Teacher’s Name, Office, and Office Hours: David Clanaugh, MS. Walker 149. Tuesdays, 3:30-4:30 p.m., Thursdays 12:45-1:45 p.m., and by appointment.

Class Meets: Tuesdays and Thursdays from 2:05-3:20 p.m. in Rekhi 214.

Instructor’s Phone & Email: 487-3280; daclanau@mtu.edu I reply emails within 24 hours. Use your Tech email address for messages. Reference class & topic in the subject line. Use a professional communication style with proper salutations, language & tone, and endings.

Listserv: The listserv address is edit3606-l@mtu.edu. Check your email daily for class news.

Website: http://www.hu.mtu.edu/~daclanau/Clanaugh_Webpage/HU3606.html For the password-protected folder of class resources (“Editing Resources”) click on the lower left link and log in with the user name “editors” and password “sympheron”.

To Drop Off Assignments: At my office or in my mailbox next to Walker 319.

Required Textbooks & Materials:
- Readings, resources, and exercises available through the class website. You are responsible for printing copies of these materials.
- Spiral notebook to jot notes, ideas and questions. Folder for class materials.
- Several red pencils.
- Access to style guides such as MLA, APA, and AP; many of these are on-line.

"Copyeditors always serve the needs of...the author...the publisher...[and] the readers"
-- Amy Einsohn

This course is designed to give you an understanding of the responsibilities of an editor and a grounding in basic editorial skills. Though no single course can prepare you adequately to be an editor, you will learn about how editors think about things and what kinds of things they do as they balance the needs of authors, publishers, and readers.

Assignments and grading
Exercises: copyediting brief writings in various genres (20%).
Reading responses: to essays on editing (15%).
Mid-term examination (take-home) (15%).

Final examination (take home) (20%).

**Project:** writing a paper, editing a classmate’s paper, and reflecting on what you learned from the experience of editing and being edited (30%).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-94%</td>
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<tr>
<td>B</td>
<td>88-83%</td>
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<tr>
<td>C</td>
<td>76-71%</td>
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<tr>
<td>D</td>
<td>64-60%</td>
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<tr>
<td>AB</td>
<td>93-89%</td>
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<tr>
<td>BC</td>
<td>82-77%</td>
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<tr>
<td>CD</td>
<td>70-65%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
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>> All work must be completed to pass the course. <<

**Exercises**

The copyediting exercises are designed to sensitize you to the most common issues copyeditors need to notice and address. All exercises contain various inconsistencies, mistakes, and questionable usages, just like the texts copyeditors confront in their work. Most exercises are accompanied by a resource sheet that directs you to read and summarize information from the textbook that will help you find and correct errors in the exercise.

Because experience and practice are essential to learning editing skills, you must complete all ten resource sheets and exercises to pass the class. Resource sheets and exercises are due at the beginning of class, and late work will be accepted only with a doctor’s excuse.

Begin by printing out the resource sheet and the exercise. Fill out the resource sheet first. (For exercises 5 and 7, do the assigned reading for the day before doing the exercise.) Then read the text in the exercise quickly to get a sense of its content and tone. Next, work through the text sentence by sentence, checking anything you notice as a possible error against the discussions in the textbook and against other resources as necessary. On difficult questions, note in the margin of the text the page number of the relevant discussion in the handbook. Mark corrections, changes, and queries on the printed copy of the exercise using the copyediting marks shown on pages 31-35 of the textbook.

You should do a heavy copyedit of the exercises (see pages 12-15 in the textbook). Do not, however, engage in massive rewriting, deletion, addition, or reorganizing of materia (See pages 27-28).

You can assume that the copyedited text will be sent to the author for approval, so query the author on things you find confusing. Do not, however, ask the author to do your job for you: you should correct spellings, for example, and not ask the author if the spelling is correct.

**Project**

The project involves writing a paper, having it edited by a classmate and making revisions, editing a classmate’s paper and negotiating revisions with that person, and reflecting on what you learned from the experience of editing and being edited. It is designed to help you understand how editors interact with authors as well as to learn skills necessary for the various levels of editing. It is a multi-step assignment, requiring you to reflect on what you have learned at each step, to use what you have learned in subsequent steps, and to keep on schedule by meeting deadlines.
Completing writing and editing assignments conscientiously and meeting deadlines precisely is necessary to creating a productive working relationship between author and editor, as it enables both authors and editors the time needed to do their best work. In this course, conscientious and timely work is even more important, as your partner's grade is affected by your input.

All project assignments are due on the date listed on the schedule. You must deliver them to me and to your partner, either in person in class or by 4:30 p.m. by prior arrangement. Provide me a hard copy as I do not accept email attachments. Assignments handed in one class period late will be penalized by one grade.

Assignments may not be handed in more than one class period late: if any draft or edit is not handed in by the next class period after the due date, your partners will be reassigned, you will not be able to complete the project, and you will fail the course.

Exceptions will be made only in case of serious illness or emergencies. Contact me immediately if you think you will miss a deadline for these reasons.

The project grade counts as 30% of your final grade in the course: 10% for the drafts of the papers, 10% for the edits, and 10% for the memos and reflections.

Project Topics

Write a 2500-word profile of a well-known writer, paying attention to both their works and their life. I have listed suggestions below, but you may choose any writer you are interested in. Your choice is not limited to creative writers — you will notice that the list below includes reporters, scientists, historians, philosophers, and food writers as well as poets, playwrights, novelists, comic book writers, and children's book writers.

