SJSU SAN JOSÉ STATE UNIVERSITY

College of Humanities and the Arts · English & Comparative Literature

Professional and Technical Editing Section 01

ENGL 106

Spring 2023   4 Unit(s)   01/25/2023 to 05/15/2023   Modified 01/13/2023

🖥 Course Description and Requisites

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.

Prerequisite(s): ENGL 2 or A3 equivalent

Letter Graded

✳ Classroom Protocols

This section provides information on classroom-specific policies. Please be aware that these policies vary from class to class, even within the same department. Make sure to familiarize yourself with the specific policies of each class.

In-Person Classes

This course is intended to meet in person for the Spring 2023 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.

Online Access and Technology

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

Copies of major assignments, handouts, exams, 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 5 p.m. may not be answered until the next day. Emails received after 5 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!**

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, course schedule, Canvas page, 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

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 are not able to complete a project on time, you would either have to 1) meet with your supervisor/team/client 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, particularly after 5 p.m., you should not assume an extension will be granted.

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

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.

Treat the classroom 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.

Here are some simple ways to treat each other with respect in this class:

- Listen when people speak
- Look at someone when they are speaking
- Use nonverbal cues to let someone know you're listening
- Avoid using your phone or browsing on your computer when others are speaking
- Take out headphones/ear buds when others are speaking
- Speak clearly and loudly so others can hear you
- If working in groups...
  - Determine roles/responsibilities before beginning a project
  - Create shared calendars and documents
  - Make sure everyone has access to group documents
  - Contribute and allow space for others to contribute
  - If you disagree with someone else in the group, explain your reasoning and consult the rest of the group if the disagreement continues
  - Stay on task until the project is completed

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 a worksheet, 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.

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

Student Meeting Hours are always for you. 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. All you need to do is chat with me before/after class or send me an email with your availability.

COVID-19 Related Policies

I expect these policies will continue to evolve during this semester, but for now, here are the expectations for this class.

Vaccination

Students must continue to comply with the CSU Vaccination Policy (https://comm.sjsu.edu/NjYzLVVLUS05OTgAAAGII6lIS1nbQocq8nvNm96tGZ2RWZgT4dfO2V77Yvypg4IioVnHZU4yMQkjftx0Hs5x T51SRSU=) and SJSU Presidential Directive 012022. (https://comm.sjsu.edu/NjYzLVVLUS05OTgAAAGII6lIS6fhNk4tm9xIVQrDvUcC3hqXap62ZHPezvhXe8YytqYWZ8tqTmIuF1Lr34lP-Pj9HMo=) Employees are also required to comply with the CSU Vaccination Policy (https://comm.sjsu.edu/NjYzLVVLUS05OTgAAAGII6lIS1nbQocq8nvNm96tGZ2RWZgT4dfO2V77Yvypg4IioVnHZU4yMQkjftx0Hs5x T51SRSU=). This policy requires that students, faculty and staff remain current on boosters for which they are eligible.

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

SJSU's mask policies are determined by the rate of COVID transition in the campus community. Our classroom masking policies will reflect the university's policies at any given time. If masking is required during the semester, students should wear a mask over both their noses and mouths throughout the direction of class time. Face masks should not have vents, mesh, or any other holes.

I will try to keep you updated about any changing mask guidance, but you should also keep up-to-date with announcements from the university, usually sent via email.

For more on SJSU's mask policy and other health advisories, visit the Health Advisors dashboard located at https://www.sjsu.edu/healthadvisories/ (https://www.sjsu.edu/healthadvisories/).

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

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

Program Information

The following statement has been adopted by the Department of English for inclusion in all syllabi: In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the 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.

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

Program Learning Outcomes (PLO)
Upon successful completion of an undergraduate degree program in the Department of English and Comparative Literature, students will be able to:
1. 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.
2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
5. Articulate the relations among culture, history, and texts, including structures of power.

Department Information:

Department Name: English and Comparative Literature
Department Office: FO 102
Department Website: www.sjsu.edu/english (https://www.sjsu.edu/english)
Department email: english@sjsu.edu (mailto:english@sjsu.edu)
Department phone number: 408-924-4425

◎ Course Goals

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.

