

TECM 5195

Editing Technical Documents



Term:	Spring 8W1 2020
Asynchronous:	Canvas (unt.instructure.com)
Professor:	Kim Sydow Campbell, PhD (Dr. Kim)
Professor contact:	via Slack (see details below)
Office hours:	Mondays from 5-6pm (CST) or by appointment on Zoom (see details below)

Course Outcomes

By the end of this course you should be able to

1. understand the profession of technical editing, including career possibilities and professional roles/responsibilities
2. use and understand editorial terminology and current trends
3. develop skills in structural editing, copyediting, and proofreading
4. experience editing both text-based and non-text-based technical content
5. use current tools and technologies for editing
6. communicate effectively with authors and other owners of technical content

Prerequisites

Because our graduate programs (both MA and GAC) admit students in any term, this course does not require prerequisite courses or knowledge apart from technology abilities (see [Technology Requirements](#) for more on these abilities and sources for developing them).

Course Materials & Tools

There is one required textbook for TECM 5191:

- RPW: Riley, K., Campbell, K.S., Manning, A.D. & Parker, F. (2015). *Revising Professional Writing in Science and Technology, Business, and the Social Sciences*, 4th edition. Parlay Press. ISBN 13: 978-0-9767180-6-2
 - Order at [Barnes & Noble UNT](#)
 - Order directly from publisher (4-day delivery) at parlaypress@gmail.com

Dr. Campbell is a co-author of RPW; to avoid any conflict of interest, she donates royalties on sales to UNT students to the Department of Technical

Communication to support scholarships and the student organization (ETC).

All other required materials and tools are free or provided to TECM 5195 students for free. The following software tools are required:

- MS Word
- Editors Toolkit Plus 2018
- Slack
- Zoom

For more details, see the following section on [Technology Requirements](#).

Technology Requirements

To successfully complete this course, you must have access to a reliable internet source. You should also have the technical skills listed below.

Course Materials and Editing Tools

- Using the learning management system (Canvas)
- Using MS Word, which is [available to UNT students](#) through Microsoft Office 365
- Developing advanced MS Word skills. For help, use LinkedIn Learning resources for [Word 2016 Essential Training](#), especially for the following:
 - Chapter 6. Formatting Efficiently with Styles and Themes
 - Chapter 10: Using Macros and Building Blocks
 - Chapter 11: Proofing Your Documents (i.e., setting autocorrect options)
 - Chapter 13: Reviewing Documents with Others (i.e., adding comments and tracking changes)
- Downloading and installing software, especially [Editors Toolkit Plus 2018](#). There is a 45-day free trial, but the Department of

Technical Communication provides TECM 5195 students with free access for one semester. Details appear in Canvas.

Communication Tools

- Using Slack for asynchronous communication
 - Join the [TECM5195sp20](#) workspace (sign up if you need a Slack account)
 - Download the Slack [mobile app](#) and set [notification preferences](#)
- Using a webcam/headset/microphone for synchronous video chats on Zoom
 - Join [Dr. Kim's Zoom Office Hours](#) (Meeting ID: 894 887 441)

Storage

- Backing up data. UNT provides students with [1,000GB on Microsoft OneDrive](#).

Technology Help at UNT

The following offices/resources can assist you with the technological aspects of online courses at UNT.

- [UNT Help Desk](#)
- [Canvas Support](#)
- [Computer and Internet Literacy](#)

Graded Assignments

Students earn up to 100 possible points as outlined in the table that follows. Letter grades for the course are assigned based on the total points earned, using a 10-point scale (e.g., 90-100 points = A, 80-89 points = B, etc.).

