

Basic **EDITING PRINCIPLES**

MPC 609 | Fall 2013

Instructor: [REDACTED]

Office: [REDACTED]

Phone: [REDACTED]

Email: [REDACTED]

Classroom: [REDACTED]

Meeting Times: Tues. 5:30 – 8:20

Office Hours: Mon. – Thurs.,
2 - 3 or by appointment

COURSE

This course approaches writing and communication from a structural perspective, focusing on the rhetorical value of appropriate grammar and mechanics. Throughout the semester, we will be reading and evaluating texts for their usage of language, including diction, style, punctuation, grammatical correctness, organization, and so forth. By the end of the semester, you can expect to have increased your knowledge in the following:

- Grammatical terminology and structure of the English language
- Mechanical and syntactical best practices in contemporary American English
- Rhetorical influences of the changes in mechanics, punctuation, spelling, and vernacular
- Text analysis and evaluation for correctness, style, appropriateness, and other global communication issues
- Editing principles to improve your own writing and the writing of others

TEXTBOOKS

Eats, Shoots & Leaves, by Lynne Truss | ISBN # 978-1-592-40203-8

Understanding English Grammar, by Martha Kolln and Robert Funk | ISBN# 978-0-205-20959-0

MATERIALS

As with any Master's seminar, you will want to come prepared for in-class discussion, note-taking, writing, and editing activities. As such, you are expected to always come to class with the following materials:

- Your textbook
- Assigned readings, printed in hard copy
- A notepad and pen
- Your laptop

ASSIGNMENTS

Weekly Grammar and Language Essays – 250 points, 25 points each

Nearly every week, you will be assigned to read a short article about grammar, punctuation, or language. These readings have been selected to prompt thought and discussion about a variety of topics related to the role of grammar and language in our society. After reading the weekly article, you will write a short, one-page opinion piece (400 - 500 words) where you take a clear position and argue your way through it. You are encouraged to work on strengthening your writing each week by using complex sentence structure and punctuation, changing your voice and style, and using creative vocabulary and figures of speech to convey ideas.

Weekly Reading Exercises – 100 points, 10 points each

Each week you will be assigned a chapter to read in your textbook. In each chapter there are exercises that you will complete before class. Because the answers are in the back of the book, I only need to see that you completed each exercise. You will be given credit for having completed them in full and on time.

Weekly Reading Quizzes – 100 points, 10 points each

Each week in class we will have a short quiz to refresh your memories about the terminology and concepts from the textbook. We will use the content from the quizzes to generate discussion and answer questions you may have had about the reading.

Weekly In-Class Peer Review Edits – 50 points, 5 points each

Each week in class you will edit one of your peers' Grammar and Language Essays. As the semester progresses, you will be expected to give increasingly complex and thorough feedback about grammar, syntax, mechanics, style, organization, and rhetorical effect. You can only receive credit for doing these peer reviews if you are in class. Each edit is worth 5 points.

Exams (3) – 300 points, 100 points each

Three times during the semester, you will be given an exam. The material for the exams comes directly from your textbook and will include some multiple-choice terminology questions, some fill-in-the-blank questions, and some questions that require diagramming sentences.

Final Argumentative Essay w/ Peer Review Edits, 200 points

For your final assignment, you will demonstrate your ability to write at the Master's level by showing mastery of grammar, mechanics, spelling, and style. You will be expected to use complex, but appropriate, sentence structure and effective usage of punctuation and rhetorical moves. Your essay can be on any topic you like. You will have two peers in your class edit your paper before you turn it in.

GRADING

Your grade for the semester is calculated strictly on a point-based, percentage system. There are 1000 points total for the course. It is my policy that every student starts at a '0' and then earns his/her grade by accumulating points during the semester.

