Syllabus for WR 301: Publishing and Editing

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Course Description
WR 301 invites participants to gain and demonstrate knowledge of editing and copyediting techniques, broader editorial decisions, and online publishing platforms. We will explore editing within a rhetorical dimension, considering purpose and audience, as well as conventions of grammar, mechanics, and usage. Participants will be asked to analyze an online literary magazine or journal from an editorial perspective; as well as choose, edit, and comment on a Wikipedia article as a contribution to a collaborative online publication.

Course prerequisite: WR 121 (with a grade of D- or above)

Course Credits
This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

Technical Assistance
If you need technical assistance while in your online course, please contact 24-7 Canvas Support via chat, phone, or e-mail through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, please contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Tutoring
For free online assistance with your writing, you are encouraged to visit the OSU Online Writing Lab: http://cwl.oregonstate.edu/owl.php. The Online Writing Lab (OWL) accepts any kind of paper (under 25 pages) and can provide feedback in both written and Skype formats. Turnaround time is usually around 3 days. The OWL offers feedback on "bigger-picture" (non-editing) elements of a paper.

Required Learning Materials
• The Copyeditor's Handbook, 3rd edition, by Amy Einsohn
• Online article readings and videos assigned during the course

Note to prospective students: Please check with the OSU Bookstore (OSU Bookstore Website or 800-595-0357) for up-to-date information for the term you enroll. If you purchase course materials from other sources, such as Amazon.com, please be very careful to obtain the correct ISBN.
Accessibility of Course Materials
All materials used in this course are accessible. If you require accommodations, please contact Disability Access Services (DAS). Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Learning Environment: Canvas
This course will be delivered via Canvas, an online learning arena where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, and assignments. To preview how an online course works, please visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Measurable Student Learning Outcomes
OSU Baccalaureate Core Outcomes for all WR II Courses:
- Apply multiple theories, concepts, and techniques for creating and evaluating written communication.
- Write effectively for diverse audiences within a specific area or discipline using appropriate standards and conventions.
- Apply critical thinking to writing and writing processes, including revision.

This course fulfills the Baccalaureate Core requirement for the WR II category; successful completion of the Writing II category is a Second Year Skills requirement. The course fulfills the Baccalaureate Core requirement by following the "Outcomes Relative to Course Content" and "Assessment Methods" listed in the matrix below.

<table>
<thead>
<tr>
<th>OSU Baccalaureate Core Outcomes for WR II Courses</th>
<th>Outcomes Relative to Course Content</th>
<th>Assessment Methods</th>
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<tbody>
<tr>
<td>Apply multiple theories, concepts, and techniques for creating and evaluating written communication</td>
<td>This learning outcome is achieved by your (as a student) applying editing techniques, methods of rhetorical analysis, and other writing techniques as you analyze a literary magazine or journal; respond to/edit classmates' writings-in-progress; edit an existing Wikipedia article and provide commentary on the process; develop ideas for publishable writing through meaningful in-class discussion; and engage in low-stakes editing activities/quizzes.</td>
<td>This learning outcome is assessed through the instructor's evaluation of assignments designed to assist with editing, analysis, and writing techniques, including weekly discussion posts and editing activities/quizzes; peer editing responses; magazine/journal analysis in draft and publication-ready form; and edited Wikipedia article plus editor's commentary (both in draft and publication ready form).</td>
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<tr>
<td>Write effectively for diverse audiences within a specific area or discipline using appropriate standards and conventions</td>
<td>This learning outcome is achieved by your considering the needs of your readers, including in-class readers and community/professional readers; and by receiving instruction in</td>
<td>This learning outcome is assessed by the instructor's evaluating discussion posts, peer editing responses, and journal analysis for peer/instructor audience; and edited Wikipedia article &amp;</td>
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conventions, structure, and style (e.g., Chicago, MLA, APA styles) with regard to editing publishable work. commentary for community/professional audience; while taking into consideration standards and conventions.

Apply critical thinking to writing and writing process, including revision

This learning outcome is achieved by your engaging in critical thinking activities in producing, analyzing, and/or responding to a variety of written texts, including readings in assigned chapters, additional articles and videos, and classmates' writing-in-progress. You will also engage in critical thinking as you discerningly revise your writing based on classmates' and instructor's feedback.

