIL ADDRESS: perben@westga.edu

COURSE DESCRIPTION:

In our so-called post-truth moment, facts and details no longer seem to matter; opinions seem to be swayed primarily by mass dis-information. In this context, skilled editing and publishing take on the increasingly crucial role of producing and safeguarding precision, correctness, and, above all, the ethical dissemination of reliable knowledge. From academia to journalism to business communication, moreover, advanced skills in editing and publishing are valuable and sought-after assets in the job search. Thus, this course will help you acquire critical skills for maintaining civil discourse and the foundations of a democratic society, while gaining the concrete tools for success in the workplace.

COURSE TEXTS:

All course texts will be made available free of charge as handouts, web links, electronic files on CourseDen, library e-books, and on **reserve at UWG's Ingram library**. Several of the electronic/pdf readings will come from books I will place on reserve so that you have access to the larger work (I will post an evolving list of resources, including our library reserves, on CoursDen!). Please see the schedule below and regular CourseDen announcements for weekly updates. You are expected to bring any and all assigned readings and course texts either physically to class (in hard copy) and/or use the classroom desktops for accessing texts electronically. DO NOT try to access any course texts on your handheld electronic devices, as the mobile format usually does not provide access to the range of programs, editing features, etc. we will be using.

DEPARTMENTAL LEARNING OUTCOMES:

Students will

1. Understand and assess the traditions, conventions, and contexts associated with the study of the English language and its literatures.
2. Apply critical thinking skills to the analysis, synthesis, and evaluation of information and ideas from diverse oral, written, and/or visual sources.
3. Conduct research, develop organizational strategies, and compose professional documents using the academic conventions of English Studies as a discipline.

COURSE LEARNING OUTCOMES:

Students will

1) Learn to edit texts for mechanical correctness (grammar, syntax, punctuation).
2) Learn to edit texts for citation styles such as MLA, Chicago, or APA.
3) Learn to edit texts for style, clarity, and tone.
4) Learn to edit texts for ethical use of sources (vs. plagiarism), logical reasoning, and factual correctness.

5) Learn the multiple steps and facets of editing and publishing process/business.
6) Discuss and understand contemporary issues in editing and publishing.
7) Understand and discuss the cultural and political contexts of editing and publishing.
8) Learn to recover texts and edit them for (electronic) publication.
9) Learn to find potential job openings and produce an effective job application.

COURSE ASSIGNMENTS (KEYED TO LEARNING OUTCOMES):

A) Participation, incl. Readings and Online Responses (LOs 1-9, depending on reading or class topic):

Participation is the essence of a lively course and active learning. Participation includes in-class discussion of readings and issues (such as trends in academic publishing, the editing and publishing process, the ethics of editing, etc.); it includes your active participation during any in- and out-of-class exercises & practices (such as editing for MLA or Chicago Manual of Style, for example). I also *encourage and reward* students asking questions—from basic comprehension questions to larger critical/philosophical questions. Finally, we have the privilege of a small class that should allow us to work interactively in making it successful; thus I need, encourage, and reward your active feedback and working collaboratively. Participation, therefore, also means supporting your peers in their understanding of the material/skills/projects and interacting regularly and frankly with me about your needs, problems with the course, and potential changes/improvements.

I will post all readings on CourseDen (and/or hand out in hardcopy)—free of charge—throughout the semester. Along with the readings, I will also post questions or prompts, ranging from discussion questions to concrete prompts for you to answer and/or for you to ask your own comprehension questions. I will also state whether I expect only individual, journal-style responses or whether I expect discussion postings (depending on the nature of the readings, for example) as well as the expected length of your response.

We can discuss at any point how you are doing on your participation. I will also give you an informal participation "report" shortly before the midterm of the semester.

B) Skills Exercises and Homework (LOs 1-5):

Take-home or online exercises in this course serve a variety of purposes, from checking your learning/progress to practicing concrete editing skills to refreshing your knowledge of some fundamental tools of the trade such as mechanics of writing or

citation styles. For example, I may ask you to mark up a paragraph or longer piece for mechanical issues (grammar, punctuation) or edit for style (such as a direct and active prose style). I will state in class and/or on CourseDen whether you should complete and submit your exercise/homework in hardcopy or electronically. I grade these exercises for completion, your diligence in responding to the assigned task(s), and your grasp of the concepts.