A 93% 1000 – 925	B+ 87% 894 – 865	C+ 77% 794 – 765	D+ 67% 694 – 665
A- 90% 924 – 895	B 83% 864 – 825	C 73% 764 – 725	D 63% 664 – 625
	B- 80% 824 – 795	C- 70% 724 – 695	D- 60% 624 – 595
			F <60% 594 – 0

POLICIES

Late Work

All assignments are due on the due date; late assignments will be accepted up to two days late for 80% credit. Any assignment three or more days late will not be accepted. Quizzes and peer review edits must be completed during class time. Extensions and exceptions (in rare, serious circumstances and for school-excused absences) must be approved PRIOR to the due date.

Attendance and Participation

Attendance is expected and points will be earned each class period for in-class quizzes and peer reviews. If you need to miss a day for any reason, recognize that you will lose points for the in-class assignments. In serious and rare circumstances you can work with me to make up missed class points, but you must notify me at least 48 hours before the class you miss.

Questions Concerning a Grade

If you have any questions concerning a grade on any assignment, I will be happy to talk with you about it. Typically, it is best to wait 24 hours after receiving the grade so that you can mull it over; however, you must wait no longer than 7 days after receiving the grade to talk with me. After 7 days, the grade will be considered final.

Academic Integrity

Cheating will not be tolerated. As a college student, you are expected to know and understand plagiarism and ethics guidelines concerning copyrights and the borrowing and citing of information. If you have questions about whether or not you are plagiarizing, please come talk with me before you turn in an assignment. Depending on the seriousness of an

incident, cheating will result in a reduction of a grade, failure of an assignment, failure of the course, or even expulsion from [REDACTED]

The [REDACTED] of Undergraduate Academic Catalog (2012) states:

[REDACTED] operates on the assumption that all academic work is the honest product of each student's own endeavors. The faculty and staff at [REDACTED] expect such integrity from the students, and violations are cause for disciplinary action, including suspension, probation, loss of credit, or expulsion from the college.

Academic dishonesty includes, but is not limited to, cheating, plagiarism, and furnishing false or misleading information to any faculty or staff member.

Cheating on written assignments includes plagiarism, unauthorized collaboration with others or submitting the same material for more than one class without authorization of the instructor.

Plagiarism includes borrowing information or ideas, whether directly quoted or paraphrased, from any source beyond one's first-hand experience and not acknowledging the source. The student must give credit for the material by identifying the source, using one of the generally accepted citation methods.

Students with Disabilities

[REDACTED] complies with Section 504 of the Rehabilitation Act of 1972 and the Disabilities Act and Amendments of 2009 (ADA AA) and does not discriminate against persons with disabilities. The college provides equal access in higher education to academically qualified students with physical, learning, and psychiatric disabilities. The Disability Services Program works with departments throughout the college to ensure that programs and facilities are accessible to all members of the college community. The college must provide reasonable accommodations to students who, by nature of the disability, are limited in accessing academic opportunities. In order to be eligible to receive services through the program, students need to complete the following steps:

- Disclose the nature of the disability to the program coordinator in the START Center.
- Provide current documentation from a qualified source verifying the impact of the disability. Appropriate documentation is necessary to verify eligibility and support requires for accommodations, academic modifications and/or other aids. Information is kept confidential according to federal guidelines.
- Once eligibility is established, students meet with the program coordinator to determine individualized accommodations. Students must provide reasonable notice to allow time for arrangement of accommodations.

COURSE CALENDAR

AUGUST

Week 1

August 27

In class

- Welcome to class.
- Syllabus and schedule.
- Get to know you.
- Assessment Grammar Quiz
- “I Won’t Hire People Who Use Poor Grammar,” by Kyle Wiens

Homework

- Read *Eats, Shoots, and Leaves*, by Lynne Truss
- Write Weekly Essay #1
- Read *Understanding English Grammar*, Chapters 1 & 2
- Complete exercises 1, 2, and 3

SEPTEMBER

Week 2

September 3

In class

- Grammar humor.
- Reading Quiz #1 (Chapters 1 & 2).
- Punctuation spotlight: semicolon
- Textbook discussion: exercises, and examples (practice)
- Discussion: *Eats, Shoots, and Leaves*
- Peer Review Edit #1

