

**San José State University**  
**Department of English, School of Humanities & Arts**  
**English 106, Editing for Writers, Spring 2022**

**Course and Contact Information**

Instructor:	Sara West
Office Location:	FOB 128 (Open Student Meeting Hours held online for Spring 2022 semester)
Telephone:	408-924-4047 (Office); 423-851-4117 (cell)
Email:	sara.west@sjsu.edu
Student Meeting Hours:	Tuesday 1:30-2:30 p.m., Friday 9-10 a.m., and by appointment <i>Open Student Meeting Hours will be held on Zoom to reduce office crowding.</i> If making an appointment, we can schedule to meet on Zoom or at an outdoor on-campus location.
Class Days/Time:	Tuesday & Thursday 9:00-10:15 a.m.
Classroom:	Clark 111 (online until February 14)

**Course Description**

**Catalog Description:** Copy editing, substantive editing and reorganization of technical documents. Review of grammar and punctuation to ensure technical mastery and ability to justify editing decisions. Graphics editing, access aids and professional skills of an editor.

**Extended Description:** Writing is as much a craft as it is an art, and writers who excel in their fields understand the mechanics of their craft as well as the aesthetic effects their writing will have on an audience. Gone are the days where the genius author transfers their raw brilliance to paper with the lowly editor sweeping up commas and semicolons behind her. As writers in the digital age, we are not only expected to understand the rules that hold written language together, but to be able to articulate why particular constructions are more correct than others, both in our critiques of the work of others and in the defenses of our own writing choices.

Additionally, there is always demand for quality editors in the workplace, and editing is often a major part of writing jobs, even if “editor” is not the job title. Whether your goal is to become a freelance writer, copywriter, manuscript editor, technical editor, or managing editor—or just earn some income while your novel finds its publisher—having an arsenal of technical and terminological expertise to back your writing ability will put you into a position for success, however you might define it.

This class is a boot camp for writers and editors in which we strip written language down to its fundamentals: grammar, punctuation, syntax, spelling, etc. As the semester progresses, we hunt increasingly bigger game, moving from phrases and sentences to paragraphs and entire documents. Our goal is to understand how to create useful texts which are geared towards achieving their goals. Thus, we look not only at technical errors

of grammar, but also at stylistic choices that will improve clarity and ways of reorganizing information in documents to better suit the needs of our readers.

Lastly, this class is designed to let writers understand the function of editing in the real world, grounding abstract skills into the realm of the publishing workplace. Any piece of printed or online writing you read has most likely seen multiple layers of commenting, revision, editing, and proofing by multiple people. This process becomes more obvious when we encounter writing that has not gone through such rigorous review. A successful writer understands how editing fits into the process of getting published, as well as the potential for paying editorial gigs in the course of a writing career.

## Course Format

### In-Person Classes

This course is intended to meet in person after February 14 for the Spring 2022 semester. If for any reason courses are switched to an online mode, this class will be conducted as a synchronous class via Zoom. Otherwise, the course will continue in person. Masks are always required during class. Please familiarize yourself with SJSU's vaccine at <https://www.sjsu.edu/medical/services/covid-vaccine.php> and other health and safety policies at <https://www.sjsu.edu/healthadvisories/health-safety-protocols/index.php>.

### Canvas, Email, and Computers in Class

You are responsible for checking your email and the Canvas course page regularly. For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) at [http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources).

You are responsible for checking your email and the Canvas course page regularly. All readings, copies of major assignments, handouts, and important announcements will be posted on Canvas. If, for any reason, Canvas is not working or a link/document is not working, please contact me as soon as possible. In addition, if you notice something on Canvas is incorrect (the wrong document uploaded, a seemingly incorrect grade entered, etc.), please notify me.

To reduce the number of materials that need to be printed and also to reduce the number of shared documents, you will be asked to access course documents via computer or tablet during class. Some course materials can be viewed on your mobile phone, but many in-class activities will ask you to be able to edit/type on the documents. If you do not have a laptop or tablet that can be brought to class, you can rent equipment from Student Computing Services at the library.