C) Editing Skills Project (LOs 1-5):

As a culmination of the various exercises and editing skills practices throughout the first half of the semester, you will produce a small electronic editing portfolio roughly by midterm. This portfolio will include a) several marked-up drafts of a scholarly essay intended for publication; b) correspondence with the author (with me acting as your imaginary author) about changes/revisions; c) a final version intended for typesetting ("galleys" or "proofs"). **A detailed assignment description will be provided.**

D) Oral Presentation—Source Critique (LOs 4-7)

Editing and publishing entails much more than ensuring that a published piece of writing or project looks clean and is grammatically correct. We will learn and talk about a variety of issues where editors may serve as virtual gatekeepers: appropriate discourse, ethical publishing and dissemination of knowledge, fact-based publishing, and the avoidance of plagiarism and logical fallacies, deception, and misinformation. For your oral presentation, you will pick a published source (we'll discuss options) and critique this source from a variety of angles. I want this assignment to be oral in order to encourage a lively discussion in class in response to the presentation. **A detailed assignment description will be provided. Circa 20 minutes per student, followed by Q&A/discussion.**

E) Contemporary Issues in Publishing Paper (LOs 6-7):

This assignment will be the only traditional paper/essay for this class. The paper will be the culmination of a portion of the course discussing trends in the publishing industry (e.g. book publishing vs. electronic publishing). The idea is for you to demonstrate that you not only know the practical tools of the trade but also that you understand professional debates and can think critically about the field. **Circa 3 pages. A detailed assignment description will be provided.**

F) Lost Voices—Editing and Publishing Project (LO 8):

Going along with the premise that editors have an important public/civic role to play in our society/democracy, this **main project of the semester** will ask you to create a website with a collection/anthology of original texts/voices as well as a framing apparatus (design, introduction, annotations, further reading, illustrations, etc.).

Editors, in other words, can do more than help writers polish their work for publication. In discovering/recovering, researching, contextualizing, framing, publicizing and publishing the stories/voices of people and groups who may not otherwise be heard or may have been forgotten/marginalized, (documentary) editors can contribute to the production and circulation of knowledge and the shaping of public discourse. More practically speaking, this project will allow you to produce a shareable artefact showcasing a variety of editing and publishing skills.

Rather than waiting to think about and work on the main semester project *at the end* (which so often happens with research papers), I want the "Lost Voices" project to accompany us throughout the class; thus, I will introduce you to the concept and requirements already during our second class meeting. This does not mean that you have to jump immediately into action but rather that I want you to spend some time considering worthwhile options for recovering and publishing "lost voices." (Even if it may sound corny: seeds need time to germinate!). Some options for your "lost voices" project may include:

- An oral history/memory collection recovering the voices of "lost founders" of an organization, institution (church, university), or place.
- An anthology of neglected/lost creative writing, past and present (based on physical or digital archival sources or a collection of writings by living writers).
- An anthology of letters providing a glimpse into past or present.

In identifying potential collections/groups of texts, we will meet with our UWG special collections librarian. You may work with a collection present at UWG, or you may find your own archive/group/organization to work with. Although this will not be a set requirement, I encourage you to work with an organization (e.g. a historical society or museum) that may even allow you to feature your "Lost Voices" website as part of their web presence or educational outreach; many organizations operate on a shoestring budget and rely on volunteer labor, so your work for the course may serve as a welcome addition to their public profile. **A detailed assignment description will be provided.**

G) Job Portfolio and Mock Interview (LO 9):
Let's face it: you won't be and don't want to be at UWG forever. Thus, the last assignment of the semester will help you get ready for the job market (even if you are not immediately looking for a job but, say, first going to graduate school). We will work closely with UWG Career Services (https://www.westga.edu/student-services/careerservices/) for this part of the course, and I will try to arrange a visit from professional editors in the field to speak to the class (and potentially other interested students) on a roundtable discussion about their experiences in the field. **A detailed assignment description will be provided.**

For this course assignment, I will ask you to
- Identify an actual job opportunity.
- Write an application letter (in response to an actual job ad).
- Craft an effective resume.
- Include your Editing Skills & Lost Voices Projects as samples of your work.