This learning outcome is assessed by the instructor's evaluating students' discussion posts on chapter reading and other topics; magazine/journal analysis; edited Wikipedia article & commentary (both in draft and publication-ready form); and peer editing responses.

Specific Learning Outcomes for WR 301:
In completing this course, participants will be able to . . .

- Acquire knowledge of editorial conventions and publishing criteria by reviewing, discussing, editing, and analyzing published material (e.g., online magazines/journals, online encyclopedia articles)
- Examine the roles of an editor, copyeditor, etc. by viewing interviews/videos describing these roles
- Demonstrate knowledge of editorial conventions and publishing criteria by preparing—drafting, revising, editing—publication-ready work for readers within and beyond our class
- Review and respond to classmates' writing-in-process, offering suggestions for content-based revision and editing while strengthening in-class camaraderie
- Practice editing procedures for improving punctuation, spelling, etc.
- Appropriately use conventions of format, grammar/usage, and online publication/distribution, as described in course readings and gained from activities during the term
- Anticipate assignments/projects assigned, and reflect insightfully upon information and expertise gained

Statement Regarding Students with Disabilities
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval, please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Equity, Inclusion, and Respect for Diversity in WR 301
As a student in WR 301, you are asked to respect Oregon State University's commitment to diversity. Please see the college diversity statement below, viewable online at http://liberalarts.oregonstate.edu/diversity-statement. In our class, please strive to honor other people's differences, and, when you disagree with someone, please do so considerately.
OSU diversity statement: The College of Liberal Arts is a community that includes and values the voices of all people. As such, we recognize the social barriers that have systematically marginalized and excluded people and communities based on race, ethnicity, gender, sexual identity, socioeconomic background, age, disability, national origin and religion.

We are committed to the equity of opportunities, and strive to promote and advance diverse communities. We value and proactively seek genuine participation from these historically under-represented and underserved groups, and recognize them as an essential component of creating a welcoming and rich academic, intellectual, and cultural environment for everyone.

**Academic Honesty in WR 301**

Your writing in WR 301 is expected to be your own or your edited work, and to be written new for this class. For further information about academic integrity, please visit the Student Conduct and Community Standards page, or contact the office of Student Conduct and Mediation at 541-737-3656.

If you use quotes or summaries from another writer in your writing, or you use others' images, ideas, or other copyrighted material, you need to give credit to the author who wrote them by mentioning the author's name and the source (website, book, etc.) that you got the information from. Credit should be given both within your document and in a Works Cited or References section (bibliography) at the end of your document.

The purpose of giving credit to other writers is to show respect for other writers and to demonstrate how they have assisted you in your writing.

If you receive assistance on a writing assignment from a person outside this class, the ideas and actual sentences that you use in your writing must be your own.

Presenting another writer's sentences or ideas as your own without using quotation marks and/or naming the original author is called plagiarism. Plagiarism is a major offense in colleges and universities in the United States and may result in serious consequences for the student. Please see OSU's statement on Student Conduct and Community Standards for more on how plagiarism is addressed at this university: [http://studentlife.oregonstate.edu/studentconduct/offenses-0](http://studentlife.oregonstate.edu/studentconduct/offenses-0)

Plagiarized writings, or writings that you have written originally on a previous occasion (such as for another class), may receive a failing grade in our course. You may receive a failing grade in this class if I have reason to believe that the plagiarism in your document is intentional, or if I have reason to believe that your document was written originally for another class or situation. I also have the authority to lower your grade on an assignment or in the course if I have evidence that you have plagiarized.

The issue of plagiarism does not need to be scary. You just need to do your best to give credit to the people whose words, materials, and ideas you are using.

**Specific Tasks/Requirements in WR 301**

**Requirement #1: Two substantial posts each week to our class’s weekly Discussion areas.** 250 points possible (15 points per primary post, 10 points per reply post; 25 points possible each week); 25% of course grade
Description and purpose of this requirement: The weekly discussions allow you to have a meaningful class conversation about the reading, viewing, and writing assignments for the week. Each week, you will need to post to the required discussion on at least two different occasions: once by Thursday at 11:59 p.m., and once again by Sunday 11:59 p.m. Each week, one of your posts needs to be a primary post in response to the discussion topic. Your other post needs to be a reply to another person’s post. For further information about the weekly Discussions, please see the page in the Modules area of our course called "Posting to the Weekly Discussions: Important Information."

