

## STYLE & EDITING WORKSHOP

# ENGLISH 305.01

FALL 2009

Instructor: Dr. Theresa Flynn  
Class Meetings: Tuesdays, 12:00-1:50pm  
Class Location: Cultural Arts Center Conference Room (CAC) 103  
Course Site: <http://faculty.pepperdine.edu/tflynn/English/305>

Office Hours: By Appointment  
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## 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 improve their ability to:

- ☐ Use standard grammatical concepts to analyze and explain basic conventions of standard written English
- ☐ Identify and employ conventions of standard English in their writing.
- ☐ Identify, analyze and correct errors in standard written English usage.
- ☐ Vary their own writing style by experimenting with stylistic innovations in word choice, figurative language, sentence structure, and text structure.
- ☐ Identify, analyze, and manipulate conventions of style and usage that contribute to the ethos of the writer.
- ☐ Identify, analyze, and manipulate conventions of style and usage that affect the responses of readers.
- ☐ Use written questions and conferencing with writers to improve the clarity, coherence, and readability of written texts.
- ☐ Use conventional editing symbols to copy edit written texts.

## 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

Harris, M. Prentice Hall Reference Guide to Grammar and Usage, 6<sup>th</sup> ed. Upper Saddle River, NJ: Prentice Hall, 2006.

Kolln, M. Rhetorical Grammar: Grammatical Choices, Rhetorical Effects. 5<sup>th</sup> ed. New York: Pearson, 2007.

### Recommended Texts

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 BlackBoard course.

## Attendance & Participation

There are only 14 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 BlackBoard's 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. 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/>.

## Class & Assignments & Schedule

The updated weekly schedule will be posted on BlackBoard. I have attached a preliminary schedule to this syllabus but it is subject to change. Check BlackBoard for the most recent schedule. In addition to the weekly assignments, there will be 3 longer writing/editing assignments. These will be posted on BlackBoard and explained in class.

## Weekly Exercises

You will have several short exercises due each week. These will be posted on BlackBoard and explained in class. Completed exercises will be collected each week and returned to you. Please keep a writer's notebook that you will review at the end of the semester.

## Your First Writing Assignment: In-Class Diagnostic

In a few paragraphs, explain your writing background, touching upon the following questions (and please be honest—it will not harm your grade!):

- ☐ Why are you taking this class?
- ☐ What, specifically, do you hope to get from it?
- ☐ How confident do you feel about your mastery of grammatical conventions?
- ☐ Do you have a strong eye for editing?
- ☐ Do you carefully review your own writing for mistakes?

## How to get the most out of this class

This class is not simply about learning how to use grammar (despite the name of the text). This is a workshop. We will be devoting a large portion of the class talking about why some writing is great and why other writing is not. Please feel free to email or bring to class writing samples that you feel might evoke some valuable class discussions about writing. If you find something either particularly well-written or shoddily constructed, please bring it to class so that we may analyze and discuss it. If you have a portfolio of your own writing, or even just a few pieces of writing, please collect them to bring to class. Read over them and consider why or why not they are good pieces of writing!

## GRADING

ASSIGNMENT	Possible Points
Rhetorical Analysis	<b>20</b>
Weekly Exercises	<b>10</b>
Participation & Attendance	<b>10</b>
Final Newspaper Assignment	<b>60</b>
Drafts & Revisions submitted in a timely manner (10)	<b>10</b>
Active and attentive editing (20)	<b>20</b>
Quality & Content of your article/s (20)	<b>20</b>
Thoughtful reflection of the process (10)	<b>10</b>

# 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 will be updated regularly and you can view/print it from BlackBoard (accessible through <https://wavenet.pepperdine.edu>.)

Date		Agenda
1	8/31	<ul style="list-style-type: none"> <li>• Introductions, Syllabus, &amp; Assignments</li> <li>• Personal Goals for the class</li> <li>• Writing Assignment</li> </ul>
2	9/7	Labor Day—No Classes Meet
3	9/14	<ul style="list-style-type: none"> <li>• <u>Rhetorical Grammar</u>—Chapter 1—<i>The Structure of Sentences</i></li> </ul>
4	9/21	<ul style="list-style-type: none"> <li>• <u>Rhetorical Grammar</u>, Chapter 2—<i>The Basic Sentences in Prose</i></li> </ul>
5	9/28	<ul style="list-style-type: none"> <li>• <u>Rhetorical Grammar</u>, Chapter 4—<i>Cohesion</i></li> </ul>
6	10/5	<ul style="list-style-type: none"> <li>• <u>Rhetorical Grammar</u>, Chapter 5—<i>Sentence Rhythm</i></li> </ul>
7	10/12	<ul style="list-style-type: none"> <li>• <u>Rhetorical Grammar</u>, Chapter 3—<i>Coordination (no exercises due—read only)</i></li> <li>• Rhetorical Analysis—Rough Draft Due for Peer-Review</li> </ul>
8	10/19	<ul style="list-style-type: none"> <li>• Rhetorical Analysis—Final Draft Due (perfect copies)</li> <li>• <u>Rhetorical Grammar</u>, Chapter 6—<i>The Writer's Voice (do exercises 17 &amp; 18 only)</i></li> </ul>
9	10/26	<ul style="list-style-type: none"> <li>• <u>Rhetorical Grammar</u>, Chapter 7—<i>Choosing Verbs</i></li> </ul>
10	11/2	<ul style="list-style-type: none"> <li>• <u>Rhetorical Grammar</u>, Chapter 8—<i>Choosing Adverbials</i></li> </ul>
11	11/9	<ul style="list-style-type: none"> <li>• <u>Rhetorical Grammar</u>, Chapter 9—<i>Choosing Adjectivals</i></li> </ul>
12	11/16	<ul style="list-style-type: none"> <li>• <u>Rhetorical Grammar</u>, Chapter 10—<i>Choosing Stylistic Variations</i></li> </ul>

13	11/23	<ul style="list-style-type: none"> <li>• <u>Rhetorical Grammar</u>, Chapter 12— <i>Pronouns</i></li> </ul>
14	11/30	<ul style="list-style-type: none"> <li>• <u>Rhetorical Grammar</u>, Chapter 13— <i>Punctuation: Its Purposes, Its Hierarchy, and its Rhetorical Effects</i></li> </ul>
15	12/7	<ul style="list-style-type: none"> <li>• Collaborative Writing Assignment</li> <li>• Course/Professor Evaluations</li> </ul>
16	THURSDAY 12/17	<p><b>FINAL EXAM</b> <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.

## 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>