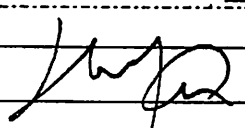
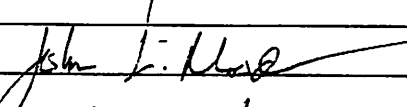
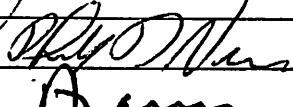
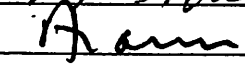
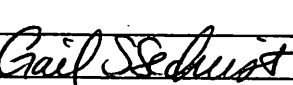


LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		08-70e	AP3-10-09	App-4/21/09

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person Wendy Carse	Email Address wcarse@iup.edu
Proposing Department/Unit English	Phone 7-2271

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

<b>1. Course Proposals (check all that apply)</b> <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change	
<hr/> ENGL 360 Editing and Publishing	
<u>Current Course prefix, number and full title</u> <u>Proposed course prefix, number and full title, if changing</u>	
<b>2. Additional Course Designations: check if appropriate</b> <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (c.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
<b>3. Program Proposals</b> <input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track	
<u>Current program name</u> <u>Proposed program name, if changing</u>	
<b>4. Approvals</b>	
Department Curriculum Committee Chair(s)	 Date: 01/16/09
Department Chair(s)	 Date: 01/16/09
College Curriculum Committee Chair	 Date: 1-21-09
College Dean	 Date: 1/21/09
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	 Date: 3/10/09

\* where applicable

Received  
Feb 16, 09  
Liberal Studies

## **New Syllabus of Record**

### **I. Catalog Description:**

#### **ENGL 360 Editing and Publishing**

**3c-01-3cr**

**Prerequisite:** ENGL 202 and ENGL 220 or 221

A project-based career preparation course focused on creating, editing, and publishing in print and/or electronic forms. Includes theory and practice of editing, practice with publication tools, and group collaboration.

### **II. Course Objectives:**

At the end of the course students will be able to:

1. Recognize and apply style conventions in a variety of academic and business contexts
2. Distinguish between types of editing, i.e. substantive, line, and copyediting, and practice the effective use of all three
3. Use editing and design tools effectively for publication assignments
4. Analyze audience and purpose in order to effectively shape and edit publications
5. Critique publications for effective content, audience, and form
6. Create a publication, in collaboration with others, tailored to specific purposes, audiences, and genres.

### **III. Course Outline**

#### **Types and Technologies of Editing (12 hours)**

Introduction to three types of editing (Substantive, Line, Copy)

Use of appropriate desktop and/or digital publishing software and other technologies

Forms and methods of publishing: books, magazines, newsletters, web, etc.

#### **Editor, Author, and Audience (12 hours)**

Understanding audience, situation, and appropriate editorial choices

Styles, style manuals, expectations

Effective collaborative relationships

#### **Publication production (18 hours)**

Writing, revising, and editing toward the production and presentation of a publication or publications appropriate to purpose, audience

#### **Culminating activity (2 hours)**

### **IV. Evaluation Methods**

Editing projects/activities	20%
Presentation(s)	20%
Participation	20%
<u>Publication</u>	<u>40%</u>
Total	100%

### **V. Grading Scale**

The final grade for this course will be determined as follows:

A=90-100%; B- 80-89.9%; C= 70-79.9%; D = 60-69.9%, F<60%

### **VI. Attendance Policy**

The attendance policy will conform to IUP's undergraduate course attendance policy.

