APPLICATION FOR NEW COURSE

1. Submitted by College of Arts and Sciences Date September 2001
   Department/Division offering course English

2. Proposed designation and Bulletin description of this course
   a. Prefix and Number ENG 605
   b. Title* Editing
     *NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts
   c. Lecture/Discussion hours per week 3
   d. Laboratory hours per week 0
   e. Studio hours per week
   f. Credits 3
   g. Course description
      ENG605 offers instruction in the history of U.S. publishing and extensive practice in verification of sources, fact checking, copy editing, and manuscript preparation
   h. Prerequisites (if any)
      Admission to Graduate School or consent of instructor
   i. May be repeated to a maximum of May not be repeated (if applicable)

4. To be cross-listed as

5. Effective Date Fall 2002 (semester and year)

6. Course to be offered ☑ Fall ☐ Spring ☐ Summer

7. Will the course be offered each year? Yes ☐ No ☑
   (Explain if not annually)
   We have the faculty resources to offer the course once every other year.

8. Why is this course needed? See Attached

9. a. By whom will the course be taught? Faculty
   b. Are facilities for teaching the course now available? Yes ☑ No ☐
      If not, what plans have been made for providing them?
      See note concerning facilities attached
10. What enrollment may be reasonably anticipated? See Note on Enrollment attached

11. Will this course serve students in the Department primarily? ☑ Yes ☐ No

Will it be of service to a significant number of students outside the Department?
If so, explain.

It's plausible that students outside of English will be interested, but we don't see this course drawing significant numbers.

Will the course serve as a University Studies Program course? ☐ Yes ☑ No

If yes, under what Area?

12. Check the category most applicable to this course

☐ traditional; offered in corresponding departments elsewhere;

☐ relatively new, now being widely established

☐ not yet to be found in many (or any) other universities

13. Is this course part of a proposed new program? ☑ Yes ☐ No

If yes, which?

14. Will adding this course change the degree requirements in one or more programs?* ☑ Yes ☐ No

If yes, explain the change(s) below

This course will be offered for elective credit only.

15. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

16. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

17. Within the Department, who should be contacted for further information about the proposed course?

Name Janet Carey Eldred Phone Extension 7-7002

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
Signatures of Approval:

[Signatures]

Date
APR 09 2002

Date
MAR 11 2002

Date of Notice to the Faculty

*Undergraduate Council

*University Studies

*Graduate Council

*Academic Council for the Medical Center

*Senate Council (Chair)

*If applicable, as provided by the Rules of the University Senate

Date of Notice to University Senate

ACTION OTHER THAN APPROVAL
New Course Proposal
ENG 605

Rationale:
This course extends the upper-division offerings in writing and practical experience offered by graduate assistantships with department academic and creative journals. Moreover, it offers graduate students an alternative or supplement to Ph.D. literary study. While undergraduates at the University of Kentucky can complete and have completed coursework that prepares for careers in editing, graduate students have not been offered the same opportunities.

The course makes few demands on existing resources. ENG 405, Editing English Prose, is already taught in the fall of even-numbered years. Graduate students will complete all the coursework expected of undergraduates and, in addition, will do additional reading and writing assignments, including a seminar paper. Graduate students will be expected to become familiar with industry publications such as Publisher's Weekly and to read material that covers some aspect of the history of magazine and book publishing in the U.S.

A word here is in order about why we have chosen the paired 405/605 option rather than a 500-level course. Paired courses in English literature generally raise certain problems, all of which stem from one basic one: undergraduates are far less prepared in the subject matter than graduate students. In the area of editing, this is not the case. Undergraduate and graduate students enter on fairly equal footing. Editing courses are rare enough that no student would likely come with more than one on a transcript. It will be more likely that students (undergraduate and graduate) will not have taken any editing course. Field experience is possible for both the undergraduate and graduate student—the editing profession does not distinguish all that much between the two degrees (academic publishing is the exception). We believe the graduate students will benefit from the foundations supplied by the 400-level class and by further, more scholarly explorations into the field of editing and publishing.

Note concerning facilities:
Ideally, we would have access to editing software (e.g. Quark) and a departmental subscription to Publisher's Weekly. These are not, however, necessary conditions.

Note concerning enrollment figures:
The undergraduate course in editing, ENG 405, is currently offered in the fall of even-numbered years and is capped at 20. We would lower the enrollment for ENG 405 to 18 and cap ENG 605 at 5. The combined enrollment of ENG 405/605 would be 23 at a maximum, thus preserving the workshop format while
allowing graduate students access to the course. ENG 405/605 would require only one instructor and one classroom. While in general combined undergraduate and graduate courses can be problematic (particularly in literary studies), the subject matter of this course makes it likely to succeed.