You should also check your SJSU email regularly. If you do not use your official SJSU account to email me, please include your name and student ID with your email. I will try to respond to emails on the day they are received, but emails received after 7 p.m. may not be answered until the next day. Emails received after 7 p.m. on Friday and throughout the weekend may not receive replies until Monday morning. **Please don't hesitate to contact me if you need help!**

If you want to send a quick question or comment without composing a formal email, you can text me using the number above. Text messages should be related to the class. If you do not feel comfortable with communicating via this means, rely on email instead.

## Goals and Learning Outcomes

### Program Learning Goals

Students will demonstrate the ability to:

- Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
- Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
- Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.

### Course Goals (Student Learning Objectives)

The ultimate goal of this course is to give you the technical background to be a successful editor, both of your own writing and the writing of others. This goal can be understood as a set of smaller goals. By the end of this class, you will be able to:

1. Edit multiple forms of writing using the basic principles and techniques of copyediting and proofreading, including editing symbols/software and the use of style sheets.
2. Demonstrate a mastery of English grammar, spelling, punctuation, and usage so you can persuasively justify your editing decisions to other writers.
3. Analyze and edit documents at higher levels of organization.
4. Demonstrate proficiency with the fundamentals of document design and page layout.
5. Demonstrate proficiency with elements of graphic design and editing graphics to support text.
6. Perform the duties of a working editor in terms of persuasion, collaboration, negotiation, implementation, reflection, and self-assessment.

## Required & Suggested Texts/Readings

### Textbooks

There are two required textbooks for this class:

- Required: *The Copyeditor's Handbook* by Amy Einsohn & Marilyn Schwartz. 4<sup>th</sup> Edition.
- Required: *The Copyeditor's Workbook* by Erika Büky, Marilyn Schwartz, & Amy Einsohn. ISBN: 97805

You can purchase these as a set from the bookstore or from Amazon. Please let me know if you have difficulty obtaining the course materials.

You may also find these texts helpful for the course:

- Suggested: A grammar handbook of your choice
  - Consider *St. Martin's Handbook*, *Wadsworth Handbook*, *The Blue Book of Grammar and Punctuation*, *The Grammar Bible*
- Suggested: A dictionary, a thesaurus
- Suggested: *The Chicago Manual of Style*; online access is provided through the library here:  
[https://csu-sisu.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01CAL\\_SJO:01CAL\\_SJO&search\\_scope=MyInst\\_and\\_CI&tab=Everything&docid=alma991013653009402919](https://csu-sisu.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01CAL_SJO:01CAL_SJO&search_scope=MyInst_and_CI&tab=Everything&docid=alma991013653009402919)

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>. You can also find more information on the [University's Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) at <https://www.sjsu.edu/curriculum/courses/syllabus-info.php>.

### Readings

Readings form the core of the class. You are not only expected to have done the readings prior to class, but you are expected to BRING the readings to class as well. Our class reading provides a “gloss” of major considerations; if you need more explanation, your grammar handbook should provide some more information. And, of course, you’re always welcome to meet with me!

### Homework, Worksheets, and In-Class Exercises

To prepare for each class session you will not only read the text but you will also complete exercises to apply what you’ve learned. Editing is a skill acquired only through practice. **Lots and lots of practice.** You are required to turn in completed homework before class time, and this work will be graded on completion.

Occasionally, I will single out particular exercises as “worksheets.” These exercises will require you to demonstrate your mastery of several skills we’ve studied—and put it all together to edit a full text. See the schedule for the due dates.

In-class exercises will be completed after the lecture to reinforce any concepts discussed. Students will sometimes be able to work in groups or pairs to complete these exercises during the class time. In-class exercises will be due at 11:59 p.m. PT on the day they are assigned; even if you’re unable to attend class, you will still be able to complete this work. These exercises are also graded on completion.

### Exams

There will be two exams: a midterm and a final. The final exam is comprehensive (anything covered up until the exam is fair game).

Exams will be conducted online and are open book and open notes. Exams will be available for 24 hours but will have a time limit once they are begun. Students are welcome to come take the exam in our classroom during our regular class time. Alternate exams may be provided on a case-by-case basis.