## Course Analysis Questionnaire

### Section A: Details of the Course

- A1 This course is part of the new writing track and is intended for those majors. While we consider revising and editing techniques in all our writing courses, we need a course devoted to the writing our students will most likely encounter in the work place, including memos, reports, collaborative writing projects, and possibly academic or creative books.
- A2 This course does not require changes in the content of existing courses or requirements for a program.
- A3 This course has not been offered on a trial basis.
- A4 This course will not be dual-level.
- A5 This course will not be offered as variable credit.
- A6 A similar course is offered in writing programs at many institutions. Examples include:
- SUNY-Cortland, PWR 395: Revising and Editing**  
Many of our students aspire to be careers in the publishing industry as editors. Of course, to be an editor you need to know the practices of standard American English (you know, "grammar rules"), but you need to know far more than that. You need to understand how edit and revise a text for a purpose, for style, for clarity, for a particular audience, and so on. Sure, when you take College Composition you'll learn about "revising" and "editing" your papers, but this course is about far more than that. It's about you stepping into a new, professional way of understanding writing.
  - Savannah College of Art and Design, WRIT 255 Business and Professional Writing**  
Workplace writing (including memos, proposals, pamphlets and instructions) is examined and practiced in this introductory course. Students gain real-life writing experiences that help prepare them for the professional world. Prerequisite: ENGL 123.
  - WRIT 310 Editing and Management**  
As a blend of intensive study and hands-on applications, this course leads students through the fundamentals of editing and its function in technical, trade and academic publishing. This course allows students to develop the primary skills necessary in publication management with an emphasis on journal production, newsletter production, and book publication. Prerequisite: WRIT 210.
  - University of California-Santa Barbara 151A-B. Seminar in Professional Editing**  
Focus on grammatical and rhetorical expertise, genre and format, diction, style, tone, visuals, documentation style. Class projects include working as editors to help authors prepare texts for publication.
  - Purdue University English 306 - Introduction to Professional Writing**  
In this class students learn to analyze and effectively respond to rhetorical situations by planning, writing, revising, and editing a variety of workplace documents. As well, students explore the range of careers open to professional writers and develop a strategy for shaping their individual programs to position themselves to enter the field after graduation
  - Worcester Polytechnic Institute EN/WR 2210. Introduction to Professional Writing.**  
This course will serve as a gateway into the Professional Writing major but will also be open—and useful—to any student interested in learning about the standard written genres of professional, workplace communication. Students will analyze the history, purposes, conventions, and social consequences of a variety of professional communication, focusing on digital and print correspondence, reports, and proposals directed to internal and external audiences. Students will learn about the culture of a professional environment and the role of writing in structuring identity and relationships within that context. Classes will be conducted as interactive writing workshops in which students assess and respond to rhetorical scenarios and sample texts from a variety of professional worksites. Students will create portfolios, producing professional writing samples they may use on the job market.

**VII. Required textbooks, supplemental books and readings:**

Einsohn, Amy. *The Copyeditor's Handbook: A Guide for Book Publishing and Corporate Communications*. University of California Press, 2005.

Lupton, Ellen. *Indie Publishing: How to Design and Publish Your Own Book*. NJ: Princeton Architectural Press, 2008.

MLA Handbook or other stylebook appropriate to student projects

**VIII. Special resource requirements**

No special resources are required, though students need access to computers with Microsoft Word 2007 at home or on campus.

**IX. Bibliography**

Arford, Joan. *Advanced Microsoft Word 2007: Desktop Publishing*. Emc Publication, 2007.

Fontaine, Sheryl and Susan Hunter. *Collaborative Writing in Composition Studies*. Wadsworth Publishing, 2005.

Gross, Gerald. *Editors on Editing: What Writers Need to Know about what Editors Do*. New York: Grove Press, 1994.

Henson, Kenneth. *Writing for Publication: Keys to Academic and Business Success*. Allyn & Bacon, 1998.

Jones, Robert, Patrick Bizzaro and Cynthia Selfe. *The Harcourt Brace Guide to Writing in the Disciplines*. Fort Worth, TX: Harcourt Brace, 1997.

Lee, Marshall. *Bookmaking: Editing, Design, Production*. 3<sup>rd</sup> ed. New York: W.W. Norton & Co., 2004.