Assignment	Short Description	Points Possible
PROJECT: Structural Edit	Assess the content/organization of and recommend changes to the creator of a primarily non-text-based technical information product. <i>Measures Course Outcomes 2, 3, 4, and 6</i>	20 points
PROJECT: Comprehensive Edit	Create a stylesheet and complete a structural edit plus copyedit of a primarily text-based technical information product using advanced MS Word tools. <i>Measures Course Outcomes 2, 3, 4, 5, and 6</i>	25 points
PROJECT: Reflective Memo	Demonstrate how you applied what you have learned during the comprehensive edit project. <i>Measures Course Outcome 2</i>	5 points
TEST: Copyediting	Demonstrate competence in copyediting for organization, style, and mechanics in technical content. <i>Measures Course Outcomes 2 and 3</i>	30 points
POST: Reading/Video Discussions	Analyze and reflect upon readings/videos about technical editing topics. <i>Measures Course Outcomes 1 and 2</i>	10 points
HOMEWORK	Develop competence in copyediting for organization, style, and mechanics in technical content as well as tools and technologies for technical editing. <i>Supports All Course Outcomes</i>	10 points
ALL		100 points

Detailed instructions for assignments are found on our Canvas course site. The **Master Schedule** with assignment dates appears below.

You can expect meaningful feedback on assignments within 7 days of the deadline. Questions about grades or other individual issues should be directed to the instructor, not posted in the #general channel on Slack. Your instructor will respond to student questions sent via direct message on Slack within 6 hours on weekdays and 12 hours on weekends.

Due Dates and Late Work

Most assignments are due by 11:59pm on Sundays, but a few are due on other days of the week. Please refer to the most current Master Schedule on Canvas for detailed information.

Assignments submitted within 24 hours after the due date on Canvas earn 50% credit. Assignments submitted after that time earn zero credit. There are no make-ups available unless arrangements are made prior to due dates. Any exceptional circumstances that cause you to miss deadlines should be documented with the Dean of Students: Union 409 or 940-565-2648.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty, you should immediately report problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number.

Professionalism

Behavior that interferes with instruction or other students' opportunity to learn cannot be tolerated. Consequences may include being referred to the Dean of Students to consider whether the behavior violated the Code of Student Conduct (UNT Policy 17.012). The university's and instructor's expectations for student conduct apply to all instructional settings.

The total points earned in the course can be reduced by up to 10 points (one letter grade) for demonstrating lack of professionalism. To avoid this, you should remain

- Respectful to the instructor and other students through your actions and words;

- Responsive to the instructor and other students; and
- Knowledgeable of course policies and procedures.

A student will receive one warning before points are deducted.

Course Policies and Procedures

These policies provide you with the formal regulations governing this course. Submission of your first assignment indicates you have read, understood, and agreed to these policies.

Online Learning, Attendance, and Communication

This course has been developed to promote asynchronous learning. The instructor and students do not meet on a designated day and time each week. You should set up Slack notifications at least daily for announcement and updates.

When communicating online, you should observe these netiquette practices:

- Treat others with the same respect you would show in a face-to-face classroom.
- Be too formal rather than too informal. (Take your cue for the right level from how your professor interacts with you and other students.)
- Be cautious when using humor or sarcasm as it can easily be misunderstood.
- Be careful with personal information (both your own and other people's).

Remember that your password is the only thing protecting you from pranks or more serious harm. Don't share your password with anyone. Change your password if you think someone else might know it. Always log out when you are finished using the learning management system.

Academic Integrity

All acts of academic dishonesty will be reported to UNT's Academic Integrity Office. You can read [UNT's policy here](#).

- *Cheating*: using/attempting to use unauthorized materials or information in any work submitted for credit or hours. Results in a 0 on the assignment.
- *Plagiarism*: deliberate reproduction of ideas or words of another person as one's own. Results in a 0 on the assignment.

- *Forgery*: altering a grade or official academic university record or forging the signature of an instructor or other student. Results in an F for the class.
- *Fabrication*: intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Results in a 0 on the assignment.
- *Facilitating academic dishonesty*: Intentionally helping/attempting to help to violate a provision of the institutional code of academic integrity. Results in a 0 on the assignment.
- *Sabotage*: preventing others from completing work/willfully disrupting their academic work. Results in an F for the class.

Academic Success and Support

The [Academic Success Service](#) offers support services for students outside of the classroom experience. It provides assistance such as the Learning Center, Advising Services, The Writing Center, and [other resources](#). Also, the Department of Technical Communication has the [TECM Comm Lab](#) to help you on your course assignments in a way specific to technical communication.

