

# STYLE & EDITING WORKSHOP

## ENGLISH 305.01

### FALL 2011

Instructor: Dr. Theresa Flynn

Class Meetings: Tuesdays 12:00-1:50pm

Class Location: Cultural Arts Center (CAC) 122

Office Hours: By appointment please.  
(Generally, I'm in the office  
M,T,Th,F from 9am-2pm).

Office Location: Payson Library 336 (2<sup>nd</sup> floor)

Telephone: (310) 506-4803

E-Mail: tflynn@pepperdine.edu



### Course Description:

This class examines the fundamentals of effective and eloquent writing and professional editing. This course is designed particularly for humanities and teacher education majors who are interested in careers as professional writers, as editors, or as teachers of writing. However, the course is also useful to other students interested in improving their own writing or those who are pursuing careers that may require them to revise and edit written texts.

### Course Objectives:

In this class students will:

- ☐ Identify and correct grammatical errors in writing.
- ☐ Develop their own writing style by experimenting with word choice, figurative language, sentence structure and rhythm, and word placement.
- ☐ Learn strategies for improving the clarity, coherence, and readability of written texts.
- ☐ Use conventional editing symbols to copy edit written texts.
- ☐ Produce, edit, and publish a collaborative satirical newspaper.

### Teaching Methods:

In this class we will learn by "doing." For some of you, this may be your first exposure to formal instruction in grammar. You will complete formal grammar exercises in addition to practicing editing with authentic texts.

## Course Materials:

### Required Texts

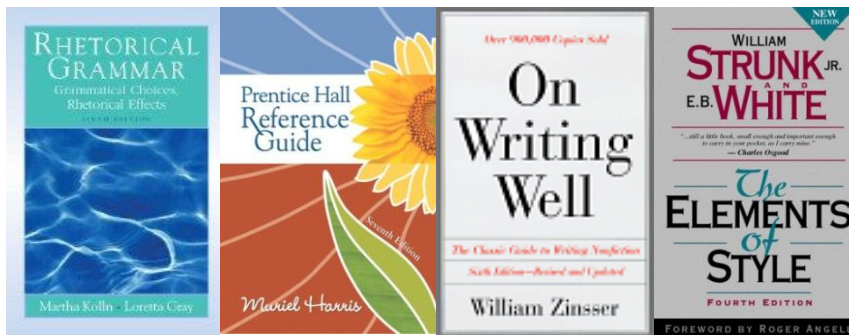
Kolln, Martha. Rhetorical Grammar: Grammatical Choices, Rhetorical Effects, 6<sup>th</sup> ed. Longman, 2009. ISBN: 978-0205706754

Strunk, W., Jr., and White, E.B., The Elements of Style, 4<sup>th</sup> Edition. Online: <http://www.irit.fr/rjihm04/Papers/Strunk&White.Elements.Style.pdf>

### Recommended Texts

Harris, M. Prentice Hall Reference Guide to Grammar and Usage, 4<sup>th</sup> ed. Upper Saddle River, NJ: Prentice Hall, 1999. ISBN: 978-0132379496

Zinsser, William. On Writing Well: The Classic Guide to Writing Nonfiction. Anniversary Edition. New York: HarperPerennial, 2002. (You can purchase this from [www.amazon.com](http://www.amazon.com) or a local bookstore).



There will also be selected online articles and handouts which will be available on ENG 305 Courses course site.

## Attendance & Participation

There are only 15 classes in this course. **Intend on coming to every class.** Every class is important and you cannot make up for classes that you miss.

Participation includes actively contributing to class discussions and posting meaningful responses on the **Courses** electronic discussion forum. Do not underestimate your importance in this class. Your active participation and attitude in class can enhance everyone's learning experience.

