Instructor: Victor Del Hierro, Ph.D.   Office: Zoom
Email: vdelhierro@ufl.edu   Office Hours: MW 2:00-3:30pm
Class Location: Canvas
Class Time: MWF 10:40am-11:30pm

Course Overview:
ENC 4212: Professional Editing asks you to engage with rhetorical, technical communication, and cultural theories and practices toward further developing and honing your skills in editing, as well as supplemental key competencies in research, analysis, documentation, collaboration, and intercultural communication. Despite what the course title might connote, we won't focus solely on editing documentation for technical industries and topics. Instead, we will think about the multiple roles an editor plays. We will also look at the technicality of editing on many levels; for example, the technical work that goes into: becoming subject matter experts on topics you hadn't previously known; working with authors with technical expertise; learning copyediting symbology; doing the technical work of audience and other rhetorical and cultural analyses; learning and using new documentation styles; learning how organizational hierarchies and author-editor power dynamics impact editing work and communication; etc. Consequently, this course introduces rhetorical principles (e.g., audience, purpose, ethics, arrangement, style, etc.) and asks you to apply them to a variety of workplace editing contexts (technical and less-technical), cultures, and genres. Ultimately, this course offers you the opportunity to learn more about the scholarly discipline of technical communication and professional fields of editing and publishing and to experience the various roles and work of editors and copyeditors within the context of an invented professional space in this classroom: Illustrious Editing Gang (IEG).

Course Goals:
The primary goals of ENC 4212 are to:
- Understand what "technical" editing means, what a technical editor does, and how technical editors work

- Promote an understanding of technical editing as ethical, professional action
- Introduce rhetorical principles, professional practices, research skills, and intercultural communication considerations
- Develop project management skills and strategies
- Interrogate the relationships between editing, rhetoric, culture, organizations, and power—and what these relationships mean for your editing practices
- Learn and practice editing with real clients
- Encourage responsible teamwork and collaboration skills.

Ultimately, ENC 4212 couples theory with hands-on editing practice, promotes creative and critical strategies for solving real-world editing problems, fosters diverse critical thinking strategies, and engages a variety of rhetorically-savvy communication skills. To better the ways in which we think and communicate, this course asks you to: ask what others think; listen to others; determine the value and reliability of sources; synthesize different viewpoints; weigh the impact of those viewpoints on your own; consider the impact of your communication on others; and practice reading, writing, designing, and presenting.

Upon completion of this course, you should be able to:
- Understand the differences between editing, copyediting, and proofreading
- Identify and understand the audiences/users for whom you are editing
- Develop an awareness of the cultures and communities within which, to whom, and about whom you communicate
- Understand why research, organization, detail, clarity, and design are crucial to effective and ethical editing
- Evaluate the reliability of and appropriateness of information sources
- Research, analyze and assess the usability and usefulness of specific documentation for specific audiences/users
- Write, edit, test, and present individual and collaborative work you will be expected to produce professionally and publicly.

Course Texts:
Acevedo, Elizabeth. (2018). The Poet X. Quill Tree Books. ($12 hardcover)

Saller, Carol Fisher. (2016). The Subversive Copy Editor: Advice from Chicago (Second Edition). University of Chicago Press. ($20)

Einsohn, Amy. (2011). The Copyeditor's Handbook: A Guide for Book Publishing and Corporate Communications (3rdedition). University of California Press. (Available as PDFs or digitally through the UF Library)

Additional PDFs will be available via Canvas or the UF Library.

Class Policy
In my courses, I do my best to ensure that everything we do is purposeful and useful to students. I also come into the class with the assumption that everyone has something to offer. My assessment of the class and of myself is always in relationship to each other. If I assign something and a majority of the class is successful, then I perceive that to mean I have been successful at my job. If I find that most students are having a difficult time then I need reevaluate my approach and adjust accordingly.

ADJUSTING TO ONLINE
I will be treating this course as a fully online course. In my experience, teaching online should be a wholly different experience to what happens in a regular face to face courses. That said, my course will continue to focus on doing what I can to make the course as efficient and user-friendly for students. I will make myself available 5 days a week during regular hours from (9:00am-5:00pm) through email and hold live office hours through Zoom. So long as you keep with the weekly tasks and turning in all of your projects, you will have a successful semester.

If there is anything I can do to make the classroom environment more accessible to you for any reason, please come speak with me during the first week of class so that we can ensure that you have everything you need to be successful in this course.