### Assignments

If submitting work online, students should submit as a Microsoft Word file unless otherwise noted (homework can be submitted as a different file type depending on how you chose to submit—rewriting, scanning, completing on tablet, etc.). Word is still an industry standard, and you will need to be able to engage with the program at some level as an editor. SJSU students can get a free copy of Word (in MS Office) here: <http://its.sjsu.edu/services/software/microsoft-students/index.html>

**\*\*Please note that you will need to download Word (still free!) rather than using the online version in order to have the full Word capabilities, including tracked changes.**

### Delineation of Workload for 4-Unit Course

Course Component	Student Work	Instructor Engagement
Regular 3 Units (9 hrs/week)	Reading and completing homework assignments, work on worksheets, studying for exams, engaging in individual and group in-class activities, major assignments	Class contact hours and standard office hours; prepare in-class activities, worksheets, and exams. schedule homework; evaluate student work and provide feedback
Activity 1 unit (3 hrs/week)	Additional work in two major editing projects. These projects ask students to engage in copyediting, developmental editing, organizational editing, and document design. Students will be working with editing and document design software. In addition, students may be working with production teams on one of these projects and will need to correspond schedules and workflow.	Guidance to students during project work time and additional scheduled meetings; evaluation and assessment of additional projects; mediating group issues as applicable; one-on-one work with editing and document design software

### Grading Information

Assignment	Course Objective(s)	Points
Homework	1, 2, 3, 4, 5, 6	100 pts (5-10 pts each)
In-Class Exercises	1, 2, 3, 4, 5, 6	100 pts (10 pts each)
Worksheets	1, 2, 3, 4, 5, 6	150pts (50 pts each)
Exams	1, 2, 3, 4, 5, 6	300 pts (100 pts, 200 pts)
Wikipedia edits	1, 2, 3, 6	150 pts
Final Project	1, 2, 3, 4, 5, 6	200 pts

Please note also the following departmental policy on grading:

The Department of English reaffirms its commitment to the differential grading scale defined in the official SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure. Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC, for No Credit, shall replace D or F. In A, B, C, No Credit courses NC shall also substitute for W (for Withdrawal) because neither NC nor W affects students' grade point averages. This statement shall be included in all Department of English syllabi.

**Grading Criteria:** Homework and in-class assignments are graded on complete. Exams are points-based for right or wrong answers. For major projects, the following grading scale is used (with more specific rubrics for each assignment):

Assignments are assigned letter grades, from A+ to F.

An "A" is earned by work that is consistently excellent and professional. This work has gone through several rounds of editing and would be taken seriously by a client or another editor.

A "B" is earned by work that is consistently above average—and occasionally excellent. Despite some bright spots, a client or editor would probably pass it back for more editing.

A "C" is earned by work that is developing. Though the potential is there, a client or editor would pass on this.

A "D" is earned by work that is incomplete or way off the mark.

An "F" is generally only earned by work that is not turned in. This usually comes in the form of a zero.

*Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.*

### Grades on Canvas

Because I want you to know how you are doing in the class at all times, I will be updating your grades on Canvas as I give them. It is part of my job as an instructor to return work in a timely fashion. Though I try my best to check and doublecheck grades, it is part of your job as a student to make sure that I am entering correct grades for you. If you see an error in a grade, please come to me immediately; don't wait until the end of the semester when things get crazy.

### Grading Disputes

Again, though I doublecheck my grading, please do your part to make sure I've calculated your grade correctly and bring any errors on my part to my attention immediately. (Obviously, if I erred in your favor, I'm not expecting you to speak up. That's on me.) Otherwise, if you are concerned about a grade you received, our conversations will be about how you can do better on the next assignment.

### Final Grading Scale

A plus: 1000-980 points

A: 979-940 points

A minus: 939-900 points

B plus: 899-870 points

B: 869-840 points

B minus: 839-800 points

C plus: 799-770 points

C: 769-740 points

C minus: 739-700 points

D plus: 699-670 points

D: 669-640 points

D minus: 639-600 points

F: 599 and below

## COVID-19 Policies

### Feeling Sick? Exposed to someone with COVID-19? Awaiting COVID-19 test results?

Don't come to class. Email me as soon as possible, and we will work out how you will complete any classwork on that day and will negotiate a new deadline. (See Late Work Policy.)

