Department of English
University of Florida

ENC 4212 – Professional Editing
Spring 2022

Instructor: Victor Del Hierro, Ph.D.   Office: Turlington 4340
Email: vdelhierro@ufl.edu   Class Location: MAT 0113
Office Hours: Mon & Tues 12:00pm-1:30pm
Class Time: MWF 10:40a.m.-11:30a.m.

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

Acevedo, Elizabeth. (2018). The Poet X. Quill Tree Books ($12)

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.

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:
Style Analysis Literature (10%)
Style Analysis The Poet X (10%)
Diversity Statement Revision (15%)
Individual Client Project (15%)
Team Client Project (15%)
Editor Statement (10%)
Professional Editor's Portfolio (15%)
Reading Quizzes (10%)

Style Analysis Literature (10%) and The Poet X Analysis (10%)
Editing is all about understanding genre and context. For the Style Analysis assignments you will be looking at two different texts. The first will be from an example of literature that you hold in high esteem or regard. The second will be from The Poet X, a young adult novel written entirely through poems. For this assignments, consider the following questions: 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?

Individual Client Project (15%)
For the individual client project, you will be teaming up with another classmate to work as an editor for a writing assignment they are working on in another class. This assignment may be completed at any time during the semester. You will want to plan ahead as this might require some coordinating to maximize the benefits of this assignment.

Diversity Statement Revision (15%)
As recently as 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. Prior to 2020 and after, we have seen other social movements take up similar trajectories and various organizations and companies have had to respond in similar ways. As writers and editors, we must be equipped to respond to these

moments and maintain a commitment to justice. While the statements may seem performative or trivial at times, they do offer public moments to shift discourses and models as the shifting landscape of social justice and equity continues to evolve. 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 (15%)

In groups of two or three editors, you will work with a client to complete editing tasks. 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.

Editor Statement (10%)

At the end of the semester, 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. Both of these statements will be self-reflective and incredibly important towards understanding ourselves and our progress.

Professional Editor's Portfolio (15%)

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.

In-Class Assignments and Reading Quizzes (10%)

Throughout the semester we will have reading quizzes or in-class assignments once a week. The quizzes will be from the readings for that week and the in-class assignments will range from short editing tasks to small group projects.

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/ .

Class Demeanor

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

Materials and Supplies Fees

There are no additional fees for this course.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct- honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Campus Resources:

Health and Wellness *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources
E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting,

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.

Calendar

Week 1 – Getting to know each other
Week 2 – A brief introduction to editing
Week 3 – Understanding our own positionality
Week 4 – Who do you work for as an editor?
Week 5 – Understanding how we read
Week 6 – Beginning to understand positionality and editing
Week 7 – Working with authors and understanding Writers
Week 8 – Storytelling as a Theory
Week 9 – Applying Style and Storytelling
Week 10 – Spring Break
Week 11 – Themed Storytelling
Week 12 – Editing and Technology
Week 13 – Introducing Portfolios
Week 14 – Team Client
Week 15 – Revisiting our Positionality as editors
Week 16 – Last Week of Classes