▤ Course Materials

Please let me know if you have difficulty obtaining the course materials.

The Copyeditor's Handbook

Author: Amy Einsohn & Marilyn Schwartz
Publisher: University of California Press
Edition: 4th Edition
ISBN: 0520286723
Availability: Bookstore, online

The Copyeditor's Workbook

Author: Erika Büky, Marilyn Schwartz, & Amy Einsohn
Publisher: University of California Press
Edition: 1st
ISBN: 0520294351
Availability: Bookstore, online

The Chicago Manual of Style

Edition: 17th
Availability: Online through the library

Online access is provided through the library here: https://csu-sjsu.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01CALS_SJO:01CALS_SJO&search_scope=MyInst_and_CI&tab=Everything&docid=alma991013653009402919

Additional Readings

Other course readings will be available through Canvas as necessary.

Suggested Materials

In addition to the required texts, you may also find these texts helpful for the course:

- Suggested: A grammar handbook of your choice
  - Consider *Martin's Handbook, Wadsworth Handbook, The Blue Book of Grammar and Punctuation, The Grammar Bible*
- Suggested: A dictionary, a thesaurus

Optional

⠿ 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 at http://www.sjsu.edu/senate/docs/S12-3.pdf. You can also find more information on the University's Syllabus Information web page at https://www.sjsu.edu/curriculum/courses/syllabus-info.php (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 & In-Class Assignments

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.

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.

Worksheets

Throughout the semester, you will complete three assignments called "Worksheets," which are graded not on completion but on correctness. These exercises will require you to demonstrate your mastery of several skills we've studied—and sometimes put it all together to edit a full text. These worksheets are intended to help prepare you for the kinds of questions you may see on an exam. See the schedule for the due dates.

Exams

There will be two exams: a midterm and a final. The midterm will cover all material up to the midterm date, and the final exam will cover material from the entire class.

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.

Major Projects

There are two major projects in this course. The first asks students to edit a Wikipedia article that is labeled "in need of copyedit." The second is a group project that asks students to perform a developmental edit of sections from an army manual, taking that document from its current form into a civilian camping guide.

One-Unit Enhancement

Because this is a four-unit course rather than a three-unit course, the delineation for the one-unit enhancement is seen below:

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, prepare in-class activities, worksheets, and exams, schedule homework, evaluate student work and provide feedback, meet with students, evaluation of projects
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 projects, mediating group issues as applicable, one-on-one work with editing and document design software

✔ Grading Information

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 hectic.

Grading Disputes

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.

Criteria

Type	Weight	Topic	Notes
Homework	100 points		Course Objectives: 1, 2, 3, 4, 5, 6
In-Class Exercises	100 points		Course Objectives: 1, 2, 3, 4, 5, 6
Worksheets	150 points (50 points each)		Course objectives: 1, 2, 3, 4, 5, 6
Exams	300 pts (100 pts, 200 pts)		Course objectives: 1, 2, 3, 4, 5, 6
Project: Wikipedia edits	150 points		Course Objectives: 1, 2, 3, 6
Project: Camping Guide	200		Course goals: 1, 2, 3, 4, 5, 6

Breakdown

Homework and in-class assignments are graded on completion. 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):

- 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.

A breakdown of the final grading scale follows:

Grade	Range	Notes
A+	1000-980 points	
A	979-940 points	
A-	939-900 points	
B+	899-870 points	
B	869-840 points	
B-	839-800 points	
C+	799-770 points	
C	769-740 points	
C-	739-700 points	
D+	699-670 points	
D	669-640 points	
D-	639-600 points	
F	599 and below	

🏛 University Policies

Per [University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page (https://www.sjsu.edu/curriculum/courses/syllabus-info.php)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

This schedule is subject to change. I will notify you of any changes to the schedule in class and I will make edits to this schedule and the due dates 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.