Requirement #2: A Magazine/Journal Analysis of around 3-5 pages (750-1250 words). Your analysis of an online journal will consist of a First Draft and Polished (Publication-Ready) version. 250 points possible (First Draft = 100 points; Publication-Ready = 150 points); 25% of course grade

Description and purpose of this requirement: You will be asked to analyze an online literary magazine/journal of your choosing, exploring aspects such as the editorial approach and style, the magazine/journal's content and requirements for publication, the design and layout, the quality of the content, and the place of the journal within the genre. The analysis will allow you to explore a particular literary journal/magazine in depth (becoming an "expert" in it from an editorial standpoint) and present your findings to your classmates and instructor. This project also gives you the opportunity to revise your work after receiving written feedback from an assigned classmate and from me. You will be asked to submit this analysis publicly (as well as in a private submission area) so that your classmates can read your work. Specific requirements for the analysis will be provided.

Requirement #3: Two Peer Editing Responses. 100 points possible (2 x 50 points); 10% percent of course grade

Description and purpose of this requirement: After turning in a first draft of your Magazine/Journal Analysis and your Edited Article/Editor's Commentary (please see Requirement #4), you will be asked to write a detailed Editing Response Letter (approximately one single-spaced page, or around 500 words) to one assigned classmate about her or his draft, offering this person specific feedback and suggestions as s/he revises the analysis and commentary. Specific guidelines for these Letters of Response will be provided. The peer responses allow you to hone your developing editing skills while gaining knowledge that will help you revise your own work.

Requirement #4: A Wikipedia Article you have selected and edited for a class publication, along with an Editor's Commentary (around 2-3 pages, 500-1000 words) discussing your editing work on this article as you help prepare it for a larger publication. The Editor's Commentary will be submitted in First Draft and Publication-Ready form. 300 points possible (Edited Article = 150 points; Editor's Commentary = 50 points for First Draft; 100 points for Publication-Ready); 30% of course grade

Description and purpose of this requirement: Starting around the middle of the term, we will collectively choose a topic for a publication of articles from the communally written encyclopedia Wikipedia. (The topic may be related to a historical figure, sports, food and health, etc.; we'll decide as a class what topic interests us.) As part of this class publication, you will be asked to choose an article within the larger topic and edit it yourself, following Wikipedia's guidelines for editing. (Specific criteria for your self-chosen article will be explained.) You will then be asked to write a commentary about your editing work on this article, talking about what you found challenging and rewarding in your work, and how you applied some of the editing principles we've discussed this term. This editing-and-commentary
assignment you to put into practice your knowledge of editing techniques by helping prepare a "living" article that will be published (within a larger "magazine" of articles) on a website.

**Requirement #5: Editing Activities/Quizzes. 50 points possible; 5% of course grade**

**Description and purpose of this requirement:** At various points in the term, you will be asked to engage in some editing activities and/or quizzes to demonstrate your understanding of the editing principles we're reading about, primarily in our textbook *The Copyeditor's Handbook*. These activities are meant to be enjoyable and allow you to test your knowledge in a supportive environment.

**Requirement #6: An End-of-Term "Look to the Future" Letter: 50 points possible; 5% of course grade**

**Description and purpose of this requirement:** At the end of the term, you will be asked to write a thoughtful letter to me in which you reflect upon your work during WR 301 as a whole and reflect upon how you hope to use/apply your findings about editing and publishing in future courses or writing situations. This assignment allows you—and me—to gain information on how WR 301 will benefit you in the future.

**Requirement #7: Respectful Communication in discussion posts and other assignments for the class (factored into your grade for your posts and other assignments)**

As a student in WR 301, you are asked to honor the university's regulations regarding civility. Please demonstrate respect for others and their opinions, valuing diversity in people's backgrounds, abilities, and experiences. Please also know that challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses thoughtfully, and recognize that others are expected to respectfully challenge your ideas.

Respectful communication is emphasized in the OSU statement of Student Conduct and Community Standards: [http://studentlife.oregonstate.edu/studentconduct/offenses-0](http://studentlife.oregonstate.edu/studentconduct/offenses-0). Please bring any communications you believe to be in violation of a policy of respect and civility to the attention of your instructor.

