

Copyediting
(MAC 245 – 3 hours)
Campbellsville University
Spring 2017

Instructor: Judith Collins
Office: 222 Carter Hall
Office Hours: Monday and Wednesday, 1:00pm-3:00pm
Tuesday and Thursday, 11:00am-1:00pm
Friday 1:00pm-2:00pm
and by appointment
Cell Phone: (859) 421-1490 (Do not call after 11:00pm.)
Office Phone: (270) 789-5242
Email: jarcm66@gmail.com; jacollins@campbellsville.edu
Campus Security Office: (270) 789-5555
Campus Security Mobile: (270) 403-3611

Minthorn, David, Sally Jacobsen, and Paula Froke, Eds. *The Associated Press Stylebook 2015 and Briefing on Media Law*. New York: Basic, 2015.

Course Description (as quoted from the CU course catalog):

MAC 245 prepares students to write clearly, concisely and correctly and to edit the writing of others and themselves by reviewing English grammar and syntax from the ground up. There will be special emphasis on copywriting, copyediting and headline writing for print media. The course introduces copywriting and editing, headline and photo caption writing, page layout and design, page makeup, typography and production.

See the nerd. Be the nerd.

Course Objectives:

1. Students will study correct grammar, syntax, punctuation, spelling, composition, layout, design, makeup and a consistent style of writing, as well as why these skills are essential to good writing and clear communication.
2. Students will learn the role of a copy editor and how it differs from a reporter in the publication business.
3. Students will learn how to edit their own copy as well as that of others. Such skills will help prepare them for employment as reporters, editors, bloggers and feature writers.
4. Students will learn the Associated Press style of writing.
5. Students will focus on copywriting and editing, along with fact-checking, copy review for legal and ethical concerns and proofreading.
6. Students will receive an introduction to design, layout and make-up basics.

Course Requirements:

1. Come to class having done whatever thrilling grammatical piffle I have told you to do, whether during class periods beforehand or on this syllabus. Discuss exciting grammatical issues when necessary, preferably in meaningful and constructive ways. Present journalistic findings when I ask you to, and turn in any and all homework, being prepared to discuss some of it in class;
2. Take and pass quizzes when I give them to you;
3. Research and write any articles, blog posts, editorial essays, etc. that I assign;
4. **Always bring your *AP Stylebook* to class.**

Attendance Policy: We will spend many class periods editing and discussing issues of style and grammar. You are expected to participate, pay attention, and retain information. Thus, any absence could affect your grade due to missed information. However, for emergencies, you may miss four class meetings. If you miss more than four, I will lower your final grade by one letter for each additional absence.

Academic Honesty: If you cheat on or plagiarize any assignment or test and I catch you, you will fail this course and be reported to the Dean, the Vice President, and anyone else I happen to pass on the sidewalk or in the hallways.

Warning:

Because this course focuses on acquiring copywriting as well as copyediting and proofing skills, it presumes you have mastered the basics of English grammar, punctuation, spelling and syntax in writing for news, features, public record, interviews and such. CU's Writing Lab will work with you to strengthen your basic writing skills if they are not sufficiently strong for this class. **But you will be graded on how well you comply with basic rules.**

Academic Support: The Badgett Academic Support Center provides tutoring services, study areas (open and reserved), procedures, and equipment for student checkouts, computer lab, and on-site professional staff for assistance. All ENG 111 students will be frequently encouraged to use the facilities and services offered in the Academic Support Center. Forms and hours of service may be accessed online at [www.campbellsville.edu/Academics/Academic Support/Learning Commons](http://www.campbellsville.edu/Academics/Academic%20Support/Learning%20Commons).

General Education Requirement: This course fulfills a General Education Written Requirement. It focuses on writing as a process of thinking as well as a mode of expression and communication. Writing will be presented as an integral aspect of thinking and learning and will therefore be a pervasive activity in this class.

Assignments:

-Quizzes: Periodically, I may give the class a quiz on some grammatical or other issue I have decided you need to work on. Sometimes you will get 10 minutes at the start of class to complete the quiz; sometimes you will get to take it home. Sometimes, I will count in-class work on small assignments as quizzes.