Lupton, Ellen. *Thinking with Type: A Critical Guide for Designers, Writers, Editors & Students*. Princeton Architectural Press, 2004.

Osborn, Susan. *A Complete Guide to Writing for Publication*. ACW Press, 2001.

Sharpe, Leslie and Irene Gunther. *Editing Fact and Fiction: A Concise Guide to Book Editing*. Cambridge: Cambridge UP, 1994.

Suzanne, Claire. *This Business of Books: A Complete Overview of the Industry from Concept Through Sales*. 4<sup>th</sup> ed. WC Publishing, 2004.

RH 3111. The Study of Writing.

This course introduces students to issues in the study of writing such as the history and uses of literacy, the relationship of thought to language, the role of writing in producing knowledge, and research on composing. The focus of the course will be on professional and academic writing. The course will be organized around a series of interrelated research questions: How do writers in professional and academic settings know when they have something to write about? How do they define a problem to investigate? How do they define or construct an audience to address? How do they locate their work in relation to others' work? How do they know which forms of writing to use? Why do they write in the first place? What functions does writing perform?

A7 The content is not recommended or required by a professional society, accrediting authority, or other external agency.

### **Section B: Interdisciplinary Implications**

B1 This course will not be team taught or taught by instructors from more than one department.

B2 The content of this course is distinguished from other courses because, although Journalism offers courses with content in editing and in publications, their focus is specific to their discipline (e.g. focus on Associated Press style). This course will cater to those majoring in the English/Writing Track and will provide a more rhetoric-based approach to a variety of writing and publishing occasions in business and academic workplaces.

B3 This course will not be cross-listed.

B4 No seats will be set aside for students in the School of Continuing Education.

### **Section C: Implementation**

C1 Faculty resources are adequate.

C2 Resources are adequate.

C3 No resources for this course are funded by a grant.

C4 This course will likely be offered every other year.

C5 Only one section will be offered during any given semester.

C6 This course can accommodate up to 16 students, the current limit for writing courses in the major.

C7 No professional society recommends enrollment limits for this course.

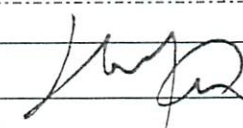
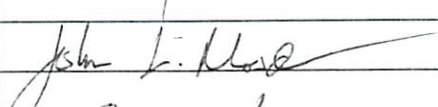
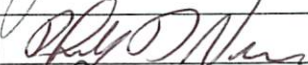
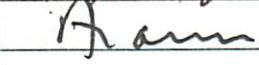
C8 There are no plans at this time to offer this course as distance education.

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		08-70e		

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person Wendy Carse	Email Address wcarse@iup.edu
Proposing Department/Unit English	Phone 7-2271

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

<b>1. Course Proposals (check all that apply)</b> <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change	
ENGL 360 Editing and Publishing	
<u>Current Course prefix, number and full title</u>	<u>Proposed course prefix, number and full title, if changing</u>
<b>2. Additional Course Designations: check if appropriate</b> <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
<b>3. Program Proposals</b> <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track	
<u>Current program name</u>	<u>Proposed program name, if changing</u>
<b>4. Approvals</b>	
Department Curriculum Committee Chair(s)	Date
	01/16/09
Department Chair(s)	Date
	01/16/09
College Curriculum Committee Chair	Date
	1-21-09
College Dean	Date
	1/21/09
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	

\* where applicable

**Received**  
**FEB 16 2009**  
**Liberal Studies**

## **New Syllabus of Record**

### **I. Catalog Description:**

#### **ENGL 360 Editing and Publishing**

**3c-01-3cr**

**Prerequisite: ENGL 202 and ENGL 220 or 221**

A project-based career preparation course focused on creating, editing, and publishing in print and/or electronic forms. Includes theory and practice of editing, practice with publication tools, and group collaboration.