### Vaccination

California State University has mandated that all students, faculty, and staff must be vaccinated against COVID-19 and must receive a vaccine booster shot to remain in compliance with the CSU's vaccination policy.

**At SJSU, all booster-eligible students who are registered for hybrid or in-person classes are required to update their vaccination status and upload a record of their booster shot by January 31, 2022.**

For more information on the vaccination requirement and how to submit your vaccination status, please see SJSU's vaccine policy at <https://www.sjsu.edu/medical/services/covid-vaccine.php>.

### Masking

Regardless of vaccination status, everyone in the classroom will need to wear a mask over their noses and mouths throughout the duration of class time. Face masks should not have vents, mesh, or any other holes. If you chose to wear a face shield, you also need to wear a mask. Disposable face masks can be provided by SJSU, if needed. SJSU's mask policy states that reusable masks should be laundered before each use and disposable masks should be used only once.

If you need a disposable mask, you can find them:

- Facilities Development & Operations' Customer Service Center located in the Corporation Yard A (CYA) building (intersection of San Fernando and 9th Street, across from the North Garage)
- Kiosk located between the Student Wellness Center and Event Center.

For more on SJSU's mask policy, please see SJSU's Adapt Plan, which will be frequently updated: <https://www.sjsu.edu/healthadvisories/sjsu-adapt/plan/>

If SJSU changes their guidance on masking, I will announce an update to this policy.

### Food & Drink

To reduce the need of removing your mask, please avoid bringing food to the classroom. If you bring a drink, please replace your mask between sips.

### Need a Place to Be Between Classes or While Taking Online Classes?

New for Fall 2021, SJSU has designated available classrooms for student study and workspace purposes. When these classrooms are not in use for teaching purposes, they are available for students to use. Students may use the classrooms for individual or group studying, attending online classes while on campus, and other student work activities. All classrooms have wifi. Only a limited number of outlets are available in any classroom.

Find out the availability of these classrooms here: <https://www.sjsu.edu/learnanywhere/campus-resources/study-resources.php>

## Additional Policies

### Attendance

Missing more than a few days of class will significantly affect your understanding of the material because we spend a lot of time in class digging into the concepts and doing in-class activities about those concepts. *If you miss class, please consult the syllabus and your classmates.*

I would appreciate that you notify me if you are unable to attend class. Please, please, please don't disappear on me. If you are dealing with something major that's getting in the way of regular attendance, let me know. You don't need to give me details, but let's discuss so we can come up with a game plan.

If you attend class, you should be planning to stay the entire duration. If you need arrive late or leave early during a specific class, please let me know.

### Late Work Policy

Professional writers and editors in the workplace are expected to make and/or keep up with deadlines, and part of the purpose of this class (and the others in the PTW program) is to prepare you for that reality. In the workplace, if you were not able to complete a project on time, you would either have to 1) meet with your supervisor to negotiate the deadline or 2) work all night to get it done on time.

Thus, I do not accept late on any work *unless you have spoken to me beforehand and we have negotiated a new deadline*. New deadlines should be negotiated at least 12 hours before the deadline. If you have emailed me to ask for an extension less than 12 hours before the due date, do not assume that I will be able to grant the extension.

(That said, I have an open-door policy for a reason—come talk to me if something is up.)

### Acting with Academic and Professional integrity

In both your academic and professional careers, you are expected to act with integrity. You are in this class for more than a grade: you are here to emerge with actual skills—skills that are not developed through cheating. Though it most likely will not be an issue, any plagiarism, homework copying, correspondence about an exam, or unauthorized borrowing from your neighbor's brain will not be tolerated in this class and will be reported directly to Student Conduct and Ethical Development.

### Classroom Conduct

Be kind to each other. You are to treat the instructor, any guests or substitute instructors, and your classmates with respect and courteous behavior. Keep in mind that we likely come from different backgrounds, honor different belief systems, have access to different tools, struggle with different concepts, and excel at different tasks and responsibilities. And that's okay.

