

## **JRN 3045: EDITING | FALL 2022 SYLLABUS**

Department of Literature, Journalism, Writing, and Languages

**M & W:** 2:45–4:00 p.m. | CAB 104 | 3 units

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**Office Hours:** Monday, 4-5 p.m. or by appointment

**Final Exam:** Wednesday, Dec. 14, 1:30 p.m.

### **PLNU MISSION STATEMENT: To Teach. To Shape. To Send.**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### **LJWL DEPARTMENT MISSION STATEMENT**

Welcome to the Department of Literature, Journalism, Writing, & Languages. Embodying the core values of a Christian liberal arts education in the Wesleyan theological tradition, and focusing on the power of language and story to shape us and our world, the LJWL Department and programs will provide students with knowledge, skills and experiences to equip them to understand, interpret, analyze, evaluate, and create texts as linguistic and/or artistic expressions of diverse human experiences. We value reading, writing, researching, speaking, and discussing as profound means of participating in the redemptive work of God in all of creation.

### **DIVERSITY STATEMENT**

Point Loma Nazarene University is committed to diversity in the classroom, in its publications and in its various organizations and components. Faculty and staff recognize that the diverse backgrounds and perspectives of their colleagues and students are best served through respect toward gender, disability, age, socioeconomic status, ethnicity, race, culture and other personal characteristics. In addition, the Department of Literature, Journalism, Writing, & Languages is committed to taking a leadership position that calls for promoting a commitment to diversity in and out of the classroom and in the practices of writing, journalism, and the study of literature and languages.

### **INCLUSIVE LANGUAGE**

Because the LJWL Department recognizes the power of language, all public language used in this course, including written and spoken discourse, will be inclusive. The standard is outlined by all major academic style guides, including MLA, APA, AP and Chicago, and is the norm in university-level work.

## **COURSE DESCRIPTION AND GOAL**

*Designed to develop the student's ability to improve and clarify all forms of written expression. Genres include newspapers, magazines, books, Internet, as well as other forms of storytelling.* This class is designed to teach the fundamentals of editing for a variety of print and digital media, from newspaper articles to infographics to blog posts. It intends to teach best practices for editing any type of material with the intention of equipping you to be a successful editor regardless of your area of expertise. It will focus on practical applications intended to prepare you for your future careers in journalism or writing. To accomplish this goal, we will learn by doing.

## **COURSE LEARNING OUTCOMES**

After completing this course, you will be able to do the following:

- Apply the fundamental principles of being an effective editor
- Demonstrate mastery in grammar, spelling, style and writing
- Improve the quality of your own and others' writing
- Recognize errors in a variety of written material types
- Exercise your role as an editor by utilizing tools common in the industry

## **CORE VALUES**

Respect, kindness and openness are essential to making our time together effective. We will value all opinions, points of view, writing styles and genres. We will treat all with kindness, and craft our comments or critiques carefully with thoughtful consideration. We will be open to feedback. We will not be defensive or closed off. We will be motivated to grow and improve, and we will support each other in our common goal. This will be a public discourse and safe environment.

## **REQUIRED TEXTBOOKS**

Students will need two textbooks:

- *The Associated Press Stylebook 2022-2024 and Briefing on Media Law*, published by Hachette Book Group, June 2022. (Note: You may also use the 2020-2022 edition of *The AP Stylebook* if you already have one from a previous class.)
- *The Artful Edit: On the practice of editing yourself* by Susan Bell, published by W.W. Norton, 2007.

## **CLASS SCHEDULE & ASSIGNMENTS**

Below is an outline of the expected topics and assignments we'll be covering in class this year. This information is also published in Canvas. These assignments, quizzes and topics are subject to change, so refer to Canvas for the most up-to-date information.

