EDITING
WRCR6216

Course Outline (online)

Description:
One of the essential skills for a writer is being able to edit their own work and make it ready for readers. This course gives writers a working knowledge of the editing process. Students will learn how to refine and publish their writing making it ready for publication.

There is no formula to editing in the same way there is no formula for writing. Each writer uses different methods and techniques. We will look at various editing techniques and methods used by writers.

Course Goals:
The goal of this course is for students to be able to edit their own work and find a publication to publish it.

Course Objectives: At the completion of this course, the student will be able to:
- Evaluate your own writing for logic, relevance, and consistency of style
- Devise effective editing plans for your work
- Recognize the various phases of the editorial process
- Critique the effectiveness of any piece of writing in terms of the editorial process
- Create effective pitches to your writing to publishers and publications

Texts:
TBD

Evaluation:

1. Editing exercises

The best way to learn to edit your own work is to edit someone else's work. Editing others not only deepens your understanding of text, but trains your mind to look dispassionately and pragmatically at a work, even your own.

You will be provided with two short piece of writing (approximately 600 words). You will be asked to edit the work. Consider its structure. Does the piece make sense and is organized in a logical way? You should also look spelling and grammatical errors. You should either use track changes to the word file or mark it up using comments in the adobe reader.

40 percent

2. Quizzes

There are three short quizzes throughout the course. The content of quizzes focus on common grammar or spelling errors you will find when editing.

30 percent

This course outline is a sample only and is subject to change.

3. Participation

There are three discussions in the course. The discussions will focus on readings from the textbook. You are expected to participate in the discussion by posting your opinion and responding to your fellow students' postings.

30 percent

Notes on assignments (papers and reports):
- Must be academic in style and content
- Must have a clear focus
- Must present ideas in a logical and well thought-out flow
- Arguments, analysis and conclusions must be based on clearly identified research and sources
- Must cite all references from other sources
- Must be in paragraph format
- Must be double-spaced, and typewritten
- Must follow APA style

Grading:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

Online Participation Grading Chart:

The following chart will act as a guide for assessing student participation in an online course.

Grade	Criteria
9-10	The student participates frequently, providing relevant responses more than 35 times spread evenly over the length of the course.
	Replies to discussion questions, instructor comments as well as the responses of other students in a positive and critical manner.
	The student responds in a timely manner (allowing enough time for fellow students to respond, and not posting on the last day of the unit).
	Responses are of a high quality, an obvious effort has been made to research the answer. Responses offer new perspectives on course material and spark discussion amongst the class.
7-8	The student participates consistently, providing relevant responses 30-35 times over the length of the course.
	The student responds in a timely manner (allowing enough time for fellow students to respond, and not posting on the last day of the unit).
	The student offers new ideas and responds to the contributions of others.
6	The student provides some relevant contributions, 15-20 times over the length of the course.

This course outline is a sample only and is subject to change.

The student responds before the end of the unit.

The student occasionally offers new ideas and responds to others.

5   The student's contributions are inconsistent in both quality and timing, 10-15 times over the length of the course.

The student's responses are not always on time.

The student does not offer any new ideas, and responses to fellow students are few.

4   The student rarely provides contributions to the course, 5-10 times.

The student does not always respond on time.

The student has difficulty understanding the course content, and does not respond to the contributions of the other students.

0-3   The student provides little or no discussion, less than 5 times.

Information is contributed only when asked to by the instructor, and responses are negative or disagreeable to the instructor/fellow students.

Responses show little in the way of comprehension of course material. The responses are usually limited to "I agree", "Me too" or the like.

Policy on Cheating and Academic Misconduct:

Academic honesty is a cornerstone of conduct at Western University. We cannot have freedom of expression without integrity. Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences; please refer to the section on "Scholastic Offences" in the current University Academic Calendar, or on the web at http://www.westerncalendar.uwo.ca. Such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course any academic work for which credit has previously been obtained or is being sought in another course in this University or elsewhere (without the knowledge and approval of the instructor to whom the work is submitted). Students enrolled in non-degree courses are expected to abide by the University's code of conduct.

Code of Student Conduct:

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For the complete Code of Student Conduct: http://www.uwo.ca/univsec/pdf/board/code.pdf.

Plagiarism:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (http://www.turnitin.com).

This course outline is a sample only and is subject to change.

How often will the instructor communicate with me?

The instructor will be in communication at least once per week with students.

Policy on Late Assignments:

Marks will be deducted from late assignments. Two percent per day will be deducted from the assignment, including weekends, up to a maximum of 10 days, after which assignments will not be accepted and a grade of zero will be assigned unless documentation for accommodation has been provided in advance.

When will I receive my grades?

Final grades will be available 2 weeks after the last scheduled day of the course. A grade report can be printed from myWCS. Final grades are not posted in OWL.

How do I hand in assignments?

All assignments will be submitted electronically through OWL as directed. Failure to meet deadlines without the instructor's written permission will be subject to the late assignment policy. It is the student's responsibility to ensure that all assignments forwarded to the instructor arrive before the due date. If you experience difficulty in submitting assignments through OWL, you are responsible for contacting the instructor and arranging an alternate method of delivery (e.g. e-mail attachment) for the assignment.

Course Schedule:

Class 1 – Introduction
In the first class we will examine the course structure and assignments.

Class 2 – Effective writing
In this class we'll look at the elements of good writing.

Class 3 – Effective writing – part 2
We'll continue to examine the elements of good writings, but will focus more on unusual forms and strategies.

Class 4 – Dumb mistakes
Avoiding common mistakes in grammar and spelling will make your writing credibility and persuasive.

Class 5 – Self-editing
This class will look at the process of self-editing step by step.

Class 6 – Editing nonfiction
We'll examine the problems and methods of editing which are specific to non-fiction writing.

Class 7 – Editing fiction
We'll examine the problems and methods of editing which are specific to fiction writing.

Class 8 – Publishing
We'll look at ways for finding a suitable place to publish your writing.

This course outline is a sample only and is subject to change.