Whether we are remote or in the classroom, treat the class as a professional workspace. Remember that you are in a professional environment and that you're training to be in an ever-more professional environment. Be yourselves but be respectful of each other.

**Remote/online specific note:** Talking to black boxes is not fun. I would prefer you to keep your camera on during class. This is the professional standard at the most places you'll end up working. Wear a hat and

sunglasses if you need to, pause if you have a huge sneeze coming on. If there's a reason you can't leave your camera on, please let me know.

### **Basic Needs Security**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact SJSU Cares. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

### **My open-door policy**

To reduce crowding in and around my office, my open student meeting hours will be conducted online via Zoom. I'm happy to talk with you at any time about the readings, assignments, and any other aspect of the course. Because I understand that sometimes student meetings hours can be difficult to get to, I'm always happy to meet with you at another time if you send me your availability. I am also happy to meet outdoors at an on-campus location.

### **University Policies**

#### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S16-15](#) and SJSU current semester's [Policies and Procedures](#). In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

#### **Timely Feedback on Class Assignments**

Per [University Policy F13-1](#), all students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.

#### **Accommodation to Students' Religious Holidays**

[University Policy S14-7](#) states that San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

#### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic](#)

[Calendars webpage](#). Students should be aware of the current deadlines and penalties for dropping classes ([Late Drop Information](#)). Information about the latest changes and news is available at the [Advising Hub](#).

### Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#), requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](#) website for more information.

### Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

### Student Technology Resources

Computer labs and other resources for student use are available in:

- [Associated Students Print & Technology Center](#) at <http://as.sjsu.edu/asptc/index.jsp> on the Student Union (East Wing 2nd floor Suite 2600)
- [The Spartan Floor](#) at the King Library at <http://library.sjsu.edu/about/spartan-floor>
- [Student Computing Services](#) at <http://library.sjsu.edu/student-computing-services/student-computing-services-center>
- [Computers at the Martin Luther King Library](#) for public at large at <https://www.sjpl.org/wireless>
- Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from [Collaboration & Academic Technology Services](#) located in IRC Building. These items include DV and HD digital camcorders; digital still

cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Writing Center**

Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

### **SJSU Counseling and Psychological Services**

The SJSU Counseling and Psychological Services are providing services. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>

## English 106, Editing for Writers, Spring 2022 Course Schedule

This schedule is subject to change. I will notify you of any changes to the schedule in class and I will upload a new schedule document on Canvas. I will make sure that there is ample time for you to make any changes to your schedule that you might need to.

\*Make sure you flip/scroll to the next page to ensure you're not missing something that has gotten cut off in the table formatting. Though I do try to keep Canvas up to date, make sure you're keeping up with this calendar as well.

Week	Date	Topics & Assignments	DUE
1	R 1/27 <b>Online</b>	Introductions, Syllabus, Intro to Editing, etc. <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>DO: Preliminary Copyediting Challenge, Workbook, pp. 3-5, all exercises (see Canvas for downloadable file); pre-class survey (on Canvas)</li> </ul>	
2	T 2/1 <b>Online</b>	Class Discussion: Basic Parts of Speech <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>READ: Textbook, Chapter 1, pp. 3-37</li> <li>DO: Workbook exercises 1-1 &amp; 1-2 (see Canvas for downloadable file)</li> </ul>	Preliminary Copyediting Challenge, Workbook, p. 3-5, all exercises; pre-class survey on Canvas
2	R 2/3 <b>Online</b>	Class Discussion: What Copyeditors Do <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>READ: Textbook Chapters 2&amp;3, pp. 39-85</li> <li>DO: Workbook exercises 2-1, 2-2 (see Canvas for downloadable file)</li> </ul>	Completed readings & workbook exercises 1-1 & 1-2
3	T 2/8 <b>Online</b>	Class Discussion: Basic Procedures, Style Guides <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>READ: Textbook Chapter 4, pp.89-139</li> <li>DO: Workbook exercises 4-1, 4-2</li> </ul>	Completed readings & workbook exercises 2-1 & 2-2
3	R 2/10 <b>Online</b>	Class Discussion: Punctuation, Pt 1. <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>READ: No additional reading; take a look back at Chapter 4, pp. 89-139</li> <li>DO: Workbook exercise 4-3</li> </ul>	Workbook exercises 4-1, 4-2