<p><b>TUES 8/30: INTRODUCTIONS, COURSE OVERVIEW</b></p> <p><b>Assignment #1 Description:</b> Editorial Philosophy Paper</p> <p><b>Self-Editing Assignment, Part 1 Description:</b> Select own article to self-edit</p>	<p><b>WED 8/31: ON BEING AN EDITOR</b>  <b>Editing philosophy and best practices</b></p> <p><b>Assignment #1 Due:</b> Editorial philosophy paper #1</p> <p><b>Read:</b> <i>The Artful Edit</i> pages 1-23 and answer reflection question (due 9/7)</p>
<p><b>MON 9/5: NO CLASS (Labor Day Holiday)</b></p>	<p><b>WED 9/7: MACRO-EDITING</b>  <b>Evaluating intention, structure and rhythm in writing</b></p> <p><b>Read:</b> <i>The Artful Edit</i> pages 23-51 and answer reflection question (due 9/12)</p>
<p><b>MON 9/12: MARKS &amp; MARKUPS</b>  <b>Editing symbols, tracked changes (Word/Google Docs), PDF markups, InDesign editing, keyboard shortcuts</b></p>	<p><b>WED 9/14: A MATTER OF STYLE</b>  <b>What is style? Style guidelines, AP style review &amp; AP style changes for 2022</b></p> <p><b>Self-Editing Assignment, Part 1 due</b></p> <p><b>Read:</b> <i>The Artful Edit</i> pages 52-66, 69-77 and answer reflection question (due 9/19)</p>
<p><b>MON 9/19: COMMON ERRORS</b>  <b>Misused and confused words</b></p> <p><b>Student Presentation Assignment Description:</b> Select article by 9/26</p> <p><b>Quiz #1:</b> Editorial Roles, Macro-editing &amp; Copyediting Marks</p>	<p><b>WED 9/21: STYLE &amp; COMMON ERRORS</b>  <b>Apostrophes, commas, semicolons, colons, dashes, parallelism, modifiers, capitalization, subject-verb agreement, bulleted lists, compound modifiers</b></p> <p><b>Read:</b> <i>The Artful Edit</i> pages 77-90 and answer reflection question (due 9/26)</p>
<p><b>MON 9/26: GRAMMAR REVIEW</b>  <b>Parts of speech, punctuation, hyphens/dashes, Q&amp;A, connective adverbs, conjunctions, sentence structure</b></p> <p><i>Presentation article selection due</i></p>	<p><b>WED 9/28: CLEAR &amp; CONCISE WRITING, PART 1</b>  <b>Wordiness, repetition</b></p> <p><b>Read:</b> <i>The Artful Edit</i> pages 91-105 and answer reflection question (due 10/3)</p>
<p><b>MON 10/3: CLEAR &amp; CONCISE WRITING, PART 2</b>  <b>Active voice, sentence structure/variety</b></p>	<p><b>WED 10/5: Guest Speaker:</b>  Meghan Roos, Breaking News Writer, <i>Newsweek</i></p>