Homework

- Read article: “This Embarrasses You and I*,” by Sue Shellenbarger
- Write: Weekly Essay #2
- Read textbook: *Understanding English Grammar*, Chapters 3, pp. 28 – 38
- Complete: exercises 4 & 5

COURSE CALENDAR

<p>Week 3</p> <p>September 10</p>	<p>In class</p> <ul style="list-style-type: none"> -Grammar humor. -Reading Quiz #2 (Chapter 3) -Punctuation spotlight: colon -Textbook discussion: exercises, and expamples (practice) -Discussion (article): “This Embarrasses You and I*,” by Sue Shellenbarger -Peer Review Edit #2 <p>Homework</p> <ul style="list-style-type: none"> -Read article: “Chapter 16: Grammar,” by David Crystal. -Write: Weekly Essay #3 -Read: <i>Understanding English Grammar</i>, Chapter 3, pp. 38 – 62 -Complete: exercises 6, 7, 8, 9, & 10
<p>Week 4</p> <p>September 17</p>	<p>In class</p> <ul style="list-style-type: none"> -Grammar humor. -Reading Quiz #3 (Chapter 3). -Punctuation spotlight: apostrophes -Textbook discussion: exercises, and expamples (practice) -Discussion (article): “Chapter 16: Grammar,” by David Crystal. -Peer Review Edit #3 <p>Homework</p> <ul style="list-style-type: none"> -Study chapters 1 – 3 for Exam 1
<p>Week 5</p> <p>September 24</p>	<p>In class</p> <ul style="list-style-type: none"> -Grammar humor -Punctuation spotlight: quotation marks -Exam 1: Chapters 1 – 3 <p>Homework</p> <ul style="list-style-type: none"> -Read article: “On Language: A Taste for Scrambled English,” by Bill Bryson. -Write: Weekly Essay #4 -Read textbook: <i>Understanding English Grammar</i>, Chapter 4 -Complete: exercises 11 & 12

COURSE CALENDAR

OCTOBER

<p>Week 6 October 1</p>	<p>In class</p> <ul style="list-style-type: none"> -Grammar humor. -Reading Quiz #4 (Chapter 4) -Punctuation spotlight: hyphens -Textbook discussion: exercises, and examples (practice) -Discussion (article): "On Language: A Taste for Scrambled English," by Bill Bryson. -Peer Review Edit #4 <p>Homework</p> <ul style="list-style-type: none"> -Read article: "Which Language Rules to Flout. Or Flaunt?" by Garner and Greene -Write: Weekly Essay #5 -Read textbook: <i>Understanding English Grammar</i>, Chapter 5 -Complete: exercises 13, 14, 15, 16
<p>Week 7 October 8</p>	<p>In class</p> <ul style="list-style-type: none"> -Grammar humor. -Reading Quiz #5 (Chapter 5) -Punctuation spotlight: dashes (en and em) -Textbook discussion: exercises, and examples (practice) -Discussion (article): "Which Language Rules to Flout. Or Flaunt?" by Garner and Greene -Peer Review Edit #5 <p>Homework</p> <ul style="list-style-type: none"> -Read article: "Sentences Crisp, Sassy, Stirring," by Constance Hale -Write: Weekly Essay #6 -Read textbook: <i>Understanding English Grammar</i>, Chapter 6 -Complete: exercises 17, 18, 19, 20, 21