Your quiz grade will definitely include all Facebook posts (See description below – your score for every three posts will be averaged together to make one quiz grade, for a total of five quiz grades). Your quiz grade will also include the mid-term quiz and the final take-home quiz, each of which will count twice as much as every other quiz.

The quizzes will cover primarily the information contained in *The AP Style Manual*; **you should try to make your way through the section on punctuation as quickly as possible** and study portions of the *Stylebook* itself early and often, although I will tell you, whenever possible, what to study for each quiz. You will be allowed to use your *Stylebook* during quizzes, but since time will be limited (for in-class quizzes, at least), you should be familiar with the material so you can look it up more quickly.

-Blog response: A couple of weeks before mid-term, you will find a blog online and respond to it in a blog-like essay of your own.

-Editing of Social Media class's blog: At mid-term, you will be assigned a member of Dr. Jeffrey's Social Media class, and you will receive, edit, and return that person's blog assignment in time for that person to get a grade for it in Dr. Jeffrey's class. **You should retain a photocopy of the edited blog to turn in for a grade.**

-Editorial essay: You will write and edit thoroughly an editorial (opinionated) essay.

Evaluation: Your final grade will be an average of the following:

| | |
|---|-----|
| average of daily participation grades | 20% |
| average of quiz grades (both mid-term and final quiz grades count double) | 25% |
| blog response | 15% |
| editing of Social Media class blog | 15% |
| Derby Rose Gala participation | 5% |
| editorial essay | 20% |

Grades: a 100-point scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; below 60 = F.

Facebook Posts:

As part of your class participation and quiz grades for this class, you must complete the weekly exercises described below:

1. Create/reactivate/utilize a Facebook account in your actual name;
2. Search for my Facebook page entitled "Red Tape Holds up Bridge";
3. "Like" that page, whether or not you do;
4. By 12:00pm (noon) Eastern Time, every Monday throughout the semester, do whatever the syllabus tells you to do for that week. Emojis can be part of your post but not all of it. No memes, photos, or videos allowed unless they enhance (and accompany) the required response.
5. **Grammar counts.** It is, in fact, the main point of this course. Be prepared to discuss the grammatical and stylistic qualities of your posts during class at some point during the following week.

Rules: No cussing. No backbiting. No personal insults or innuendo. No discussions or comments of a sexual nature. Be as polite as you would be to a boss you either feared or respected or to a fellow employee when you knew that boss was watching and listening. Tell that boss and that employee the truth, but do it respectfully. Any breach of these rules will require me to delete your post and I will consider that you have skipped that week's post altogether – see below.

This is a public Facebook page. I will monitor it and delete any posts I consider inappropriate, especially from outside my classes, but you should still consider the Facebook group a public forum. This means others will see what you write – not just the other people in the class, but anyone who drops in (possibly even some of my many English teacher friends, world wide) – and you should therefore write so that anyone – from your best friend, to your professor, to your grandmother – would respect you.

You are allowed to skip no more than three weekly posts over the course of the semester without affecting your Homework grade. Skipping four posts will lower your Homework grade by one letter. Skipping eight will lower it by two letters. Skipping ten will cause you receive a 0% for Homework regardless of your other Homework grades.

PROFESSIONALISM IN CLASS

In addition to showing respect for the course by attending regularly, I expect you to pay attention. Writing rules do actually have something to teach you, and so do I. Listening to lectures and discussions and completing assigned exercises are vital to your understanding the material and, thus, to your passing the course. Therefore, unless I receive official notice from someone in university administration that you require special (and specific) electronic equipment in order to learn, I will apply the following procedure to everyone in my class:

Any and all electronic devices which you are not using to take notes or otherwise follow my directions must be set on silent before class begins and must be hidden from your sight – not on your desk, not in your lap but in your pocket or bag and thus not visible to you. Any device that rings, buzzes, vibrates, sings, raps, knocks, breathes, shines, or otherwise disrupts class will be confiscated. Any student caught in class listening to anything besides official class proceedings will be ejected from class. The third time any student is ejected, he/she will be forbidden to return for the duration of the semester and will receive an F for the course.

If you need to use a laptop in class, you will sit at the front and turn your desk sideways.

