

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COLA Dept/Division: ENG Alpha Designator/Number: ENG5xx ⁵⁰⁷ Graded CR/NC

Contact Person: Joni Magnusson Phone: 304-696-3378

NEW COURSE DATA:

New Course Title: Writing, Editing & Doc Design

Alpha Designator/Number: ENG5xx ⁵⁰⁷

Title Abbreviation: Writ., Edit. & Doc Design
(Limit of 25 characters and spaces)

Course Catalog Description: Study of the principles and practices of professional writing, editing, and document design. (PR: ~~ENG 204 or 350 or 354~~) ⁸⁸

Co-requisite(s): None First Term to be Offered: Spring 2018

Prerequisite(s): None Credit Hours: 3

Course(s) being deleted in place of this addition (must submit course deletion form): None

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u>Allison E. Carey</u>	Date <u>8/18/2017</u>
Registrar <u>[Signature]</u> 230101	Date <u>8/18/17</u>
College Curriculum Chair _____	Date _____
Graduate Council Chair _____	Date _____

Request for Graduate Course Addition - Page 2

College: COLA

Department/Division: ENG

Alpha Designator/Number: ENG5xx ⁵⁰⁷

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Professor Joni Magnusson/English Department
Professor Nathan Rucker/English Department
Dr. Tony Viola/English Department
Professor Kristin Steele/English Department

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Please see the attached syllabus.

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

Please see the attached syllabus.

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

1. Rude, Carolyn D. and Angela Eaton. Technical Editing. 5th ed. Pearson, 2010.
ISBN-13: 978-0205786718
2. Pearsall, Thomas E. and Kelli Cargile Cook. The Elements of Technical Writing. 3rd ed. Pearson, 2010.
ISBN-13: 9780205583812
3. Williams, Robin. The Non-Designer's Design Book. 4th ed. Peachpit Press, 2014.
ISBN-13: 978-0133966152

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

The instructional methods for the course will include lecture, class discussion, student presentation, and written work. Please see the attached syllabus for more information.

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Evaluation methods will include projects, such as an editing portfolio and professional writing project. Please see the attached syllabus for more information.

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Additional graduate requirements will include selecting a class session and topic to lead/teach as well as additional length, complexity, and criteria for the editing portfolio submission.

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Anderson, Laura. McGraw Hill's Proofreading Handbook. 2nd ed. McGraw-Hill Education, 2006.

Dunham, Steve. The Editor's Companion: An Indispensable Guide to Editing Books, Magazines, Online Publications, and More. Writer's Digest Books, 2015.

Einsohn, Amy. The Copyeditor's Handbook: A Guide for Book Publishing and Corporate Communications. 3rd ed. University of California Press, 2011.

Gross, Gerald C. Editors on Editing: What Writers Need to Know About What Editors Do. 3rd ed. Grove Press, 1994.

Kane, Thomas S. The Oxford Essential Guide to Writing (Essential Resource Library). Berkley, 2000.

Kolin, Philip. Successful Writing at Work. 10th ed. Wadsworth Publishing, 2012.

Lannon, John M. and Laura Gurak. Concise Guide to Technical Communication. 3rd ed. Pearson, 2006.

Norton, Scott. Developmental Editing: A Handbook for Freelancers, Authors, and Publishers (Chicago Guides to Writing, Editing, and Publishing). University of Chicago Press, 2011.

Pearsall, Thomas E. and Kelli Cargile Cook. The Elements of Technical Writing. 3rd ed. Pearson, 2010.

Peebles, Tim. Professional Writing and Rhetoric: Readings from the Field. Pearson, 2012.

Rude, Carolyn D. and Angela Eaton. Technical Editing. 5th ed. Pearson, 2010.

Sullivan, K.D. and Merilee Eggleston. The McGraw-Hill Desk Reference for Editors, Writers, and Proofreaders. McGraw-Hill Education, 2006.

Tebeaux, Elizabeth and Sam Dragga. The Essentials of Technical Communication. 3rd ed. Oxford UP, 2014.

Williams, Robin. The Non-Designer's Design Book. 4th ed. Peachpit Press, 2014.