Medical Withdrawals

If a student must withdraw due to medical reasons, prior to the withdrawal deadline as indicated in the academic calendar, a student may do so through the regular withdrawal process. If a student is incapacitated or unable to make the request on his/her own, please contact the Dean of Students Office for assistance at 940-565-2648. For details regarding the withdrawal process, go to [Dean of Students' website on this subject](#).

Emergency Procedures

We will follow UNT's recommended emergency procedures. [Eagle Alert](#) is the primary alert system for UNT, and it will communicate emergency messages to the campus community.

UNT Office of Disability Accommodations

In accordance with university policies and state and federal regulations, the university is committed to full academic access for all qualified students, including those with disabilities. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning

methodologies in order to facilitate equality of educational access for persons with disabilities.

The supported technologies for the course ([Canvas](#), [YouTube](#) and [Slack](#)) meet accessibility criteria and have options for accessibility.

To receive accommodations, you must [register with the ODA](#) and then [request a Reasonable Accommodation form](#), which you should present to your instructor within the first two weeks of class (see UNT Policy 16.001). You can read UNT's policy on [disability accommodation for students and academic units here](#).

Federal Regulation for F-1 Students taking Distance Education Courses

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to [the Electronic Code of Federal Regulations website](#). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this

course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student's responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Sexual Discrimination, Harassment, & Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced any of these acts of aggression, please know that you are not alone. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more (UNT Policy 16.005).

UNT's Dean of Students' website offers a range of [on-campus and off-campus resources](#) to help support survivors, depending on their unique needs. Renee LeClaire McNamara is UNT's Student Advocate, available at renee.mcnamara@unt.edu or 940-565-2648.

Retention of Student Records

I maintain student records for this course in a secure location. All records such as assignments and activities submitted during the duration of the course are kept for at least one calendar year after

course completion. Course work completed through the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students' records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy.

TECM 5195 Master Schedule (updated 1-5-20)

Module	Dates	Topics & Foundations	To Read or Watch	To Do (earlier deadline)	To Do (normal deadline: 11:59 pm on Sunday)
1	1-13 (M) to 1-19 (S)	Introductions. Course basics. Definitions. Levels of edit.	<ol style="list-style-type: none"> Instructor welcome video Syllabus & course overview video Dr. Kim's video lecture for Module 1 A Descriptive Survey of Technical Editors 	<ol style="list-style-type: none"> HOMEWORK: Join Slack (by 11:59 pm on Monday) POST: Intro discussion (by 11:59 pm on Thursday) 	<ol style="list-style-type: none"> POST: Reading & lecture discussion TEST: Diagnostic copyediting
2	1-20 (M) to 1-26 (S)	Editing as Quality Assurance. Structural editing. Content editing.	<ol style="list-style-type: none"> Dr. Kim's video lecture for Module 2 Technical Editing as QA RPW: Audience; Developing Content 		<ol style="list-style-type: none"> POST: Reading & lecture discussion HOMEWORK: RPW exercises
3	1-27 (M) to 2-2 (S)	Editorial comments and author queries. Organizational editing.	<ol style="list-style-type: none"> Dr. Kim's video lecture for Module 3 Composing Author Queries to Get the Answers You Need RPW: Organizing Content 		<ol style="list-style-type: none"> POST: Reading & lecture discussion HOMEWORK: RPW exercises PROJECT: Structural edit
4	2-3 (M) to 2-9 (S)	Style guides and sheets. Stylistic editing.	<ol style="list-style-type: none"> Dr. Kim's video lecture for Module 4 Key Elements of an Effective Style Guide in the New Age RPW: Revising Style 	<ol style="list-style-type: none"> HOMEWORK: Last date for Zoom meeting with Dr. Kim (by 11:59 pm on Thursday) 	<ol style="list-style-type: none"> POST: Reading & lecture discussion HOMEWORK: RPW exercises
5	2-10 (M) to 2-16 (S)	Copyediting. Proofreading. Mechanics editing.	<ol style="list-style-type: none"> Dr. Kim's video lecture for Module 5 Technical Communication Editing Tests RPW: Correcting Mechanics. 	<ol style="list-style-type: none"> HOMEWORK: RPW exercises (by 11:59 pm on Thursday) 	<ol style="list-style-type: none"> POST: Reading & lecture discussion TEST: Copyediting
6	2-17 (M) to 2-23 (S)	MS Word tools for editing.	<ol style="list-style-type: none"> Dr. Kim's video lecture for Module 6 Editors Toolkit Plus 2018 	<ol style="list-style-type: none"> HOMEWORK: EKTP tutorial (by 11:59 pm on Thursday) 	<ol style="list-style-type: none"> POST: Tutorial & lecture discussion HOMEWORK: Brief project proposal
7	2-24 (M) to 3-1 (S)	Advanced tools for editing.	<ol style="list-style-type: none"> Acrolinx demo video with Val Swisher 		<ol style="list-style-type: none"> POST: Video discussion
8	3-2 (M) to 3-6 (F)	Professional standards. Course review. Course evaluation.	<ol style="list-style-type: none"> Dr. Kim's video lecture for Module 8 Professional Editorial Standards 	<ol style="list-style-type: none"> SPOT (by 11:59 pm on Thursday) POST: Reading & lecture discussion PROJECT: Comprehensive edit & Reflective Memo (by 11:59 pm on Friday) 	