GRADING SCALE:

A) Participation	:	10%
B) Skills Exercises and Homework:		10%
C) Editing Skills Project:		15%
D) Oral Presentation—Source Critique:		10%
E) Contemporary Issues in Publishing Paper:		10%
F) Lost Voices—Editing and Publishing Project:		30%
G) Job Portfolio and Mock Interview:		15%

COURSE SCHEDULE:

All changes are at the discretion of the instructor and will be announced in class, through email, and on CourseDen. **Important: All assignments are to be completed for the date listed in the schedule.**

What "This course is 50% online" means:
As a general rule, our MONDAY meetings will be online (synchronous), and our WEDNESDAY meetings will be in person (face to face) in our classroom. During all online meeting times, I will be electronically available in real time, i.e. we can teleconference, talk on the phone, or simply communicate through email. Work for online meeting times typically includes responding to readings, discussion postings, electronic editing, completing (and receiving instructor responses to) projects, and watching instructor videos posted on CourseDen. **IMPORTANT: though our Monday meetings will usually not be F2F, you must not schedule any appointments, work, or other obligations during this time; it should be strictly reserved for class time; if our work schedule requires, I may also ask you to come to class F2F during our Monday time.**

Prescheduled exceptions: We will meet F2F on Monday and Wednesday during the first week of class (1/7 and 1/9). During the week of Feb. 25-27, we will meet F2F on Monday and online on Wednesday (as I will be out of town for a conference on Wednesday, 2/27). Also we will meet F2F on our last day of class, Monday 4/29 and during our scheduled final exam time, Wednesday, May 1st, 8:00-10am.

"Read and respond" means that for the listed class day (online or F2F) you should read the selections posted on CourseDen for that day and respond to my questions about the readings in the designated discussion forum on CourseDen.

DATES	COURSE TOPICS AND ASSIGNED READINGS and VIEWINGS	ASSIGNMENTS DUE/DEADLINES
M 1/7	(F2F meeting) Introductions and syllabus.	
W 1/9	(F2F meeting) Read and respond: ethical editing in the post-truth/post-factual era (reading selection as handout); **Introduction to Lost Voices Project**	
M 1/14	(Online meeting) Read and respond: What is "copyediting?" The Varieties of editors; basic rules/approaches to copyediting; basic steps of the copyediting process.	
W 1/16	(F2F meeting) Read for class: How to use copyediting and proofreading symbols; editing for mechanical correctness. In-class exercises: marking up a text by hand and MS Word text editor.	
M 1/21	**Martin Luther King, Jr. Day; no class.**	
W 1/23	(F2F meeting) Read and respond: basics of citation styles (MLA, Chicago, APA); do exercises.	
M 1/28	(Online meeting) Read and respond: editing for style, sentence structure, and word usage; do exercises.	
W 1/30	(F2F meeting) Style: In-class exercises and discussion.	
M 2/4	(Online meeting)	

	Read and respond: approaches to documentary editing (including digital/electronic editing).	
W 2/6	(F2F meeting) In-class discussion and exercises: editing primary source texts for publication.	
M 2/11	(Online meeting) Read and respond: Author correspondence and the Proofs/Galleys; do exercises.	**Lost Voices: primary text identification/designation due.**
W 2/13	(F2F meeting) In-class Workshop: Editing Skills Project.	
M 2/18	(Online meeting) Work on Completing Editing Skills Project	**Finish Editing Skills Project; submit on Google Drive by 5pm.**
W 2/20	(F2F meeting) Lost Voices Project: creating the frame (title, introduction, annotations, author/writer/person bios, etc.)	
M 2/25	**(F2F meeting)** Lost Voices Project: framing workshop.	
W 2/27	Dr. Erben at conference. **NO CLASS.**	**Lost Voices Project— edited primary text selections due; submit to Google Drive by 5pm.**
M 3/4	(Online meeting) Read and respond: Ethical editing, checking the sources, and recognizing plagiarism/misinformation.	
W 3/6	(F2F meeting) Recognizing and editing for logical fallacies; practice source critiques.	
M 3/11	(Online meeting) Work on Source Critique	

W 3/13	(F2F meeting)	**Oral Presentations—Source Critique**
M 3/18 & W 3/20	**SPRING BREAK—NO CLASSES**	
M 3/25	(Online meeting) Read and Respond: selections on contemporary issues in publishing and editing.	
W 3/27	(F2F meeting) Comparison and discussion: print vs. electronic scholarly publishing.	
M 4/1	Online meeting	**Finish Contemporary Issues in Publishing Paper; submit on Google Drive by 5pm.**
W 4/3	(F2F meeting) In-class workshop: Lost Voices Project website.	
M 4/8	(Online meeting)	**Lost Voices Project—complete website draft due.**
W 4/10	(F2F meeting) Lost Voices Website draft critique/discussion meeting and last revisions.	
F 4/12		**Submit Lost Voices Website to Dr. Erben (and for publication, if a host was found).**
M 4/15	(Online meeting) Read and respond: job search advice and sample job application materials.	
W 4/17	(F2F meeting) Meeting with Career Services representative; job search; job portfolio.	
M 4/22	(Online meeting)	

