

RWS 3345 – Editing
Dr. Isabel Baca
Fall 2015

Readings – TE = *Technical Editing, 5th edition*
WR = *Writer's Reference*

TENTATIVE CLASS CALENDAR

Week 1: August 24-August 30

- Getting to Know the Course and the Moodle Learning System
- Take the quiz on getting to know Moodle, the syllabus, and the course.
- DB1:** Introduce yourself to the class by creating a video of yourself where you discuss your career and education goals, writing experience, and accomplishments. Comment on at least two classmates' videos.
- Getting to Know Each Other: Watch your classmates' videos and "Meet Your Professor" video.
- Required reading: WR Sections C1, C2, C3, C6 and Section O "Strategies for Online Learners"

Week 2: August 31-September 6

- The Writing Process (lecture)
- What Is Good Writing (lecture)
- Watch Video: "The Decline of Grammar"
- Sentence Structure and Purpose (lecture and exercise)
- DB2:** What Is Your Writing Process? Post your response and comment on at least one classmate's post.
- Required reading: TE Chapters 1, 2, 10 and WR Section B

Week 3: September 7- September 13

- Differences between Academic and Non-Academic/Professional Writing (lecture)
- Review the two examples, one of academic writing, the other of professional writing (pdf's)
- Watch Videos: "E-Mails: Think Before You Send" and "E-Mail Etiquette in the Workplace"
- What Is Editing and What Is Your Role as Editor (lecture)
- Basic Copyediting and Comprehensive Editing (lecture)
- Writing Assignment:** In an essay, letter, or memo addressed to me, describe why and how you see this course on editing helping you in your education and career. Follow the correct format for essays, letters and memos. Refer to your textbook WR. Visit the *Owl Purdue* website for other reference sources.
- Required reading: TE Chapters 7, 13, 14 and WR Section C5

Week 4: September 14-September 20

- Marking a Hard Copy (Readings from textbook, TE)
- Using Mark-Up Symbols (Refer to TE pp. 44-49, Tables 4.1, 4.2, and 4.3)
- Review Example of a Marked-Up document and Corrected Version, TE Figures 4.1 and 4.2, pp. 49-50
- Sentence Errors (lecture and exercise)
- Complete and submit exercise: Marking a Hard Copy using mark-up symbols**
- Required reading: TE Chapters 4 and 5, and WR G5, G6

Week 5: September 21-September 27

- Teamwork and Collaborative Writing (Readings and lecture)
- Read pages 51-56 in *Team Writing: A Guide to Working in Groups – “Constructive Conflict” (pdf)*
- Watch Videos: *The POWER of a TEAM- Together Everyone Achieves More – The Rabbit and Turtle Modern Race Story* and *The Meaning of TEAM –Together Everyone Achieves More! 2.0*
- Project Management (lecture)
- Complete Exercise “Lost at Sea” by Grahame Knox (pdf), www.insight.typepad.co.uk.
First determine your individual rankings and then collaborating with your team, determine team rankings. **Use the team forum blog** to arrive at a consensus on team rankings. Follow instructions to get both your individual and your team scores.
- DB3:** Post both your team and your individual scores. Discuss the difference in scores and how you feel about the end result of this activity. Comment on at least one other classmate’s post.
- Required reading: TE Chapters 3 and 23

Week 6: September 28- October 4

- Editing Electronically – Revision Tools:
- Review Table 6.3, page 78, in *Team Writing: A Guide to Working in Groups “Advantages and Disadvantages of Revision Tools” (pdf)*
- Writing a Team Proposal for a Client Project (pdf)
- Decide as a team how you will share files and use track changes in Word.
-**DB (team): A team forum blog** will be opened for your team to collaborate on the team proposal.
- Required reading: TE Chapters 6 and 24

Week 7: October 5- October 11

- Sentence Variety (lecture and exercise)
- Wordiness and Style (lecture and two exercises)
- Watch Video “Words That Work”
- Required reading: TE Chapters 15 and 16, and WR S6, S7
- DUE: Team Proposal**
- One team member will submit the team proposal.