Course Materials List

For each course module, I've listed details about the required readings (and video) as well as other source materials, some used in my lectures, where you can learn more about the topics covered in the course. The sources are linked to our Canvas course site.

Module 1. Topics: Technical Editing and Editors. Levels of Edit.

Your assigned reading for this module is

- Kreth, M.E. and Bowen, E. (2017). [A Descriptive Survey of Technical Editors](#). *IEEE Transactions on Professional Communication*, 60(3), 238-255.

To explore the topics in this module further, check out the following sources (some of which I mentioned in my video lectures):

- Adin, R. (2010). [Editor, Editor, Everywhere an Editor](#) on American Editor.
- Editor's Association of Canada. (2016). [Professional Editorial Standards: Knowledge, Skills, and Practices Most Commonly Required for Editing English-language Material](#).
- Jobspresso (accessed 12-21-19). [Technical Editor at AWS Job Ad](#).
- Kessler, S. (2014). [Meet the Biggest Publishing Company You've Never Heard of](#) on Fast Company.
- Winner, P. (2013). [Foundations—The Role of the Technical Editor](#) on TECHwhirl.
- Van Buren, R. and Buehler, M.F. (1980). [The Levels of Edit](#). Jet Propulsion Laboratory at California Institute of Technology.

Module 2. Topics: Editing as QA. Structural Editing. Content editing.

Your assigned reading for this module is

- Corbin, M., Moell, P. and Boyd, B. (2002). [Technical Editing as Quality Assurance: Adding Value to Content](#). *Technical Communication*, 49(3), 286-300.

To explore the topics in this module further, check out the following sources (some of which I mentioned in my video lectures):

- Goertz, T. (2017). [How Precor Transformed an Editorial Process into a Business Asset](#) on Content Review.
- Karr, D. (2019). [Four Questions for Considering the Needs and Circumstances of Our Audience](#). *Corrigo*: STC Technical Editing SIG.
- Wilde, E., Corbin, M., Jenkins, J. and Rouiller, S. (2006). [Defining a Quality System: Nine Characteristics of Quality and the Editing for Quality Process](#). *Technical Communication*, 53(4), 439-446.

Module 3. Topics: Editorial comments and author queries. Foundations: Organization editing.

Your assigned reading for this module is

- Potler, S. and Hutt, J.A. (2004). [Composing Author Queries to Get the Answers You Need](#). *Science Editor*, 27(1), 4.

To explore the topics in this module further, check out the following sources (some of which I mentioned in my video lectures):

- Boettger, R.K. (2019). "How Does that Make You Feel?" The Psychological Dimensions of Editorial Comments, pp. 47-65. In Flanagan, S. & Albers, M. (Eds.) *Editing in the Modern Classroom*. Routledge: ATTW Series.
- Eaton, A., Brewer, P.E., Portewig, T.C., and Davidson, C.R. (2008). [Examining Editing in the Workplace from the Author's Point of View: Results of an Online Survey](#). *Technical Communication*, 56(2), 111-139.
- Mackiewicz, J. and Riley, K. (2003). [The Technical Editor as Diplomat: Linguistic Strategies for Balancing Clarity and Politeness](#). *Technical Communication*, 50(1), 83-94.