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:


Prerequisites:

First Term Offered:

Credit Hours:

Department: English

Course Number and Title: ENG 5xx: Writing, Editing & Doc Design

Catalog Description: Study of the principles and practices of professional writing, editing, and document design. (PR: 

ENG 204 or 350 or 354)

Prerequisites: None

First Term Offered: Spring 2018

Credit Hours: 3

English 5xx: Writing, Editing & Document Design—Spring 2018

Section: 201, Meetings: T/R 11:00-12:15, Location: Corbly 353

Instructor Name: Joni Magnusson

Office: Corbly Hall, 447

Office Hours: T/R 10:00-1:00

Mailbox: English Department, 346 Corbly Hall

E-mail Address: magnusson3@marshall.edu

Office Phone Number: 304-696-3378

Catalog Course Description

Study of the principles and practices of professional writing, editing, and document design. (PR: ENG 204 or 350 or 354)

Extended Course Description

This course in Professional Writing, Editing, and Document Design will provide you with knowledge related to the principles and hands-on practice of being a technical editor and writer. We will begin by editing a range of documents using a variety of editing types/levels and strategies. We will then move on to writing and document design in a hands-on setting. By the end of this course, you will be able to lead almost any writing or editing project. Ultimately, this course will make you a better writer, editor, designer, and document developer.

Policies and Procedures

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802

Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

Accommodations Policy: Marshall University requires that you request any academic accommodations you may want in the classroom and/or for course assignments, etc. If you have a documented learning disability, hearing or vision problem, or any other special need that might affect your performance or participation in the class, please be sure to speak with me. Also, please be aware of the support services available to you through the Office of Disability Services Program.

Affirmative Action Policy: It is the policy of Marshall University to provide equal opportunities to all prospective and current members of the student body, faculty, and staff on the basis of individual qualifications and merit without regard to race, color, sex, religion, age, disability, national origin, or sexual orientation. English 4xx/5xx supports this commitment. The classroom community will work to create a positive learning environment based on open communication and mutual respect.

Academic Dishonesty: A student, by voluntarily accepting admission to the institution or enrolling in a class or course of study offered by Marshall University accepts the academic requirements and criteria of the institution. It is the student's responsibility to be aware of policies regulating academic conduct, including the definitions of academic dishonesty, the possible sanctions, and the appeal process. One of the most common forms of academic dishonesty is plagiarism.

Submitting as one's own work or creation any material or an idea wholly or in part created by another constitutes plagiarism and will result in formal academic discipline. It is the student's responsibility to clearly distinguish his/her own work from that created by others. This includes the proper use of quotation marks, paraphrasing, and the citation of the original source.

Students are responsible for both intentional and unintentional acts of plagiarism. For a complete discussion of what constitutes plagiarism and for further information regarding other forms of academic dishonesty, students may consult the *Marshall University Policies on Academic Dishonesty*.

Required Texts

- Rude, Carolyn D. and Angela Eaton. *Technical Editing*. 5th ed. Pearson, 2010.
ISBN-13: 978-0205786718
- Pearsall, Thomas E. and Kelli Cargile Cook. *The Elements of Technical Writing*. 3rd ed. Pearson, 2010.
ISBN-13: 9780205583812
- Williams, Robin. *The Non-Designer's Design Book*. 4th ed. Peachpit Press, 2014.

Pre-Requisites

The pre-requisite for the course is ENG 204 or ENG 354 or ENG 350.

Course Goals

ENG 5xx emphasizes the following learning objectives and requires that students:

1. (Program Outcome #1): Composition: Compose texts, in a variety of genres/media, that are effective in appealing to audience and in achieving a rhetorical purpose.
 - o Learn to accurately and thoroughly identify the needs of an audience and use this understanding to evaluate a document
 - o Produce and design persuasive texts and understand and practice the skills needed to generate competent, professional writing, including the stages of planning, drafting, revising, and editing
2. (Program Outcome #2): Analysis: Interpret the meaning of texts, analyze the techniques/strategies used to make that meaning, and evaluate the relative effectiveness of those techniques/strategies
 - o Understand and evaluate the effects of word choice, sentence structure, organization, and document design on the meaning of documents
3. (Program Outcome #3): Theory: Articulate the perspectives of major schools of critical theory related to professional writing and editing & document design and apply those theories to the analysis of texts

4. (Program Outcome #4): Research: Conduct research, critically evaluate sources, and effectively deploy research within the field of study
 - o Identify and implement appropriate research methods for professional writing tasks
5. (Program Outcome #5): Argumentation: Articulate arguments—whether orally, in print, or via multimedia—that are well-organized, fully developed and supported, and expressed in clear, grammatical prose (when appropriate)
 - o Analyze professional rhetorical situations and produce appropriate texts, adapting the text to the needs of the audience and featuring an effective implied argument for the fitness of the generated text to the target audience
6. Identify and correct errors in grammar, spelling, and punctuation using standard copy-marking/editing symbols
7. Demonstrate writing ethics through use of proper citation conventions, ethical use of sources, and ethical presentation of data and graphics
8. (WI Outcome): Understand writing processes in order to enhance their writing skills and strategies

Course Requirements and Grades

• **Evaluation Criteria**

Assignment	Maximum Points to be Earned
Editing Portfolio	500 points
Professional Writing Project	500 points
Maximum Number of Points = 1000	

• **Final Grade Grading Scale**

Grade	Points Range
A	1000-900
B	899-800
C	799-700
D	699-600
F	599-0

Assignment Overview

Please go to the end of this document (after the schedule of work) for detailed assignment descriptions and requirements.