### **II. Course Objectives:**

At the end of the course students will be able to:

1. Recognize and apply style conventions in a variety of academic and business contexts
2. Distinguish between types of editing, i.e. substantive, line, and copyediting, and practice the effective use of all three
3. Use editing and design tools effectively for publication assignments
4. Analyze audience and purpose in order to effectively shape and edit publications
5. Critique publications for effective content, audience, and form
6. Create a publication, in collaboration with others, tailored to specific purposes, audiences, and genres.

### **III. Course Outline**

#### **Types and Technologies of Editing (12 hours)**

Introduction to three types of editing (Substantive, Line, Copy)

Use of appropriate desktop and/or digital publishing software and other technologies

Forms and methods of publishing: books, magazines, newsletters, web, etc.

#### **Editor, Author, and Audience (12 hours)**

Understanding audience, situation, and appropriate editorial choices

Styles, style manuals, expectations

Effective collaborative relationships

#### **Publication production (16 hours)**

Writing, revising, and editing toward the production and presentation of a publication or publications appropriate to purpose, audience

#### **Culminating activity (2 hours)**

### **IV. Evaluation Methods**

Editing projects/activities	20%
Presentation(s)	20%
Participation	20%
<u>Publication</u>	<u>40%</u>
Total	100%

### **V. Grading Scale**

The final grade for this course will be determined as follows:

A=90-100%; B- 80-89.9%; C= 70-79.9%; D = 60-69.9%, F<60%

### **VI. Attendance Policy**

The attendance policy will conform to IUP's undergraduate course attendance policy.

## **VII. Required textbooks, supplemental books and readings:**

Einsohn, Amy. *The Copyeditor's Handbook: A Guide for Book Publishing and Corporate Communications*. University of California Press, 2005.

Lupton, Ellen. *Indie Publishing: How to Design and Publish Your Own Book*. NJ: Princeton Architectural Press, 2008.

MLA Handbook or other stylebook appropriate to student projects

## **VIII. Special resource requirements**

No special resources are required, though students need access to computers with Microsoft Word 2007 at home or on campus.

## **IX. Bibliography**

Arford, Joan. *Advanced Microsoft Word 2007: Desktop Publishing*. Emc Publication, 2007.

Fontaine, Sheryl and Susan Hunter. *Collaborative Writing in Composition Studies*. Wadsworth Publishing, 2005.

Gross, Gerald. *Editors on Editing: What Writers Need to Know about what Editors Do*. New York: Grove Press, 1994.

Henson, Kenneth. *Writing for Publication: Keys to Academic and Business Success*. Allyn & Bacon, 1998.

Jones, Robert, Patrick Bizzaro and Cynthia Selfe. *The Harcourt Brace Guide to Writing in the Disciplines*. Fort Worth, TX: Harcourt Brace, 1997.

Lee, Marshall. *Bookmaking: Editing, Design, Production*. 3<sup>rd</sup> ed. New York: W.W. Norton & Co., 2004.

Lupton, Ellen. *Thinking with Type: A Critical Guide for Designers, Writers, Editors & Students*. Princeton Architectural Press, 2004.

Osborn, Susan. *A Complete Guide to Writing for Publication*. ACW Press, 2001.

Sharpe, Leslie and Irene Gunther. *Editing Fact and Fiction: A Concise Guide to Book Editing*. Cambridge: Cambridge UP, 1994.

Suzanne, Claire. *This Business of Books: A Complete Overview of the Industry from Concept Through Sales*. 4<sup>th</sup> ed. WC Publishing, 2004.



## **Course Analysis Questionnaire**

### **Section A: Details of the Course**

A1 This course is part of the new writing track and is intended for those majors. While we consider revising and editing techniques in all our writing courses, we need a course devoted to the writing our students will most likely encounter in the work place, including memos, reports, collaborative writing projects, and possibly academic or creative books.

A2 This course does not require changes in the content of existing courses or requirements for a program.

A3 This course has not been offered on a trial basis.

A4 This course will not be dual-level.