Week 8: October 12- October 18

- Team proposals get approved, revised, or rejected.
- Resubmission of proposals (if need be)
- DB4:** Describe your proposed client project and specify your individual contributions to it. Comment on at least one other classmate’s post.
- Format, Layout, Consistency, Parallelism, and Organization (lecture and exercise)
- “The Micro Millennium” excerpt – layout and format (pdf)
- Read article “11 Mistakes That Make Your E-Mail Newsletter Absolutely Unreadable”
<http://blogs.constantcontact.com/product-blogs/e-mail-marketing/design-tips-e-mail-marketing/>
- Required reading: TE Chapters 8 and 17, and WR Sections S1, S4

Week 9: October 19-October 25

- Read “Dispelling Copyright Confusion” pp. 15-37 (pdf)
- Using Non-Discriminatory Language (lecture)
- Watch Videos: “Cut and Paste: Internet Plagiarism” and “Paula Deen’s Business Suffers over Racial Comments”
- DB5:** TE page 330, Exercise #1a. Post your response to the situation described in the textbook. Comment on at least one classmate’s post.
- Spelling, Capitalization, and Punctuation (lecture and exercise)
- Watch Video “Why Commas Make a Difference”
- Required reading: TE Chapters 9, 11, and 21, and WR Section P

Week 10: October 26-November 1

- Editing Visual Texts and Evaluating Visual Design:
 - Charts and Graphs
 - Guidelines- Using Charts and Graphs for Content:
Sixrevisions.com/content-strategy/using-charts-and-graphs-for-content/
 - Example of a Poorly-Designed Chart –“Greenie & Techie: The Path to My First Car, Part 4
<http://undressmegently.blogspot.com/2008/06/path-to-my-first-car-part-4.html>
 - Ads and Signs
 - Watch Video “Bad Sign: Mistakes on Signs in Stores and along Roads”
 - Example of a poor advertisement: NetApp one
 - Example of good advertisement: Olay Cream
<http://admonkey.org/tag/pring-ads/page/15/>
 - Websites
 - Exercise – Self Check “What do I want from a restaurant website?”
http://theoatmeal.com/comics/restaurant_website
 - Examine the following examples of a well-designed and a poorly-designed website
<http://4thandswift.com>
<http://www.gardnerale.com>
- DB6:** Go to UTEP’s website and examine the visuals it uses to depict the campus and student body. Do these photographs represent the institution well and accurately? What editorial suggestions do you have to make them more accurate? Post your response and comment on at least one classmate’s post.
- Required reading: TE Chapters 12, 18, and 19

Week 11: November 2-November 8

- Creating and Editing PowerPoint Presentations:
 - Example of a poor PowerPoint Presentation:
www.slideshare.net/middletonat/bad-powerpoint-example
 - Example of a good PowerPoint presentation: “Making PowerPoint Slides”
www.iasted.org/conferences/formatting/Presentations-tips.ppt
- Guidelines for Final Project: Client Portfolio and PowerPoint Presentation (pdf)

-Required reading: Review TE Chapter 24

- **Writing Assignment:** Locate an example of a poor, ineffective visual text. Submit it along with a summary of its strengths (if any) and its weaknesses. This may be a print or electronic visual text.

Week 12: November 9-November 15

-**Writing Assignment:** Each team member will submit an individual progress report on the team, client project. Please adhere to the guidelines provided in the assignment sheet (pdf).

Week 13: November 16-November 22

-Instructor will email individual students/teams, if need be, pertaining to client project progress reports. If need be, team videoconferences will be held.

-Topics to be covered in the required readings:

 Type and Production

 Editing for Global Texts

-Required reading: TE Chapters 20 and 22

Week 14: November 23-November 29

No Modules. Teams work on their client projects.

Week 15: November 30-December 6

****Client Project Portfolios and PowerPoint Presentations are DUE! -No later than Sunday, December 6, 11:59 p.m. (MST)***

Week 16: December 7-December 13

****Team Performance Evaluations are due by Wednesday, December 9, 11:59 p.m. (MST). Please adhere to the guidelines provided in the assignment sheet (pdf).***

****Please complete student course evaluations.***