	Work on drafting job portfolio.	
W 4/24	(F2F meeting) Roundtable discussion with professional editors (on videoconference and in person): The Profession and the Job Market.	
M 4/29	**Last day of class. (F2F meeting)** Job portfolio workshop. Prep for mock interviews.	**Complete job portfolio due by 5pm (in Google Drive).**
W 5/1	**Final exam period: 8:00-10:00am** (F2F).	**Mock job interviews.**

SUPPORT (QUICK LINKS):
- Accessibility Services: https://www.westga.edu/student-services/counseling/accessibility-services.php
- Center for Academic Success: http://www.westga.edu/cas/
- CourseDen D2L Home Page: https://westga.view.usg.edu/
- Counseling Center: https://www.westga.edu/student-services/counseling/
- Ingram Library Services: http://www.westga.edu/library/
- University Bookstore: http://www.bookstore.westga.edu/
- University Writing Center (UWC): https://www.westga.edu/academics/coah/writing/index.php
- UWG Cares: http://www.westga.edu/UWGCares/

COURSE POLICIES:

ATTENDANCE AND DEADLINES: Regular and timely attendance is **MANDATORY**. You have **four (4) allowed absences**. Each additional absence will result in a full letter grade deduction from your *final* course grade (A to B, B to C, etc.). All absences will be treated the same (i.e. no distinction between excused and unexcused absences). Thus, you do not need to turn in a doctor's note or any excuses for absences, email me, or call me about your absence. Everyone is responsible for signing an attendance list circulated at the beginning of every class meeting. If you arrive late, it is your responsibility to request the attendance list at the end of class. Failure to sign up on the attendance list may be counted as an absence for that day. In case of absence, you are responsible for keeping up with all assignments, readings, and in-class work. **I do not make lecture notes etc. available to students who missed class** (please get in touch with a fellow student). I can only accept late work if you discussed the issue with me ahead of time. All exceptions and acceptance of excuses are completely at my discretion.

TARDINESS: A roll book will circulate at the BEGINNING of class. Everyone who is late will be noted as tardy. **Three (3)** "tardies" will result in **one (1) absence!**

PLAGIARISM: There are different forms of plagiarism, from blatant theft of entire papers to negligence in acknowledging a source in your writing. However, you will be held responsible for any form of plagiarism—whether intentional or not. Consequences and responses to plagiarism are at the discretion of the instructor. Please pay specific attention to the English Department's site on plagiarism: www.westga.edu/academics/coah/english/plagiarism.php. I expect all out-of-class work to abide by MLA Format (See: *MLA Handbook for the Writers of Research Papers*) for proper documentation of sources (primary and secondary).

CLASSROOM ETIQUETTE: *NB: Before you read the following, keep in mind that I wouldn't have to address these issues if they hadn't caused problems in the past.* I expect everyone to be ready to work at the beginning of class. This means in particular having ALL reading materials assigned for that day as well as any tools for note-taking on hand and ready to use. You MAY bring drinks and/or non-smelly or non-noisy food to class. Most importantly: Be respectful toward the opinions, ideas, and personal identity of all members of our class! **The following actions will result in an immediate dismissal from class and result in an absence for that day (and may result in the administrative withdrawal from the course):**
- Using the internet, email, or social media on a personal laptop (you may use a laptop for note-taking)
- using any other electronic devices, such as smart phones, etc. In particular, I am allergic to students text-messaging during class. Please turn off any of these devices *before* class.
- sleeping or even acting like you're sleeping (e.g. putting your head on your desk)
- disruptive behavior, such as interrupting other students or the instructor while they're speaking, insulting or disparaging the opinions of other students, etc.

UWG EMAIL POLICY: University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

DR. ERBEN'S E-MAIL ETIQUETTE:
- All messages must include a subject line
- All messages must include an address line (e.g. "Dear Dr. Erben")
- Use polite and appropriate language, as well as reasonably edited prose (i.e. complete sentences, correct spelling, etc.)!
- No text-messaging language and abbreviations.
- Always sign your name!

ACCESSIBILITY SERVICES: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to

accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services.

CENTER FOR ACADEMIC SUCCESS: The Center for Academic Success provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu

UNIVERSITY WRITING CENTER (www.westga.edu/academics/coah/writing/): The University Writing Center assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu. Please also consult the very useful page of student writing resources compiled by the University Writing Center: www.westga.edu/academics/coah/writing/writing-resources-undergrad.php.

CREDIT HOUR POLICY: The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

UNIVERSITY OF WEST GEORGIA HONOR CODE: At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes

part of the student's conduct record at UWG. Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

HB 280 (Campus Carry): UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information#. You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php.