Module 4. Topics: Style Guides & Sheets. Foundations: Stylistic editing.

Your assigned reading for this module is

- Adhya, E. (2015). [Key Elements of an Effective Style Guide in the New Age](#). *Technical Communication*, 62(3), 183-192.

To explore the topics in this module further, check out the following sources (some of which I mentioned in my video lectures):

- Adin, R. (2017). [Editors and "Professional" Resources: A Questionable Reliance](#) on An American Editor.
- Cheung, I. (accessed 12-21-19). [Editing the Editor: Style Sheets](#) on Iva Cheung.
- Cheung, I. (accessed 12-21-19). [Style Sheets with Substance](#) on Iva Cheung.
- Joshi, Y. (2019). [Checking the Quality of a Hard-Copy Document in 60 Minutes](#).
- Tapia, A. (2019). [Pick the Best Writing Style Guide for Your Projects](#) on The Balance/Small Business.

Module 5. Topic: Copyediting. Proofreading. Foundations: Mechanics editing.

Your assigned reading for this module is

- Boettger, R.K. (2014). [The Technical Communication Editing Test: Three Studies on this Assessment Type](#). *Technical Communication*, 61(4), 215-231.

To explore the topics in this module further, check out the following sources (some of which I mentioned in my video lectures):

- Nicholson, W. (2016). [Proofread Like a Professional Using the Six Proofreading Pathways](#) on WardNicholson.com.

- Stroud, N.J. (2015). [Study Shows the Value of Editing](#) on American Press Institute.
- Vultee, F. (2015). [Audience Perceptions of Editing Quality: Assessing Traditional News Routines in the Digital Age](#). *Digital Journalism*, 3(6), 832-849.
- [EFA](#) (professional society for freelance editors)
- [SfEP](#) (professional society for editors)
- [AFEPI](#) (professional society for freelance editors+)

Module 6. Foundations: MS Word tools for editing.

Your assigned reading for this module is

- Lyon, J. (2018). [Editor's Toolkit Plus 2018](#). The Editorium.

To explore the topics in this module further, check out the following sources (some of which I mentioned in my video lectures):

- Hart, G. (2002). [Why Edit on the Screen? The Advantages of Onscreen Editing](#) .
- Hart, G. (2017). [Making Microsoft Word Work for You](#) on TECHwhirl.
- Grey, I.B. (2019). [More MS Word Myths Busted](#) on Intelligent Editing.

Module 7. Topic: Advanced tools for editing.

You have no assigned reading for this module, but you will be watching a software demo for Acrolinx presented by Val Swisher.

To explore the topics in this module further, check out the following sources (some of which I mentioned in my video lectures):

- Lawrence, J. and Green, C. (2017). Are AI Writers Capable of Work in the Current Workplace, pp. 313-339? In Crabbe, S. (Ed.) *Current Practices and Trends in Technical and Professional Communication*. Institute of Scientific and Technical Communication (ISTC).

Module 8. Topics: Professional Standards for Editors.

Your assigned reading for this module is

- Editor's Association of Canada. (2016). [Professional Editorial Standards: Knowledge, Skills, and Practices Most Commonly Required for Editing English-language Material](#), (pages 4-8).

If you want to learn more about editing as a profession, these sources are a great place to start.

- Adin, R.H. (2014). *The Business of Editing: Effective and Efficient Ways to Think, Work and Prosper*. Waking Lion Press.
- [Copyediting-L](#) (read the fine print about this busy email list before you join)
- Geoff at [Geoff-Hart](#) (mostly freelance science)
- Richard Adin at [An American Editor](#) (mostly nonfiction)
- John E. McIntyre at [You Don't Say](#) (*Baltimore Sun* journalist)
- Stan Carey at [Sentence First](#) (mostly freelance fiction)
- Katharine O'Moore-Klopff at [KOK Edit](#) (tools for editors)
- STC [Editing SIG](#) (professional society for tech editors)
- [ACES](#) (professional society for editors)
- [CSE](#) (professional society for science editors)