When	Topic	Notes
R 1/26	Introductions, Syllabus, Intro to Editing, etc.	**FOR NEXT TIME:** • COMPLETE: Preliminary Copyediting Challenge, Workbook, pp. 3-5, all exercises (see Canvas for downloadable file)
T 1/31	Class Discussion: Basic Parts of Speech	**DUE:** Preliminary Copyediting Challenge, Workbook, p. 3-5, all exercises **FOR NEXT TIME:** • READ: Textbook, Chapter 1, pp. 3-37 • COMPLETE: Workbook exercises 1-1 & 1-2 (see Canvas for downloadable file)
R 2/2	Class Discussion: What Copyeditors Do	**DUE:** Completed readings & workbook exercises 1-1 & 1-2 **FOR NEXT TIME:** • READ: Textbook Chapters 2&3, pp. 39-85 • COMPLETE: Workbook exercises 2-1, 2-2 (see Canvas for downloadable file)
T 2/7	Class Discussion: Basic Procedures, Style Guides	**DUE:** Completed readings & workbook exercises 2-1 & 2-2 **FOR NEXT TIME:** • READ: Textbook Chapter 4, pp.89-139 • COMPLETE: Workbook exercises 4-1, 4-2
R 2/9	Class Discussion: Punctuation, Pt 1.	**DUE:** Workbook exercises 4-1, 4-2 **FOR NEXT TIME:** • READ: No additional reading; take a look back at Chapter 4, pp. 89-139 • COMPLETE: Workbook exercise 4-3
T 2/14	Class Discussion: Punctuation, Pt. 2	**DUE:** Workbook exercise 4-3 **FOR NEXT TIME:** • COMPLETE: Worksheet #1, Punctuation
R 2/16	Class Discussion: Punctuation, Pt. 3 (wrapping up, going back to any tricky concepts)	**DUE: Worksheet #1, Punctuation** **FOR NEXT TIME:** • READ: Textbook Chapter 5, pp. 141-172 • COMPLETE: Workbook exercise 5-1

When	Topic	Notes
T 2/21	Class Discussion: Spelling and Hyphenation, Pt. 1	**DUE:** Completed readings & workbook exercise 5-1 **FOR NEXT TIME:** • READ: No additional reading, look back at Chapter 5, pp. 141-172 • COMPLETE: Workbook exercise 5-2
R 2/23	Class Discussion: Spelling and Hyphenation Pt. 2	**DUE:** Completed readings & workbook exercise 5-2 **FOR NEXT TIME:** • READ: Textbook Chapter 6, pp. 173-188 • COMPLETE: Workbook exercises 6-1, 6-2
T 2/28	Class Discussion: Capitalization	**DUE:** Completed readings & Workbook exercises 6-1, 6-2 **FOR NEXT TIME:** • READ: Textbook Chapter 7, pp. 189-210 • COMPLETE: Workbook exercises 7-1, 7-2
R 3/2	Class Discussion: Numbers and Numerals	**DUE:** Completed readings & workbook exercises 7-1, 7-2 **FOR NEXT TIME:** • READ: Textbook Chapter 8, pp 211-226 • COMPLETE: Workbook exercises 8-1, 8-2
T 3/7	Class Discussion: Quotations	**DUE:** Completed readings & workbook exercises 8-1, 8-2 **FOR NEXT TIME:** • READ: Textbook Chapter 9, pp. 227-245 • COMPLETE: Exercise 9-1
R 3/9	Class Discussion: Abbreviations and Symbols	**DUE:** Completed readings & workbook exercise 9-1 **FOR NEXT TIME:** • Prepare any questions or comments ahead of midterm review.
T 3/14	Class Discussion: Midterm Review	**FOR NEXT TIME:** • COMPLETE: Study guide in preparation for the exam (open book and notes)
R 3/16 Online	Midterm Exam, Online	**DUE: Midterm Exam, Online** *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.* **FOR NEXT TIME:** • 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) • COMPLETE: Exercises on Canvas (downloadable file)
T 3/21	Class Discussion: Introduction to Wikipedia Project, Subject/verb agreement & Pronoun/antecedent agreement	**DUE:** Completed readings & exercises on Canvas **FOR NEXT TIME:** • 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) • COMPLETE: Exercises on Canvas (downloadable file)