Week	Date	Topics & Assignments	DUE
4	T 2/15 <b>Back in person: Clark 111</b>	Class Discussion: Punctuation, Pt. 2 <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>DO: Worksheet #1, Punctuation</li> </ul>	Workbook exercise 4-3
4	R 2/17	Class Discussion: Punctuation, Pt. 3 (wrapping up, going back to any tricky concepts) <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>READ: Textbook Chapter 5, pp. 141-172</li> <li>Do: Workbook exercise 5-1</li> </ul>	<b>Worksheet #1, Punctuation</b>
5	T 2/22	Class Discussion: Spelling and Hyphenation, Pt. 1 <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>READ: No additional reading, look back at Chapter 5, pp. 141-172</li> <li>Do: Workbook exercise 5-2</li> </ul>	Completed readings & workbook exercise 5-1
5	R 2/24	Class Discussion, Spelling and Hyphenation Pt. 2 <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>READ: Textbook Chapter 6, pp. 173-188</li> <li>DO: Workbook exercises 6-1, 6-2</li> </ul>	Completed readings & workbook exercise 5-2
6	T 3/1	Class Discussion: Capitalization <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>READ: Textbook Chapter 7, pp. 189-210</li> <li>DO: Workbook exercises 7-1, 7-2</li> </ul>	Completed readings & Workbook exercises 6-1, 6-2
6	R 3/3	Class Discussion: Numbers and Numerals <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>READ: Textbook Chapter 8, pp 211-226</li> <li>DO: Workbook exercises 8-1, 8-2</li> </ul>	Completed readings & workbook exercises 7-1, 7-2
7	T 3/8	Class Discussion: Quotations <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>READ: Textbook Chapter 9, pp. 227-245</li> <li>DO: Exercise 9-1</li> </ul>	Completed readings & workbook exercises 8-1, 8-2
7	R 3/10	Class Discussion: Abbreviations and Symbols	Completed readings & workbook exercise 9-1

Week	Date	Topics & Assignments	DUE
		<b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>DO: Prepare any questions or comments ahead of midterm review.</li> </ul>	
8	T 3/15	Class Discussion: Midterm Review <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>DO: Study guide in preparation for the exam (open book and notes)</li> </ul>	
8	R 3/17	<b>Midterm Exam, Online</b> <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>READ: Sections from Chapter 14 (pay attention, only parts of the chapter), pp. 333-357 (stop at "Subjunctive Mood"), pp. 368-374 (stop at "Case of Nouns and Pronouns")</li> <li>DO: Exercises on Canvas (downloadable file)</li> </ul>	<b>Midterm Exam, Online</b> <i>You are more than welcome to take the exam in the regular classroom (I will be there), but the exam will be open for 24 hours on Canvas. You will have 1 hour and 30 minutes to complete the exam.</i>
9	T 3/22	Class Discussion: Introduction to Wikipedia Project, Subject/verb agreement & Pronoun/antecedent agreement <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>READ: Sections from Chapter 14 (pay attention, only parts of the chapter), pp. 360-368 (stop at "Pronoun-Antecedent"), pp. 382-385 (stop at end of page)</li> <li>DO: Exercises on Canvas (downloadable file)</li> </ul>	Completed readings & exercises on Canvas
9	R 3/24	Class Discussion: Dangling Participles, Misplaced Modifiers, and Parallelism <ul style="list-style-type: none"> <li>READ: Williams Concision Chapter on Canvas</li> <li>DO: The following exercises in Williams reading: 7.2, 7.4, 7.6</li> </ul>	Completed readings & exercises on Canvas
10	T 3/29 <b>Spring Break</b>	<b>No Class!</b>	
10	R 3/31 <b>Cesar Chavez Day / Spring Break</b>	<b>No Class!</b> <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>READ: Williams Concision Chapter on Canvas</li> </ul>	