To honor the Respectful Communication requirement in our course, **please make an effort to do the following things** when you are writing discussion posts and communicating with classmates:

- **Please greet your classmates and instructor** at the start of your discussion post or email—for example, by writing "Dear Jordan," "Hi classmates," etc., or simply starting with the name of the person you're writing to. Addressing your classmates and instructor at the start of your message shows consideration for your readers.

- **Please sign your name** at the end of your discussion posts and email. Doing this reminds us who the author of the message is and shows your ownership of your message.

- **Please spell words out** rather than using text-messaging abbreviations. For example, please find alternatives to abbreviations like "LOL," since some people may be unfamiliar with these.

- **Try to avoid placing words in all capitals.** Words or phrases in all capital letters can look like shouting. Instead, if you want to emphasize a word, use **bold** or *italic* type or *underlines*. 
• Please find alternatives to using expletives or other words that may offend many members of your audience.

• Please phrase criticism constructively—such as when giving feedback on a classmate's writing-in-progress. For example, you could write, "Although I see what you are trying to do here, I think it would work better to. . . ." Phrasing criticism constructively helps your readers to see your point while keeping the conversation professional.

• If you are concerned about a situation in class or about a project you have been assigned, please communicate with me about it privately in an email message, using the communication methods described above.

**Requirement #8: Timely turning in of your work** (factored into your grades for your assignments)

**Description and purpose of this requirement:** In order for you to receive feedback on your work in a timely manner, it is necessary for you to turn in your work on time.

**Late Work Policy:** Starting with your second late item (which includes discussion posts), your point total on the item will be lowered for each day past the original due date that the item continues to be late. (An item that is not turned in can count as a first "late.") **Weekly Discussion Posts will be reduced by 2 points per day. All other assignments will be reduced by 5 points per day.** Even a few minutes past the deadline counts as the first "day"—so please pay attention to those 11:59 p.m. deadlines! **You have five days to turn in an item that is late. Beginning six days after the original deadline, the late item will no longer be accepted.**

**Limited Participation Policy:** If your course grade is significantly below passing by the fourth week of class (which generally happens when a student fails to turn in several assignments), you may wish to consider withdrawing from the class. Make-up opportunities for work that is past the five-day grace period will not be available.

**Deadline Extension in Emergencies:** If a serious situation (illness, family problem, etc.) comes up and you need some extra time to complete an assignment, please contact me and explain your situation. In most cases, I will grant you the extension and waive the late work policy.

If you need an extension, please (a) contact me at least one day in advance of the due date; and (b) let me know when you plan to turn in your assignment: it needs to be within 1-2 days of the original due date. Also, please note that just one extension will be granted per student.

**Summary of Requirements and Evaluation**

• Weekly Discussions of Reading/Videos/etc. – 250 points
• Magazine/Journal Analysis (First Draft and Publication-Ready) – 250 points
• Two Peer Editing Responses – 100 points
• Edited Wikipedia Article and Editor's Commentary (First Draft and Publication-Ready) – 300 points
• Editing Activities/Quizzes – 50 points
• End-of-Term "Look to the Future" Letter – 50 points
• Respectful Communication and Timely Turn-ins factored into assignment points
• Total – 1000 points

**Grading Scale**
Assignments are evaluated broadly based on the following criteria: (1) Quality of thinking, (2) Organization and coherence, (3) Style and technique, and (4) Use of conventions. A = 1000 - 935 / A- = 934 - 900 / B+ = 899 - 865 / B = 864 - 835 / B- = 834 - 800 / C+ = 799 - 765 / C = 764 - 735 / C- = 734 - 700 / D+ = 699 - 665 / D = 664 - 635 / D- = 634 - 600 / F = 599-0.

**Incompletes:** Incomplete grades will be granted only in emergency cases and if the students has turned in 80% of the points possible. If you are having any difficulty that might prevent you from completing the course work, please let me know right away.

**Student Evaluations of WR 301**

**Please evaluate this course at the end of the term.** Student evaluations are used to help instructors improve their courses and the experiences of future students. Results of the evaluations are tabulated anonymously and forwarded to the instructor after final course grades have been submitted.

Information about the student evaluations will be sent to you toward the end of the term by the Office of Academic Programs, Assessment, and Accreditation. You will log into "Online Student Services" and respond to the online questionnaire.