When	Topic	Notes
R 3/23	Class Discussion: Dangling Participles, Misplaced Modifiers, and Parallelism	**DUE**: Completed readings & exercises on Canvas **FOR NEXT TIME:** - READ: Williams Concision Chapter on Canvas - COMPLETE: The following exercises in Williams reading: 7.2, 7.4, 7.6
T 3/28	No Class -- Spring Break	
R 3/30	No class -- Spring Break!	
T 4/4	Class Discussion: Concision; Checking in on Wikipedia Project	**DUE**: Completed readings & the following exercises in Williams reading: 7.2, 7.4, 7.6 **DUE: Wikipedia Edit Plan (midnight)** **FOR NEXT TIME:** - READ: Williams Clarity 1: Actions Chapter on Canvas - COMPLETE: The following exercises in Williams reading: 3.9 (all, just say which is easier to understand), 3.12 (odds only), 3.13 (odds only)
R 4/6	Class Discussion: Clarity	**DUE**: 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) **FOR NEXT TIME:** - **Worksheet 2:** Grammatical structures, concision/clarity
T 4/11	Class Discussion: Cohesion & Coherence	**DUE: Worksheet 2: Grammatical structures, concision/clarity** **FOR NEXT TIME:** - COMPLETE: Work on Wikipedia Edit Project - Sign up for conference spot
R 4/13	Class Discussion: Wikipedia Edit Meetings in our regular classroom or via Zoom	*No regular class meeting: just attend your meeting time* **DUE**: Working draft of Wikipedia Edit project – bring to conference. **FOR NEXT TIME:** - READ: Developmental & Organization Editing (file on Canvas) - COMPLETE: Complete Wikipedia Edits Project
T 4/18	Class Discussion: Developmental & Organization Editing, Introduce Final Project	**DUE: Wikipedia Edits Due (due at midnight)** **FOR NEXT TIME:** - READ: Visual Design (on Canvas) - COMPLETE: Redesign of A Short Guide for Writing an Essay (on Canvas)
R 4/20	Class Discussion: Editing for Visual Clarity & Document Design, Pt 1.	**DUE**: Completed reading & A Short Guide to Writing Essays redesign (on Canvas) **FOR NEXT TIME** - READ: Rew Chapter 16 (on Canvas) - COMPLETE: Redesign of Audio Mulch Website and questions (on Canvas)
T 4/25	Class Discussion: Editing for Visual Clarity & Document Design, Pt 2.	**DUE**: Completed reading & Redesign of Audio Mulch Website and questions (on Canvas) **FOR NEXT TIME:** - READ: Textbook Chapter 10, pp. 247-272 - COMPLETE: Original/Revised outlines for final project

When	Topic	Notes
R 4/27	Class Discussion: Graphics	**DUE**: Completed readings & workbook exercises 10-1, 10-2 **DUE: Group/Project Planning Doc (midnight)** **FOR NEXT TIME:** • READ: ProfessionalEditor.pdf (on Canvas) • COMPLETE: Worksheet 3
T 5/2	Class Discussion: Editing for Different Audiences; Working as a Professional Editor	**DUE: Worksheet #3** **FOR NEXT TIME:** • Work on final project • Sign up for conference spot
R 5/4	Class Discussion: Final Project conferences in our regular classroom or on Zoom	*No regular class meeting: just attend your meeting time* **DUE**: Bring a working draft to Final Project Conferences. All group members should be in attendance for conference time, either ALL members in person or ALL members on Zoom.
T 5/9	Class Discussion: Feedback on Final Project	**Due**: Draft of final project to show class (no need to have report, just actual project) **FOR NEXT TIME:** • Finish final project
R 5/11	Wrapping up, Talking about the final	**DUE: Final Project Due by Midnight (if your project needs to be printed, it will need to be turned in during class time or slipped under my office door)** **Final Project Collaboration Reflection Due by Midnight** **FOR NEXT TIME:** • Prepare for final exam
Wednesday, May 17 Online	Final Exam, Online	*You are more than welcome to take the exam in the regular classroom from 7:15-9:30 A.M., but the exam will be open for 24 hours on Canvas. You will have 2 hours and 15 minutes to complete the exam.*