A5 This course will not be offered as variable credit.

A6 A similar course is offered in writing programs at many institutions. Examples include:

**SUNY-Cortland, PWR 395: Revising and Editing**

Many of our students aspire to be careers in the publishing industry as editors. Of course, to be an editor you need to know the practices of standard American English (you know, "grammar rules"), but you need to know far more than that. You need to understand how edit and revise a text for a purpose, for style, for clarity, for a particular audience, and so on. Sure, when you take College Composition you'll learn about "revising" and "editing" your papers, but this course is about far more than that. It's about you stepping into a new, professional way of understanding writing.

**Savannah College of Art and Design, WRIT 255 Business and Professional Writing**

Workplace writing (including memos, proposals, pamphlets and instructions) is examined and practiced in this introductory course. Students gain real-life writing experiences that help prepare them for the professional world. Prerequisite: ENGL 123.

**WRIT 310 Editing and Management**

As a blend of intensive study and hands-on applications, this course leads students through the fundamentals of editing and its function in technical, trade and academic publishing. This course allows students to develop the primary skills necessary in publication management with an emphasis on journal production, newsletter production, and book publication. Prerequisite: WRIT 210.

**University of California-Santa Barbara 151A-B. Seminar in Professional Editing**

Focus on grammatical and rhetorical expertise, genre and format, diction, style, tone, visuals, documentation style. Class projects include working as editors to help authors prepare texts for publication.

**Purdue University English 306 - Introduction to Professional Writing**

In this class students learn to analyze and effectively respond to rhetorical situations by planning, writing, revising, and editing a variety of workplace documents. As well, students explore the range of careers open to professional writers and develop a strategy for shaping their individual programs to position themselves to enter the field after graduation

**Worcester Polytechnic Institute EN/WR 2210. Introduction to Professional Writing.**

This course will serve as a gateway into the Professional Writing major but will also be open—and useful—to any student interested in learning about the standard written genres of professional, workplace communication. Students will analyze the history, purposes, conventions, and social consequences of a variety of professional communication, focusing on digital and print correspondence, reports, and proposals directed to internal and external audiences. Students will learn about the culture of a professional environment and the role of writing in structuring identity and relationships within that context. Classes will be conducted as interactive writing workshops in which students assess and respond to rhetorical scenarios and sample texts from a variety of professional worksites. Students will create portfolios, producing professional writing samples they may use on the job market.

**RH 3111. The Study of Writing.**

This course introduces students to issues in the study of writing such as the history and uses of literacy, the relationship of thought to language, the role of writing in producing knowledge, and research on composing. The focus of the course will be on professional and academic writing. The course will be organized around a series of interrelated research questions: How do writers in professional and academic settings know when they have something to write about? How do they define a problem to investigate? How do they define or construct an audience to address? How do they locate their work in relation to others' work? How do they know which forms of writing to use? Why do they write in the first place? What functions does writing perform?

A7 The content is not recommended or required by a professional society, accrediting authority, or other external agency.

**Section B: Interdisciplinary Implications**

B1 This course will not be team taught or taught by instructors from more than one department.

B2 The content of this course is distinguished from other courses because, although Journalism offers courses with content in editing and in publications, their focus is specific to their discipline (e.g. focus on Associated Press style). This course will cater to those majoring in the English/Writing Track and will provide a more rhetoric-based approach to a variety of writing and publishing occasions in business and academic workplaces.

B3 This course will not be cross-listed.

B4 No seats will be set aside for students in the School of Continuing Education.

**Section C: Implementation**

C1 Faculty resources are adequate.

C2 Resources are adequate.

C3 No resources for this course are funded by a grant.

C4 This course will likely be offered every other year.

C5 Only one section will be offered during any given semester.

C6 This course can accommodate up to 16 students, the current limit for writing courses in the major.

C7 No professional society recommends enrollment limits for this course.

C8 There are no plans at this time to offer this course as distance education.