## Academic Integrity

While I do not think that this will be a concern in this class, I feel that it is important to mention the importance of academic integrity. Please familiarize yourself with Pepperdine University's Code of Academic Integrity found online at: <http://seaver.pepperdine.edu/academicintegrity/policies/code.htm>. Unfortunately, students do, on occasion, violate Academic Integrity, and this provides a need for discipline and an opportunity for restoration. Violations include plagiarism, cheating, fabrication, and facilitating academic dishonesty. All suspected and confirmed cases

of academic integrity violations will be reported to the Academic Integrity Committee. Please remember that "accidental plagiarism" is still an offense and thus, it is important to consider when editing.

## Writing Center

You may want to consider enrolling in ENG 395, Writing Center Practicum. This is a good companion course to ENG 305 where you can test your newly honed editing skills. Students who take ENG 395 train to become Writing Center tutors. The Writing Center is a place where students can obtain one-on-one help with papers in any discipline and at ANY stage of the writing process. Students can sign up for an appointment by visiting the website at: <http://seaver.pepperdine.edu/writingcenter/>.

## Weekly Grammar & Editing Exercises

You will have several short exercises due each week. These will be posted on Course (<http://courses.pepperdine.edu>) and explained in class. Completed exercises must be submitted ONLINE ONLY. If you choose to handwrite your homework, you must scan it and upload it as a PDF file. I will not accept paper copies of the homework.

We will also spend approximately 30 minutes of class time to editing and proofreading exercises and a discussion of grammar rules & conventions. There will be two distinct periods of class: the style portion and the editing. They may not always seem related but they are both necessary.

## GRADE BREAKDOWN

ASSIGNMENT	Grade Weight	
Writing	35%	
Formal Assignment	Rhetorical Analysis	20%
Informal Writing	Assigned on weekly basis (short essays, reading responses).	20%
Weekly Grammar & Editing Exercises	20%	
Participation & Attendance	10%	
Final Newspaper Assignment	30%	
	Drafts & Revisions submitted in a timely manner (10)	5%
	Active and attentive editing (20)	10%
	Quality & Content of your article/s (20)	10%
	Thoughtful reflection of the process (10)	5%

# Reading/Assignment Schedule

We will be working through Martha Kolln's Rhetorical Grammar sequentially. You will be asked to complete exercises for each chapter in addition to doing drafting some original compositions.

**This schedule is subject to change.**

Class #	AGENDA and HOMEWORK
1 <i>August 30</i>	<ul style="list-style-type: none"> <li>• Introductions, Syllabus, &amp; Assignments</li> <li>• <a href="http://www.heinemann.com/shared/onlineresources/08894/08894f5.html">http://www.heinemann.com/shared/onlineresources/08894/08894f5.html</a></li> </ul> <p>HOMEWORK:</p> <ul style="list-style-type: none"> <li>• Read the Introduction in <i>Rhetorical Grammar</i></li> <li>• Read Chapters 1 &amp; 2 in <i>Rhetorical Grammar</i> and complete all the exercises in both chapters. <a href="http://faculty.pepperdine.edu/tflynn/English/305/RhetoricalGrammar.pdf">http://faculty.pepperdine.edu/tflynn/English/305/RhetoricalGrammar.pdf</a></li> <li>• Post your homework in the Assignments section of Courses (<a href="http://courses.pepperdine.edu">http://courses.pepperdine.edu</a>)</li> </ul>
2 <i>September 6</i>	<ul style="list-style-type: none"> <li>• <u>Rhetorical Grammar</u>—Chapters One &amp; Two—<i>The Structure of Sentences &amp; Sentence Patterns</i></li> <li>• Proofreading &amp; Editing: Why &amp; How <ul style="list-style-type: none"> <li>○ Using proofreaders' marks</li> <li>○ Proofreading online (track changes)</li> </ul> </li> <li>• Basic Grammar—parts and function of sentences</li> <li>• Editing: Sentence Construction Errors—Part I <ul style="list-style-type: none"> <li>○ Sentence structure</li> <li>○ Fragments</li> <li>○ Singular &amp; plural nouns</li> <li>○ Collective nouns</li> <li>○ Indefinite pronouns</li> <li>○ modifiers</li> </ul> </li> </ul> <p>HOMEWORK</p> <ul style="list-style-type: none"> <li>○ Read—"Salvation" by Langston Hughes</li> <li>○ Write a reflection of "Salvation," commenting on the author's style and the specific ways that he controls the reading experience for the reader.</li> <li>○ Read Chapter 3 in RG (<i>Rhetorical Grammar</i>) and complete all exercises. Post in the Assignments section of Courses (<a href="http://courses.pepperdine.edu">http://courses.pepperdine.edu</a>)</li> </ul>
3 <i>September 13</i>	<ul style="list-style-type: none"> <li>• <u>Rhetorical Grammar</u>, Chapter 3—<i>Versatile Verbs</i></li> <li>• Editing: Sentence Construction Errors <ul style="list-style-type: none"> <li>○ Pronouns &amp; antecedents</li> <li>○ Pronoun cases</li> </ul> </li> <li>• Style: Read—William Zinnser—"Simplicity"</li> </ul> <p>HOMEWORK</p> <ul style="list-style-type: none"> <li>○ Write your own essay in the style of "Salvation." (refer to handout).</li> <li>○ Read—"The Evil Stepmother Dies" by Teresa Strasser and write a brief response to the reading. (What did you like about the piece? How would you describe Strasser's style?)</li> <li>○ Read Chapter 4 in RG (<i>Rhetorical Grammar</i>) and complete all exercises. Post in the Assignments section of Courses (<a href="http://courses.pepperdine.edu">http://courses.pepperdine.edu</a>)</li> </ul>