Rationale: Yes, you pay for enrollment in my course, but academia is a strange entity. I am not a service provider; I am a university professor. You are not a client; you are a student – perhaps a better way to put it is that you are not the customer buying a product but rather the product itself; I take pride in my work, and I will not allow a shoddy product to pass along the assembly line. You pay a part of your tuition for the privilege of learning what I know about writing, whether or not you think you want that. Everyone in the class has paid for the same thing, and some may actually want to learn without distractions.

Disabilities Modification Statement

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services. Assistance is an official, formal, semester-long project that requires effort on both the student's and professor's parts. I will not tolerate abuse of this system.

That said, for the purposes of my class, I place the emphasis on the word "reasonable." This means the university will help you to learn study methods which enable **you** to better help yourself. It does not mean that I will automatically adjust students' grades to reflect my vague understanding of their respective abilities. All students in my class are evaluated on the same standards; the "accommodations" noted above refer to helping students better understand how to work to meet those standards.

Compliance with Title IX

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office of Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator:

Terry VanMeter, Title IX Coordinator
Administration Office 8A
UPO Box 944
Campbellsville University
1 University Drive
Campbellsville, KY 42718
270-789-5016
twvanmeter@campbellsvile.edu

Information regarding both the reporting of sexual violence and the resources available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX.

Schedule of Assignments (subject to change, both major and minor, right up until the last minute):

January:

Th-19 -Introduction to course
-Basic Skills Pretest handed out

****Facebook assignment**

By Monday, January 23rd at noon:

Post a question about a grammar issue you've never understood.

T-24 -Go over Basic Skills Pretest in class
-New Basic Skills Pretest handed out

Th-26 -New Basic Skills Pretest due, this time for a quiz grade

****Facebook assignment**

By Monday, January 30th at noon:

Post your answer to a question on the new Basic Skills Pretest – a question you consider to be tough. Be sure to start it with the question number.

T-31 -the evils of plagiarism – edit an anonymous student's news story in class
Th-2 -grammar and mechanics – edit an anonymous student's news story in class

****Facebook assignment**

By Monday, February 6th at noon:

Post a badly constructed sentence of your own (from something you have written earlier, for a purpose, and already used or turned in), and then do the following two things:

- 1. In a comment on your own post, improve your own sentence;**
- 2. In a comment on someone else's post, improve that person's sentence in a different way than he or she has done.**

T-7 -In-class writing and peer review/editing – prompt TBA

Th-9 -Completed and typed version of Tuesday's in-class writing due
-in-class editing of this syllabus

****Facebook assignment**

By Monday, February 13th at noon:

Read either an online news article or a blog, find a grammatical error in it, and do the following two things:

- 1. Post the link to the article or blog;**
- 2. Head the post with the whole offending sentence, enclosed in quotation marks;**
- 3. In a comment on your own post, retype the sentence with the error(s) fixed.**

T-14 -discuss some awkward headlines – the English language and what can go wrong

Th-16 -more on how to fix awkward headlines

****Facebook assignment**

By Monday, February 20th at noon:

Pick one of your own headline quiz answers and post it.

T-21 -discuss awkward companion photos and/or their awkward captions – juxtaposition and what can go wrong

Th-23 -in-class writing – photo captions – and peer review/editing

****Facebook assignment**

By Monday, February 27th at noon:

Find a blog to which you would like to respond, either to agree or disagree, and do the following two things:

- 1. Post a link to the blog;**
- 2. As a comment, type the thesis statement to your response.**

T-28 -In-class writing – blog assignment

March:

Th-2 -In-class editing – blog assignment

****Facebook assignment**

By Monday, March 6th at noon:

Find a sentence in your blog with which your peer-editor had issues and do the following two things:

- 1. Type out the sentence as you had it before;**
- 2. In a comment, revise that sentence.**

T-7 -blog assignment due

-mid-term grammar quiz taken in class

Th-9 -mid-term grammar quiz returned to you

-assignment for week following spring break – details discussed

-(remind me to tell you to make copies)

T-14 -Spring Break – no class

Th-16 -Spring Break – no class

T-21 -Social Media Class brings you their blog posts

Th-23 -You bring blogs posts back to Social Media class

-You should have made a photocopy of your edits before you give it back.