Learning Outcomes Chart

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will compose texts, in a variety of genres/media, that are effective in appealing to audience and in achieving a rhetorical purpose. <ul style="list-style-type: none"> • Learn to accurately and thoroughly identify the needs of an audience and use this understanding to evaluate a document • Produce and design persuasive texts and understand and practice the skills needed to generate competent, professional writing, including the stages of planning, drafting, revising, and editing 	<ul style="list-style-type: none"> • Readings • Discussion • In-class activities 	<ul style="list-style-type: none"> • Editing Portfolio • Professional Writing Project
Students will interpret the meaning of texts, analyze the techniques/strategies used to make that meaning, and evaluate the relative effectiveness of those techniques/strategies <ul style="list-style-type: none"> • Understand and evaluate the effects of word choice, sentence structure, organization, and document design on the meaning of documents 	<ul style="list-style-type: none"> • Readings • Discussion • In-class activities 	<ul style="list-style-type: none"> • Editing Portfolio • Professional Writing Project • Presentation

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will articulate the perspectives of major schools of critical theory related to professional writing and editing & document design and apply those theories to the analysis of texts.	<ul style="list-style-type: none"> • Readings • Discussion • In-class activities 	<ul style="list-style-type: none"> • Editing Portfolio • Professional Writing Project • Presentation
Students will conduct research, critically evaluate sources, and effectively deploy research within the field of study <ul style="list-style-type: none"> • Identify and implement appropriate research methods for professional writing tasks 	<ul style="list-style-type: none"> • Readings • Discussion • In-class activities 	<ul style="list-style-type: none"> • Professional Writing Project
Students will articulate arguments—whether orally, in print, or via multimedia—that are well-organized, fully developed and supported, and expressed in clear, grammatical prose (when appropriate) <ul style="list-style-type: none"> • Analyze professional rhetorical situations and produce appropriate texts, adapting the text to the needs of the audience and featuring an effective implied argument for the fitness of the generated text to the target audience 	<ul style="list-style-type: none"> • Readings • Discussion • In-class activities 	<ul style="list-style-type: none"> • Editing Portfolio • Professional Writing Project
Students will identify and correct errors in grammar, spelling, and punctuation using standard copy-marking/editing symbols.	<ul style="list-style-type: none"> • Readings • Discussion • In-class activities 	<ul style="list-style-type: none"> • Editing Portfolio
Students will demonstrate writing ethics through use of proper citation conventions, ethical use of sources, and ethical presentation of data and graphics.	<ul style="list-style-type: none"> • Readings • Discussion • In-class activities 	<ul style="list-style-type: none"> • Professional Writing Project
Students will understand writing processes in order to enhance their writing skills and strategies.	<ul style="list-style-type: none"> • Readings • Discussion • In-class activities 	<ul style="list-style-type: none"> • Editing Portfolio • Professional Writing Project

Grade Descriptions

General Grade Descriptions for Writing Assignments

A—Exemplary work that demonstrates originality and initiative. The content is mature and thorough; the style is clear, accurate, and forceful; the information is well-organized and formatted so that it is accessible and attractive; mechanics and grammar align with standardized English.

B—Good work. The submission generally succeeds in meeting the goals and assignment criteria without the need for further major revisions. The submission may need some *minor* improvements in content, presentation, or writing style/mechanics to align with standardized English.

C—Satisfactory work. The submission is adequate in all respects but requires some substantial revisions of content, presentation, or writing style/mechanics to align with standardized English; the submission may require further work in more than one area.

D—The submission requires extensive revisions of content, presentation, writing style, and/or mechanics. The writer has encountered significant problems meeting the goals and assignment criteria.

F—The submission does not have enough information or contains major and pervasive problems in terms of content, presentation, or writing style/mechanics that interfere with meaning. The submission may be incomplete, or plagiarism may compromise the submission on ethical grounds.