Class #	AGENDA and HOMEWORK
<p>4</p> <p>September 20</p>	<ul style="list-style-type: none"> <li>• <u>Rhetorical Grammar</u>, Chapter 4— <i>Coordination and Subordination</i></li> <li>• Editing: Sentence Construction Errors—Part III               <ul style="list-style-type: none"> <li>○ Sentence elements</li> <li>○ Parallel structure</li> <li>○ Dangling &amp; misplaces modifiers</li> <li>○ Bias-free language</li> </ul> </li> <li>• Style: Read—“I am a Cripple” by Nancy Mairs</li> </ul> <p>HOMEWORK</p> <ul style="list-style-type: none"> <li>○ Write a brief response to Nancy Mairs’ piece, noting her style and approach.</li> <li>○ Read Chapter 5 in RG (Rhetorical Grammar) and complete all exercises. Post in the Assignments section of Courses (<a href="http://courses.pepperdine.edu">http://courses.pepperdine.edu</a>)</li> </ul>
<p>5</p> <p>September 27</p>	<ul style="list-style-type: none"> <li>• <u>Rhetorical Grammar</u>, Chapter 5—<i>Cohesion</i></li> <li>• Editing: Comma Errors</li> </ul> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Write your own “I am a . . .” essay</li> <li>• Read Chapter 6 in RG (Rhetorical Grammar) and complete all exercises. Post in the Assignments section of Courses (<a href="http://courses.pepperdine.edu">http://courses.pepperdine.edu</a>)</li> </ul>
<p>6</p> <p>October 4</p>	<ul style="list-style-type: none"> <li>• <u>Rhetorical Grammar</u>, Chapter 6—<i>Sentence Rhythm</i></li> <li>• Editing Exercise: Punctuation Errors (periods, semi-colons, questions marks, apostrophes...)</li> <li>• Group response to “I am a ....” Essays.</li> </ul> <p>HOMEWORK</p> <ul style="list-style-type: none"> <li>○ Rhetorical Analysis Assignment—Choose essay for your analysis. Make a copy for your instructor and begin annotating, underlining, and writing notes on your own copy in preparation for this assignment.</li> <li>○ Read Chapter 7 in RG (Rhetorical Grammar) and complete all exercises. Post in the Assignments section of Courses (<a href="http://courses.pepperdine.edu">http://courses.pepperdine.edu</a>)</li> </ul>
<p>7</p> <p>October 11</p>	<ul style="list-style-type: none"> <li>• <u>Rhetorical Grammar</u>, Chapter 7—<i>The Writer’s Voice</i></li> <li>• Rhetorical Analysis—Rough Drafts               <ul style="list-style-type: none"> <li>○ How to begin your analysis (introducing writing piece, author, and purpose)</li> <li>○ Writing commentary on stylistic elements</li> </ul> </li> </ul> <p>HOMEWORK</p> <ul style="list-style-type: none"> <li>○ Rhetorical Analysis Assignment—rough draft due next class. Post in the Assignments section of Courses (<a href="http://courses.pepperdine.edu">http://courses.pepperdine.edu</a>)</li> </ul>
<p>8</p> <p>October 18</p>	<ul style="list-style-type: none"> <li>• Rhetorical Analysis—Final Draft Due (perfect copies)</li> </ul> <p>Editing: Content, Clarity &amp; Concision</p> <p>HOMEWORK</p>