****Facebook assignment**

By Monday, March 27th at noon:

Post one anonymous sentence from the blog post you are editing and then do the following two things:

- 1. In a comment on your own post, improve that anonymous sentence;**
- 2. In a comment on someone else's post, improve that person's sentence in a different way than he or she has done.**

T-28 -retrieve hard copies of blog posts, turn them in with your photocopies

-editorial essay assignment handed out

Th-30 -analyze and edit some anonymous editorial in class

****Facebook assignment**

By Monday, April 3rd at noon:

Post the unpunctuated sentence I have given you in class on Thursday and then, in a comment on that post, punctuate it correctly, according to *AP Stylebook* rules.

April:

T-4 -first batch of your editorials edited in class

Th-6 -second batch of your editorials edited in class

****Facebook assignment**

By Monday, April 10th at noon:

Post the unpunctuated sentence I have given you in class on Thursday and then, in a comment on that post, punctuate it correctly, according to *AP Stylebook* rules.

- T-11 -third batch of your editorials edited in class
- Th-13 -fourth batch of your editorials edited in class

****Facebook assignment**

By Monday, April 17th at noon:

Post the unpunctuated sentence I have given you in class on Thursday and then, in a comment on that post, punctuate it correctly, according to *AP Stylebook* rules.

- T-18 -fifth batch of your editorials edited in class
- Th-20 -sixth batch of your editorials edited in class

****Facebook assignment**

By Monday, April 24th at noon:

Post the unpunctuated sentence I have given you in class on Thursday and then, in a comment on that post, punctuate it correctly, according to *AP Stylebook* rules.

- T-25 -seventh batch of your editorials edited in class
- Th-27 -Derby Rose Gala?

****Facebook assignment**

By Monday, May 1st at noon:

In one grammatically correct sentence, post a review of Derby Rose Gala.

May:

- T-2 -eighth batch of your editorials edited in class
- Th-4 -editorials due to me, on paper, in class
 - review
 - final take-home quiz handed out
- T-9 -final take-home quiz due in my office by noon

Plagiarism and Its Definitions

When do you need documentation?

For all statements of fact, opinions, ideas, statistics, allegations, etc. to which you have no exclusive claim by right of discovery or invention - either somebody else said, thought of it, discovered it, or proved it before you did. This excludes what is common knowledge, but you should try to cite it first and then check it with me.

What is plagiarism?

"When a person submits work purporting to be his own, but which in any way borrows ideas, organization, wording, or anything else from another source without appropriate acknowledgement of the fact, the person is guilty of plagiarism." (University of Kentucky statement on plagiarism)

Some forms of plagiarism:

1. Presenting as your own work a paper written by someone else
2. Using material phrased or quoted from a source without citing that source
3. Using the exact words of a source without using quotation marks to indicate a direct quotation. This remains plagiarism even if the material is properly cited.
4. Reproducing the style, organizational structure, or wording of a source, even if that source is properly cited; central to avoiding this error is the practice of proper paraphrasing.
5. Allowing another individual to substantially revise, rewrite, or edit your work. You may consult the Writing Lab for advice, and we will have editing sessions during which other students suggest alterations to your drafts, but YOU are to make the changes. I will require that you hand in all drafts, and I don't want to see somebody else's handwriting doing the revision.
6. Plagiarism is not limited to these specific examples. When in doubt, consult me.

What if you and a source independently reach the same conclusion or have the same idea?

You may claim the idea or conclusion as original to yourself, but you must also include a reference indicating that this same conclusion or idea is found in your sources.

Exceptions:

You do not have to cite any information that can be considered any part of the whole body of general knowledge shared by the educated public. Rule of thumb: Consider yourself a member of the "educated public." If you did not know the information before you did the research, you should seriously consider citing it. However, use discretion; do not cite anything that is simply an easily verifiable fact. For example, you might not have known that Franklin Pierce was the fourteenth president of the United States, but it would be considered a fact that is part of the "body of general knowledge" and would not need to be cited. When in doubt consult me.

Misrepresentation of sources:

If you attribute any fact, opinion, statistic, etc., to a source when indeed that source does not contain such information, you are guilty of intellectual dishonesty in a way that is just as serious as using another's work without proper attribution. You must paraphrase accurately and fairly; you must quote exactly and indicate any alteration of a quotation.