COURSE CALENDAR

<p>Week 8 October 15</p>	<p>In class</p> <ul style="list-style-type: none"> -Grammar humor. -Reading Quiz #6 (Chapter 6) -Punctuation spotlight: parentheses -Textbook discussion: exercises, and expamples (practice) -Discussion (article): “Sentences Crisp, Sassy, Stirring,” by Constance Hale -Peer Review Edit #6 <p>Homework</p> <ul style="list-style-type: none"> -Read article: “Dropped Apostrophes Spark Grammar War in Britain,” by Morris -Write: Weekly Essay #7 -Read textbook: <i>Understanding English Grammar</i>, Chapter 7 -Complete: exercises 22 – 29
<p>Week 9 October 22</p>	<p>In class</p> <ul style="list-style-type: none"> -Grammar humor. -Reading Quiz #7 (Chapter 7) -Punctuation spotlight: commas -Textbook discussion: exercises, and expamples (practice) -Discussion (article): “Dropped Apostrophes Spark Grammar War in Britain,” by Morris -Peer Review Edit #7 <p>Homework</p> <ul style="list-style-type: none"> -Read article: “How a Comma Gave Americans the Right to Own Guns,” by Sterbenz. -Write: Weekly Essay #8 -Read textbook: <i>Understanding English Grammar</i>, Chapter 8 -Complete: exercises 30 – 38
<p>Week 10 October 29</p>	<p>In class</p> <ul style="list-style-type: none"> -Grammar humor. -Reading Quiz #8 (Chapter 8) -Punctuation spotlight: ellipses -Textbook discussion: exercises, and expamples (practice) -Discussion: “How a Comma Gave Americans the Right to Own Guns,” by Sterbenz. -Peer Review Edit #8 <p>Homework</p> <ul style="list-style-type: none"> -Study Chapters 4 – 8 for Exam 2

COURSE CALENDAR

NOVEMBER

<p>Week 11 November 5</p>	<p>In class</p> <ul style="list-style-type: none"> -Grammar humor -Punctuation spotlight: brackets -Exam 2: Chapters 4 – 8 <p>Homework</p> <ul style="list-style-type: none"> -Read article: “Zombie Nouns,” by Helen Sword -Write: Weekly Essay #9 -Read textbook: <i>Understanding English Grammar</i>, Chapters 9 & 10 -Complete: exercises 39 – 45
<p>Week 12 November 12</p>	<p>In class</p> <ul style="list-style-type: none"> -Grammar humor. -Reading Quiz #9 (Chapter 9) -Punctuation spotlight: capitalization and italics -Textbook discussion: exercises, and expamples (practice) -Discussion (article): “Zombie Nouns,” by Helen Sword -Peer Review Edit #9 <p>Homework</p> <ul style="list-style-type: none"> -Read article: Choose your own. -Write: Weekly Essay #10 -Read textbook: <i>Understanding English Grammar</i>, Chapters 12, 13, and 14 -Complete: exercises 52 – 60
<p>Week 13 November 19</p>	<p>In class</p> <ul style="list-style-type: none"> -Grammar humor. -Reading Quiz #10 (Chapters 12, 13, & 14) -Punctuation spotlight: spelling -Textbook discussion: exercises, and expamples (practice) -Discussion (article): Class choices. -Peer Review Edit #10 <p>Homework</p> <ul style="list-style-type: none"> -Read textbook: <i>Understanding English Grammar</i>, Chapters 15 & 16 -Complete: exercises 61 – 65

COURSE CALENDAR

Week 14 November 26	In class <ul style="list-style-type: none">-Grammar humor.-(Bonus!) Reading Quiz #11 (Chapters 15 & 16)-Punctuation spotlight: spelling-Textbook discussion: exercises, and expamples (practice)-Discussion: Rhetorical Grammar, persuasive rhetorical moves Homework <ul style="list-style-type: none">-Study for Exam 3, chatpers 9, 10, 12, 13, 14, 15 & 16
DECEMBER	
Week 15 December 3	In class <ul style="list-style-type: none">-Grammar humor.-Writing the final essay-Exam 3, Chapters 9, 10, 12, 13, 15, & 16 Homework <ul style="list-style-type: none">-Write final essay.
Week 16 December 10	In class <ul style="list-style-type: none">-Final essay due in my office by midnight. Homework <ul style="list-style-type: none">-Happy Hanukka, Merry Christmas, Happy Bodhi Day, and Happy Kwanzaa! Oh, and happy New Year!