Class #	AGENDA and HOMEWORK
	<ul style="list-style-type: none"> <li>○ Rhetorical Analysis Assignment—final draft due next class. Post in the Assignments section of Courses (<a href="http://courses.pepperdine.edu">http://courses.pepperdine.edu</a>)</li> <li>○ Read <u>Rhetorical Grammar</u>, Chapter 8—<i>Choosing Adverbials</i>. Complete all exercises. Post in the Assignments section of Courses (<a href="http://courses.pepperdine.edu">http://courses.pepperdine.edu</a>)</li> </ul>
9  <i>October 25</i>	<ul style="list-style-type: none"> <li>● Style: Subway Spy</li> <li>● In-class writing assignment—the extended metaphor</li> </ul> <p>HOMEWORK</p> <ul style="list-style-type: none"> <li>○ Choose either your “Salvation-esque” paper or your “I am a . . .” paper to revise. Upload your final copy to Courses.</li> </ul>
10  <i>November 1</i>	<ul style="list-style-type: none"> <li>● <u>Rhetorical Grammar</u>, Chapter 8—<i>Choosing Adverbials</i></li> <li>● Class Newspaper Project—Introduction</li> <li>● What is satire?</li> <li>● Examples of former newspapers</li> </ul> <p>HOMEWORK</p> <ul style="list-style-type: none"> <li>○ Choose groups that you will work with</li> <li>○ Choose one group member to post your newspaper’s focus (a working title) and list the group members in the Discussion Board</li> <li>○ Read <u>Rhetorical Grammar</u>, Chapter 9—<i>Choosing Adjectives</i>. Complete all exercises and post in the Assignments section of Courses (<a href="http://courses.pepperdine.edu">http://courses.pepperdine.edu</a>).</li> </ul>
11  <i>November 8</i>	<ul style="list-style-type: none"> <li>● <u>Rhetorical Grammar</u>, Chapter 9—<i>Choosing Adjectives</i></li> <li>● Class Newspaper Project—Planning Session               <ul style="list-style-type: none"> <li>○ Working session—choosing and assigning articles</li> <li>○ Satire Exercises and examples</li> </ul> </li> </ul> <p>HOMEWORK</p> <ul style="list-style-type: none"> <li>○ Write one article (each group member shall write one). Post to Assignments section of Courses (<a href="http://courses.pepperdine.edu">http://courses.pepperdine.edu</a>).</li> <li>○ Read <u>Rhetorical Grammar</u>, Chapter 13—<i>Punctuation</i>. Complete all exercises. Post in the Assignments section of Courses (<a href="http://courses.pepperdine.edu">http://courses.pepperdine.edu</a>).</li> </ul>
12  <i>November 15</i>	<ul style="list-style-type: none"> <li>● <u>Rhetorical Grammar</u>, Chapter 13—<i>Punctuation</i></li> <li>● Class Newspaper Project—Review &amp; Rewriting of first articles</li> </ul> <p>HOMEWORK</p> <ul style="list-style-type: none"> <li>○ Write second article (each group member shall write one). Post to Assignments section of Courses (<a href="http://courses.pepperdine.edu">http://courses.pepperdine.edu</a>).</li> </ul>
13  <i>November 22</i>	<ul style="list-style-type: none"> <li>● Class Newspaper Project— Review &amp; Rewriting of second articles</li> </ul> <p>HOMEWORK</p> <ul style="list-style-type: none"> <li>○ Write third article (each group member shall write one). Post to Assignments section of Courses (<a href="http://courses.pepperdine.edu">http://courses.pepperdine.edu</a>).</li> </ul>