Grades and Assignments

All assignments must be submitted on time in order to pass the class. Grades will be assigned on each project and your final grade will be assigned cumulatively based on your scores on each assignment. If you are concerned with your grade at any point in the semester, please schedule a time to meet on Zoom. I will not discuss grades via email at any point. The table below outlines grade percentages and their corresponding point/letter grades.

Percent	Grade	Grade Points
90.0 - 100.0	A	4.00
87.0 - 89.9	A-	3.67
84.0 - 86.9	B+	3.33

81.0 – 83.9	B	3.00
78.0 - 80.9	B-	2.67
75.0 - 79.9	C+	2.33
72.0 – 74.9	C	2.00
69.0 - 71.9	C-	1.67
66.0 - 68.9	D+	1.33
63.0 - 65.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	F	0.00

More information on UF grading policy may be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Overview:
Code Academy (10%)
Style Analysis (10%)
Diversity Statement Revision (15%)
Team Client Project (15%)
Individual Client Project (20%)
Editor Statement (15%)
Professional Editor's Portfolio (15%)

Code Academy
For this assignment you will be asked to sign up for Code Academy and complete the HTML course. While this might seem abstract, the purpose of taking this online coding class is to refresh your brain on the idea of writing and composition. The course takes 9 hours to complete according to the site so please be aware that you must work on this over the course of time.

Style Analysis
Once we have recalibrated our writing and editors' brain, the second assignment asks you to find a piece of writing you enjoy or hold in high esteem and thoroughly analyze it from an editor's standpoint. What rhetorical moves can you identify in the text? How is the text organized? Are there any patterns that you can recognize in the text? The text you choose should be in a genre or venue that you are interested in participating in.

Diversity Statement Revision

Over the course of the summer of 2020, we witnessed ongoing protests and demonstrations as a response to state violence and police brutality perpetuated on Black people. As movements gained attention, so was the magnification of anti-Blackness in organizations and businesses thus prompting organizations and businesses to respond through various public relations efforts. Many of those efforts often missed the point of what they were supposed to accomplish or plainly, lacked any kind of commitment to racial injustice and specifically to address anti-Blackness. As writers and editors, we must be equipped to respond to these moments and maintain a commitment to justice. This assignment will ask you to read, edit, and revise one of the statements provided. You will also provide a memo that describes your process and what was needed to revise original document.

Team Client Project
In groups of two or three editors, you will work with a client to edit their work for them. For this assignment, you will provide before and after copies of the document you worked to revise as well as a team memo that describes your process and the results of the revision.

Individual Client Project
Individually you will work with a client to edit their work. For this assignment, you will provide before and after copies of the documents you worked to revise as well as a memo that describes to the client the work that you did for them.

Editor Statement
For this assignment, you will develop a cover letter of 1-2 pages that describes your abilities as an editor. In this statement, you will describe your style, commitments, and perspective on being an editor.

Professional Editor's Portfolio
As a final project, you will put together a portfolio of your work throughout the class as an editor. The portfolio can be a PDF "hard copy" or developed into a personal professional website.

Inclusion, Safety, and Disability Accommodation at UF
No two people learn exactly the same way. If you find that the materials are difficult for you to absorb, don't assume right away that you don't understand the material! Perhaps you prefer to process information through speaking or listening, but all I am providing are written handouts, making it difficult for you to process.

Disabilities are visible and invisible, documented and undocumented: I do not distinguish between these designations. If you have a disability, or think you may have a disability, I encourage you to speak with me as soon as you can about your learning needs and how I can best accommodate them. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify me as soon as possible and/or contact Student Accessibility Services.

You may contact DS without notifying me if you wish; you may also speak with me without contacting DS at all. I do not require documentation for accessibility in my classroom.

ADA: The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If you suspect that you have a disability and need an accommodation, please contact the UF Disability Resource Center (DRC) at
Voice: (352) 392-8565
Fax: (352) 392-8570
Toll Free: (877) 983-3326
Florida Relay Service: (800) 955-8770
Email at DRCAccessUF@ufsa.ufl.edu or DRCTesting@ufsa.ufl.edu

UF Resources:
U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392- 1575 so that a team member can reach out to the student.

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161

Counseling and Wellness Center https://counseling.ufl.edu

UF George A. Smathers Library https://cms.uflib.ufl.edu/
Evaluation
Your feedback, both during and after our course, helps me improve my pedagogical practices and course accessibility. At UF, students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu/evals. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.