<p><b>Quiz #2:</b> Common Errors &amp; AP Style</p>	<p><b>Read:</b> <i>The Artful Edit</i> pages 106-119 and answer reflection question (due 10/10)</p>
<p><b>MON 10/10:</b> STUDENT PRESENTATIONS</p>	<p><b>WED 10/12:</b> MIDTERM REVIEW</p> <p>STUDENT PRESENTATIONS (if needed)</p>
<p><b>MON 10/17:</b> MIDTERM EXAM</p>	<p><b>WED 10/19:</b> EDITING FOR THE WEB  <b>Best practices for editing web content, SEO basics</b>  Guest speaker: Liz Hichens, 12 years of experience as digital editor, Triathlete.com</p> <p><b>Read:</b> <i>The Artful Edit</i> pages 106-129 and answer reflection question (due 10/24)</p>
<p><b>MON 10/24:</b>  SELF-EDITING, PART 1  <b>Best practices for editing your own work</b></p> <p>AP Stylebook Game</p>	<p><b>WED 10/26:</b> SELF-EDITING, PART 2  <b>Best practices for editing your own work</b></p> <p><b>Read:</b> <i>The Artful Edit</i> pages 129-155 and answer reflection question (due 10/31)</p> <p><i>Mid-semester grades due</i></p>
<p><b>MON 10/31:</b> SELF-EDITING EXERCISE &amp; PRESENTATIONS</p> <p><b>Quiz #3:</b> AP style &amp; SEO</p>	<p><b>WED 11/2:</b> DIGITAL &amp; SOCIAL MEDIA  <b>Social media, infographics, banner ads, landing pages</b></p> <p><b>Read:</b> <i>The Artful Edit</i> pages 155-168 and answer reflection question (due 11/7)</p>
<p><b>MON 11/7:</b> MARKETING &amp; ADVERTISING  <b>Brochures, ads, flyers, event communications, SEM</b></p> <p><b>Editorial philosophy paper #2 description</b></p>	<p><b>WED 11/9:</b> PAIR EXERCISE  <b>Partner in-class editing exercise &amp; presentations</b></p> <p><b>Read:</b> <i>The Artful Edit</i> pages 168-181 and answer reflection question (due 11/14)</p>
<p><b>MON 11/14:</b> CITATIONS/REFERENCES  <b>Credible vs. non-credible sources, formatting, legal considerations</b></p>	<p><b>WED 11/16:</b> Guest Speaker: Julia Polloreno, Vice President of Content Strategy and Development, IRONMAN</p>

<b>Quiz #4:</b> Miscellaneous topics	<b>Read:</b> <i>The Artful Edit</i> pages 182-197 and answer reflection question (due 11/22)
<b>MON 11/21:</b> PITCHING & ASSIGNING STORIES <b>How to work with freelance writers</b>	<b>WED 11/23:</b> NO CLASS Happy Thanksgiving!
<b>MON 11/28:</b> CUSTOM & SPONSORED CONTENT <b>How to approach paid content</b>	<b>WED 11/30:</b> Guest Speaker: Rebecca Paynter, Content Product Manager, University of Arizona Global Campus  <b>Read:</b> <i>The Artful Edit</i> pages 197-215 and answer reflection question (due 12/5)
<b>MON 12/5:</b> MISC. STUDENT-CHOSEN TOPICS  <b>Editing Philosophy Paper #2 Due</b>	<b>WED 12/7:</b> FINAL EXAM REVIEW
	<b>WED 12/14:</b> FINAL EXAM 1:30–4:00 p.m.

### GRADING BREAKDOWN

- Assignments (including papers and presentations): 30%
- Final exam: 20%
- Midterm: 15%
- In-class participation/exercises: 20%
- Quizzes: 15%

<b>A:</b> 93 – 100	<b>C:</b> 73 – 76
<b>A-:</b> 90 – 92	<b>C-:</b> 70 – 72
<b>B+:</b> 87 – 89	<b>D+:</b> 67 – 69
<b>B:</b> 83 – 86	<b>D:</b> 63 – 66
<b>B-:</b> 80 – 82	<b>D-:</b> 60 – 62

### **INCOMPLETES AND LATE ASSIGNMENTS**

All assignments are to be turned in at the beginning of the class session when they are due, including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances. Assignments that are turned in late are subject to a reduction in the maximum number of points possible.

### **STATE AUTHORIZATION**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

### **FINAL EXAMINATION POLICY**

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

### **PLNU COPYRIGHT POLICY**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the U.S. Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **PLNU ACADEMIC HONESTY POLICY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See

[Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester. PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course. Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

### **PLNU ATTENDANCE AND PARTICIPATION POLICY**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

### **CLASS ATTENDANCE POLICY**

Be on time, even virtually. Be present and engaged. Timeliness and attendance speak volumes about how much you care. If something comes up, please communicate with me in advance if you are going to miss class or have to leave early for some reason. Keep in mind that 20 percent of your course grade is tied to participation (including attendance) and in-class exercises.