Class #	AGENDA and HOMEWORK
14 <i>November 29</i>	<ul style="list-style-type: none"> <li>• Class Newspaper Project—Layout &amp; Design</li> <li>• Final Editing &amp; Finishing Touches</li> <li>• Final Markup due to Dr. Flynn Friday</li> </ul>
15 <i>December 6</i>	<ul style="list-style-type: none"> <li>• Reflection of coursework and material presented throughout semester.</li> <li>• Quiz on Rhetorical Grammar concepts.</li> </ul>
<i>Thursday</i> <i>December 15</i>	<p><b>FINAL EXAM</b></p> <p><b>CAC 103 (The Writing Center)</b></p> <p><b>10:30am—1:00pm</b></p>

## Fumblerules by William Saffire

1. Use the semicolon properly, always use it where appropriate; and not when it isn't needed.
2. Reserve the apostrophe for its proper use and omit it when it's not needed.
3. Do not put statements into the negative form if the positive is possible.
4. Verbs have to agree with their subjects.
5. No sentence fragments.
6. Proofread carefully to see if you have any words out.
7. Avoid commas, that are not necessary.
8. If you reread your work, you will find on rereading that a great deal of repetition can be avoided by rereading and editing your work.
9. Make sure each pronoun agrees with their antecedent.
10. Just between you and I, the case of pronouns is important.
11. Watch out for irregular verbs which have crept into English.
12. Verbs have to agree in number with their subjects.
13. Don't use no double negatives.
14. Being bad grammar, a writer should not use dangling modifiers.
15. Join clauses good like a conjunction should.
16. A writer must not shift your point of view.
17. About sentence fragments.
18. Don't use run-on sentences you got to punctuate them.
19. In letters essays and reports use commas to separate items in a series.
20. Don't use commas, that are not necessary.
21. Parenthetical words however should be enclosed in commas.
22. It's important to use apostrophes right in everybody's writing.
23. Don't abbrev.
24. Check to see if you have any words out.
25. In the case of a report, check to see that jargonwise, it's A-OK.
26. As far as incomplete constructions, they are wrong.
27. About repetition, the repetition of a word might be real effective repetition—take, for instance the repetition of Abraham Lincoln.
28. In my opinion, I think that an author when he is writing should definitely not get into the habit of making use of too many unnecessary words that he does not really need in order to put his message across.
29. Use parallel construction not only to be concise but also clarify.
30. It behooves us all to avoid archaic expressions.
31. Mixed metaphors are a pain in the neck and ought to be weeded out.
32. Consult the dictionary to avoid misspellings.
33. To ignorantly split an infinitive is a practice to religiously avoid.
34. Remember to hyphenate two or more word modifiers that precede the words they modify.
35. Last but not least, lay off clichés.



## Class Roster—ENG 305

	Last Name	First Name	Major	Year
1	Greer	Noelle	English	Junior
2	Hinton	Marla	English Credential	Freshman
3	Manning	Michelle	Liberal Arts/Prof/Academic Writing	Junior
4	Orta	Andre	English	Junior
5	Overlie	Candace	Sociology	Senior
6	Rios	Laura	English	Freshman
7	Robinson	Lauren	English	Junior
8	Singh	Sonya	Psychoogy	Senior
9	Smith	Genevieve	Creative Writing/English	Sophomore

### Fall 2011 Photo Class Roster

#### ENG 305.01 - 1484 - Style and Editing Workshop

Flynn, Theresa M

9 students enrolled.