Your audience is your classmates, so be sure to choose a writer whose work and life are complex enough to be interesting. And choose a writer about whom you can find a lot of information without great difficulty. (The emphasis in this assignment is on crafting a profile, not on painstaking research.) To make a good choice, look up information on writers you think you might be interested in before giving me your choices.

Give me a list of three writers you would like to profile on Tuesday, January 19. For each writer briefly explain why you think this person would work for the project.

Policies

Syllabus Content and Course Schedule

I reserve the right to revise the syllabus and/or class schedule to better serve student needs and course objectives.

Attendance and Communication Policy

Everyone brings unique gifts, points of view and interests to this class; working and learning together helps everyone expand and reach their goals. We need everyone present.
on a consistent basis to help us make the most of this learning experience! Your absence (physical or otherwise) not only shortchanges you, it shortchanges your fellow students. You are thus responsible for signing the daily attendance sheet.

Yet "real life" sometimes requires missing a class. As a result, you are permitted one unexcused absence. After that each unexcused absence lowers your grade five percent. Sleeping, text messaging, and so forth qualify as absences – please turn off your electronic devices before coming to class. Two tardies count as an unexcused absence; each subsequent tardy counts as another absence.

Excused absences because of serious illness or emergency will be handled on a case-by-case basis and must be documented. If you will be or have been absent, notify me by email as soon as possible about your situation.

A Safe & Respectful Classroom

I expect all students to actively contribute to a safe classroom environment through using respectful and appropriate language, as well as listening respectfully and with open minds to each other – especially when there are differences of outlook and opinion. Please avoid language and behaviors that can be construed as sexist, racist, disrespectful, objectifying, or demeaning.

As part of this perspective, I am a proud member of Safe Place. Safe Place's Mission Statement is: "The GLBT Safe Place Program strives to reduce homophobia and heterosexism on Michigan Tech's campus. Through education, advocacy, and awareness, the program contributes to an open campus climate that is safe and accepting to all members of the University community" (from www.safeplace.mtu.edu). Thanks!

University Policies

Academic regulations and procedures are governed by University policy. Academic dishonesty cases will be handled in accordance the University’s policies.

If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please see me as soon as possible so that we can make appropriate arrangements. The Affirmative Action Office has asked that you be made aware of the following:

Michigan Tech complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. If you have a disability and need a reasonable accommodation for equal access to education or services at Michigan Tech, please call the Dean of Students Office, at 487-2212. For other concerns about discrimination, you may contact your advisor, department head or the Affirmative Action Office, at 487-3310.

Academic Integrity:  http://www.studentaffairs.mtu.edu/dean/judicial/policies/academic_integrity.html
Affirmative Action:  http://www.admin.mtu.edu/aaol
Disability Services: http://www.admin.mtu.edu/urel/studenthandbook/student_services.html#disability
<table>
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<th>Project</th>
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<td>Jan 12</td>
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<td>Jan 14</td>
<td>Exercise &amp; Resource 1</td>
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<td>Einsohn, ix-56; Language Cops</td>
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<td>Jan 19</td>
<td>Response</td>
<td>Paper topic choice</td>
<td>Carver: Letters &amp; Beginners (online links in class folder)</td>
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<td>Jan 21</td>
<td>Exercise &amp; Resource 2</td>
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<td>Jan 26</td>
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<td>Perkins</td>
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<td>Jan 28</td>
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<td>Garrett; Garrett 2; Scholarly publication (online links)</td>
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<td>Feb 2</td>
<td>Response</td>
<td>Annotated bibliography</td>
<td>Bradlee; Journalistic copyediting</td>
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**Winter Carnival - No Class Feb 4**

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<td>Feb 11</td>
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<td>Einsohn Ch. 4 &amp; 5 (skim)</td>
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<td>Feb 16</td>
<td>Draft 1</td>
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<td>Einsohn Ch. 6 &amp; 7 (skim)</td>
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<td>Exercise &amp; Resource 5; Response</td>
<td>Editor/author conferences</td>
<td>Shawn; Computer games</td>
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<td>Feb 23</td>
<td>Response</td>
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<td>Perkins letters</td>
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<td>Feb 25</td>
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<td>Einsohn Ch. 8 &amp; 9 (skim)</td>
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<td>Mar 2</td>
<td>Exercise 6</td>
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<td>Einsohn, 377-83</td>
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<td>Mar 4</td>
<td>Response</td>
<td>Developmental edit</td>
<td>Einsohn, 416-20; Am. copyright law; Internet &amp; copyright</td>
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**Spring Break – March 6-14**
Schedule

Exercise &
Mar 16 Resource 7; Response
Mar 18 Response
Mar 23 Exercise 8
Mar 25
Mar 30 Exercise 9
Apr 1 Response
Apr 6 Exercise & Resource 10
Apr 8 Line edit
Apr 13 Exercise 11
Apr 15 Final draft
Apr 20 Final edit
Apr 22
Apr 27 Paper & final reflection due

Apr 26 Final exam due

Artistic plagiarism
Einsohn, 404-16; Non-sexist language
Clarity & emphasis
Einsohn, 383-404; Wordiness
Reform of English Spelling
Hyphenation
Einsohn Ch. 10 & 11 (skim)
Einsohn Ch. 14 (skim)