Week	Date	Topics & Assignments	DUE
		<ul style="list-style-type: none"> <li>DO: The following exercises in Williams reading: 7.2, 7.4, 7.6</li> </ul>	
11	T 4/5	Class Discussion: Concision; Wikipedia Project Check in <ul style="list-style-type: none"> <li>READ: Williams Clarity 1: Actions Chapter on Canvas</li> <li>DO: The following exercises in Williams reading: 3.9 (all, just say which is easier to understand), 3.12 (odds only), 3.13 (odds only)</li> </ul>	Completed readings & the following exercises in Williams reading: 7.2, 7.4, 7.6  <b>Midnight: Wikipedia Edit Plan</b>
11	R 4/7	Class Discussion: Clarity <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li><b>Worksheet 2: Grammatical structures, concision/clarity</b></li> </ul>	Completed readings & the following exercises in Williams reading: 3.9 (all, just say which is easier to understand), 3.12 (odds only), 3.13 (odds only)
12	T 4/12	Class Discussion: Cohesion & Coherence <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>DO: Work on Wikipedia Edit Project</li> <li>Sign up for conference spot on 4/14 or 4/15</li> </ul>	<b>Worksheet 2: Grammatical structures, concision/clarity</b>
12	R 4/14	Class Discussion: Wikipedia Edit Meetings in our regular classroom or via Zoom (conferences will continue to 4/15 as well) <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>READ: Developmental &amp; Organization Editing (file on Canvas)</li> <li>DO: Complete Wikipedia Edits Project</li> </ul>	Working draft of Wikipedia Edit project – bring to conference.
13	T 4/19	Class Discussion: Developmental & Organization Editing, Introduce Final Project <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>READ: Visual Design (on Canvas)</li> <li>DO: Redesign of A Short Guide for Writing an Essay (on Canvas)</li> </ul>	<b>Midnight: Wikipedia Edits Due</b>
13	R 4/21	Class Discussion: Editing for Visual Clarity & Document Design, Pt 1. <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>READ: Rew Chapter 16 (on Canvas)</li> </ul>	Completed reading & A Short Guide to Writing Essays redesign (on Canvas)  <b>Statement of Intent for Final Project</b>

Week	Date	Topics & Assignments	DUE
		<ul style="list-style-type: none"> <li>DO: Redesign of Audio Mulch Website and questions (on Canvas)</li> </ul>	
14	T 4/26	Class Discussion: Editing for Visual Clarity & Document Design, Pt 2. <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>READ: Textbook Chapter 10, pp. 247-272</li> <li>DO: Original/Revised outlines for final project</li> </ul>	Completed reading & Redesign of Audio Mulch Website and questions (on Canvas)
14	R 4/28	Class Discussion: Graphics <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>READ: ProfessionalEditor.pdf (on Canvas)</li> <li>DO: Worksheet 3</li> </ul>	Completed readings & workbook exercises 10-1, 10-2  <b>Midnight: Original/revised outlines for final project on Canvas</b>
15	T 5/3	Class Discussion: Editing for Different Audiences; Working as a Professional Editor <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>Work on final project</li> <li>Sign up for conference spot on 5/5 or 5/6</li> </ul>	<b>Worksheet #3</b>
15	R 5/5	Class Discussion: Final Project conferences in our regular classroom or on Zoom (conferences will continue to 5/6 as well) <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>Work on final project</li> </ul>	Bring a working draft to Final Project Conferences.
16	T 5/10	Class Discussion: Feedback on Final Project <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>Finish final project</li> </ul>	<b>Draft of final project to show class (no need to have report, just actual project)</b>
16	R 5/12	Wrapping up, Talking about the final <b>FOR NEXT TIME:</b> <ul style="list-style-type: none"> <li>Prepare for final exam</li> </ul>	<b>Final Project Due by Midnight</b>
Final Exam	Monday 5/23 7:15-9:30 A.M.	<b>Final Exam, Online</b>	<b>Final Exam, Online</b> <i>You are more than welcome to take the exam in the regular classroom (I will be there), but the exam will be open for 24 hours on Canvas. You will have 2 hours and 15 minutes to complete the exam.</i>