Greer, Noelle



Hinton, Marla



Manning, Michelle



Orta, Andre



Overlie, Candace



Rios, Laura



Robinson, Lauren



Singh, Sonya



Smith, Genevieve

## Junior Writing Portfolio Rubric

Category	5	4	3	2	1
<b>1. Clarity/Style</b>	<ul style="list-style-type: none"> <li>Writing engages reader and enhances his/her understanding of the topic.</li> <li>Vocabulary &amp; sentence structure are sophisticated and appropriate for the topic, discipline, and intended audience.</li> </ul>		<ul style="list-style-type: none"> <li>Writing enables reader to understand ideas with little or no re-reading.</li> <li>Vocabulary and sentence structure are adequate, especially for discipline, but may lack sophistication.</li> <li>Writer avoids redundancy.</li> </ul>		<ul style="list-style-type: none"> <li>Writing requires reader to frequently re-read in order to understand ideas or writing is so confusing that reader fails completely to understand ideas.</li> <li>Simplistic word choice limits description and/or expression.</li> <li>Redundancies distract and confuse reader.</li> </ul>
<b>2. Organization/ Fluidity</b>	<ul style="list-style-type: none"> <li>Writing clearly demonstrates an effective pattern of organization that facilitates the reader's understanding.</li> <li>Papers have an effective beginning, sophisticated development, and thoughtful conclusion.</li> <li>Writer employs clear and appropriate transitions.</li> <li>Paragraphs reflect appropriate and mature levels of thought and development.</li> </ul>		<ul style="list-style-type: none"> <li>Writing follows an appropriate pattern of organization.</li> <li>Overall unity and coherence are adequate.</li> <li>Some connections and transitions may be unclear.</li> <li>Paragraphs reflect adequate levels of thought and development.</li> </ul>		<ul style="list-style-type: none"> <li>Writing's overall structure lacks coherence.</li> <li>Organization of ideas may be confusing.</li> <li>Transitions are awkward or absent.</li> <li>Insufficient development of paragraphs. Poorly developed.</li> </ul>
<b>3. Explanation/ Evidence</b>	<ul style="list-style-type: none"> <li>Main points clearly stated and well advanced.</li> <li>Statements substantially supported with compelling evidence.</li> </ul>		<ul style="list-style-type: none"> <li>Main points adequately stated.</li> <li>Statements sufficiently supported with relevant evidence.</li> </ul>		<ul style="list-style-type: none"> <li>Main points not clearly stated.</li> <li>Statements insufficiently supported or supported with irrelevant evidence.</li> </ul>
<b>4. Critical Thinking</b>	<ul style="list-style-type: none"> <li>Insightful, well-articulated analysis, synthesis, and critique of the subject.</li> <li>Sustains a well-focused analysis, connecting ideas in a sophisticated and logical manner.</li> <li>Thoughtfully considers multiple viewpoints/positions where appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>Cogent, clear analysis, synthesis, and critique of the subject.</li> <li>Connects ideas logically.</li> <li>Identifies multiple viewpoints where appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>Superficial and/or poorly articulated analysis of subject.</li> <li>Fails to connect ideas logically.</li> <li>Ignores or superficially evaluates multiple viewpoints.</li> </ul>
<b>5. Research Techniques</b>	<ul style="list-style-type: none"> <li>Adeptly uses appropriate materials from a variety of resources to support ideas.</li> <li>Consistently employs a standard documentation style.</li> </ul>		<ul style="list-style-type: none"> <li>Adequately uses appropriate materials from a variety of resources to support ideas.</li> <li>Employs a standard documentation style with few errors.</li> </ul>		<ul style="list-style-type: none"> <li>Fails to select and synthesize appropriate resources.</li> <li>Makes significant errors in documentation style.</li> </ul>
<b>6. Mechanics /Usage</b>	<ul style="list-style-type: none"> <li>Sophisticated use of grammatical conventions.</li> <li>Writing is virtually free from the kinds of errors that distract from meaning and readability.</li> </ul>		<ul style="list-style-type: none"> <li>Grammatical structures are generally appropriate, although not necessarily perfect.</li> <li>Occasional errors may distract from meaning and readability.</li> </ul>		<ul style="list-style-type: none"> <li>Grammatical errors are so obtrusive that readers are seriously distracted by them.</li> </ul>