Late Work

All assignments must be completed and submitted as scheduled on the syllabus.

Attendance

Regular attendance is necessary for you to succeed in my class.

Office Hours and E-Mail

Office hours (listed above) provide a great chance for us to talk one-on-one. Please stop by to ask questions—or just to say hello. You may drop in during these times or make an appointment with me to talk about any questions or comments you have about your progress in the course. I'd be happy to talk with you through email as well, and you can expect that I will respond to you (in email or in class) within 48 hours Monday through Friday.

Schedule of Work (Subject to possible change according to progress)

Week	Unit	Assignments (for next session)
Week 1	Course Introduction	<ul style="list-style-type: none"> Read <i>Technical Editing</i>, Chapters 1-3
Week 2	Unit 1: Technical Editing: People and Purposes	<ul style="list-style-type: none"> Read <i>Technical Editing</i>, Chapters 4-6
Week 3	Unit 2: Technical Editing: Methods and Tools	<ul style="list-style-type: none"> Read <i>Technical Editing</i>, Chapters 7-9
Week 4	Unit 3: Technical Editing: Basic Copyediting Part 1	<ul style="list-style-type: none"> Read <i>Technical Editing</i>, Chapters 10-13
Week 5	Unit 4: Technical Editing: Basic Copyediting Part 2	<ul style="list-style-type: none"> Read <i>Technical Editing</i>, Chapters 14-16
Week 6	Unit 5: Technical Editing: Comprehensive Editing Part 1	<ul style="list-style-type: none"> Read <i>Technical Editing</i>, Chapters 17-20
Week 7	Unit 6: Technical Editing: Comprehensive Editing Part 2	<ul style="list-style-type: none"> Read <i>Technical Editing</i>, Chapters 21-23 Complete your Editing Portfolio
Week 8	Unit 7: Technical Editing: Management and Production Part 1 Due: Editing Portfolio	<ul style="list-style-type: none"> Read <i>Technical Editing</i>, Chapter 24
Week 9	Unit 7: Technical Editing: Management and Production Part 2 Discuss Professional Writing Project	<ul style="list-style-type: none"> Read <i>The Elements of Technical Writing</i>, Chapters 1-2 Recommended: Read <i>The Non-Designer's Design Book</i>
Week 10	Unit 8: Technical Writing: Know Your Purpose and Your Writing Situation/Know Your Audience and Their Situation	<ul style="list-style-type: none"> Read <i>The Elements of Technical Writing</i>, Chapter 3
Week 11	Spring Break: Enjoy Your Break!	
Week 12	Due: Proposal for Professional Writing Project Unit 9: Technical Writing: Choose and Organize Your Content Around Your Purpose and Audience	<ul style="list-style-type: none"> Read <i>The Elements of Technical Writing</i>, Chapter 4
Week 13	Unit 10: Technical Writing: Write Clearly and Persuasively	<ul style="list-style-type: none"> Read <i>The Elements of Technical Writing</i>, Chapters 5-6
Week 14	Unit 11: Use Good Page Design and Think Visually (Document Design)	<ul style="list-style-type: none"> Read <i>The Elements of Technical Writing</i>, Chapter 7
Week 15	Unit 12: Write Ethically	<ul style="list-style-type: none"> Prepare to present a summary of your Professional Writing project
Week 16	Present Professional Writing project	<ul style="list-style-type: none"> Complete your Professional Writing project based on feedback received during/after presentation
Week 17 (Finals Week)	Due: Professional Writing Project	

Assignment #1: Editing Portfolio: During the first half of the semester, you will work on and compile a portfolio of edited work. Some of these pieces will be assigned to you in class. The remainder of the portfolio will be made up of pieces you select and edit yourself. (The instructor will provide criteria for how many pieces and a list of the skills the portfolio must demonstrate: types of editing, etc. For graduate students, these requirements/criteria will be more complex/lengthy.) You will also include a reflective piece that indicates what your portfolio demonstrates about you as an editor and what you have learned through the experience.

Assignment #2: Professional Writing Project: During the second half of the semester, you will complete a professional writing project for a member of the community. You will search out your own project, work out the details with the client, and generate a polished piece of writing that meets an authentic need and writing situation. (The instructor will provide criteria for selecting projects and obtaining instructor approval. It is likely that a proposal assignment and approval process will be necessary.)

Assignment #3: Presentation: Each graduate student will select a class session and topic and will lead/teach that session to the class. This will require you to thoroughly understand the topic for that session and think about ways to engage the class while leading us in our study on that course date. (The instructor will provide specific criteria for this assignment.)