Course objectives & outline

By the end of this course, students are expected to

✓ Approach an editorial task professionally
✓ Initiate and maintain productive relationships with writers by mastering the etiquette of written and oral queries to writers
✓ Know the significant books and publications in the field of editing & publishing and consult them when appropriate
✓ Know when in the development and production process editing is needed
✓ Know when to check for facts, know which facts to check & how to check them
✓ Know the function of style sheets and style books and apply their principles with consistency
✓ Create a house style when none exists
✓ Copymark a document using the established symbols and conventions
✓ Identify and correct the most common errors (grammar, mechanics, punctuation, and spelling)
✓ Understand (at least theoretically) how e-editing works (we won’t be using computers to edit unless we have access to the software)
✓ Understand generally the history of magazine and book publishing in the U.S., as well as current trends in the industry.
Units:

Exam #1

*Technical Editing*, Ch. 3, “Copymarking: Hard Copy”
*Chicago Manual of Style*, Copyediting 2.58-2.94
*Technical Editing*, Ch. 4, “Electronic Markup & Online Editing”
*Technical Editing*, Ch. 5, “Basic Copyediting”
*Technical Editing*, Ch. 6, “Copyediting for Consistency”
*Chicago Manual of Style*, 2.95-2.122
*Technical Editing*, Ch. 7, “Spelling, Caps., & Abbreviation”
*Chicago Manual of Style*, 6-8

Take-Home Essay Question: Early U.S. Publishing

Exam #2

*Chicago Manual of Style*, Editor and Author, 2.120-2.132
*Genius in Disguise*, pp. 121-2
*Technical Editing*, Ch. 8, “Grammar & Usage”
*Technical Editing*, Ch. 9, “Punctuation”
*Chicago Manual of Style*, Punctuation (5), Quotations (10)
*Technical Editing*, Ch. 11, “Proofreading”
*Chicago Manual of Style*, Proofs. 3.1-3.59

Take-Home Essay Question: Modern U.S. Publishing

Exam #3 (Final Exam)

*Technical Editing*, Ch. 13, “Style: Definition & Structures
(Subordination, parallelism, focus, order)
*Technical Editing*, Ch. 14, “Style: Verbs and Other Words
(Strong verbs, active structures, simplicity)
*Technical Editing*, Ch. 21, “Legal & Ethical Issues in Editing”
(fact checking)
*Chicago Manual of Style*, Rights and Permissions, 4.1-4.73

Essay exam on course readings on editing contexts and editors

Take-Home Essay Question: Critical Case Study of one
publication or editor, based on reading (e.g. *Making Love Modern*)
Pass/No Pass Edited Course Anthologies Completed (Final Exam
Period)
ENGLISH 605: Editing English Prose
Syllabus

Course Description
ENG 605 offers instruction in the history of U.S. publishing and extensive practice in verification of sources, fact checking, copy editing, and manuscript preparation.

Prereq: Admission to Graduate School or consent of instructor

Section Description
Editing is frequently called the "invisible" profession. The goal of ENG 405 is to make the work of editing visible and to provide you with instruction and practice in its basic principles, including copy editing, revision, verification of sources, and preparation of manuscripts. In the first half of the course, we'll tackle magazine editing (see www.well.com/user/mmadams/copy.editing.html) for the basic syllabus that we'll follow in modified form. In the second half of the course, we'll focus on book publishing, with special attention to decoding the hefty reference source The Chicago Manual of Style. Throughout the semester, we'll read from histories of publishing as well as from memoirs and biographies chronicling the life and work of some famous New Yorker editors: Harold Ross, Katharine White, William Shawn, Tina Brown.

Texts
Rude, Technical Editing 2nd (1998) Allyn & Bacon,
Gross, Editors on Editing 3rd (1993) Grove
Berg, Max Perkins: Editor of Genius (1978) Dutton
Mehta, Remembering Mr. Shawn's New Yorker: The Invisible Art of Editing (1999)
Requirements & Due Dates

15% Background & Preparation

Due each TR ** see notes -
you must average a 75% or better in
this category to pass this course

15% Exam #1
20% Exam #2
30% Final Exam
20% Seminar Paper (12-15 pp.)

Pass/No Pass Features of Course

To receive a passing grade for this course, you must

(1) submit a sample of your writing, 4-5 pages in length, and provide
18 copies, for use in the course anthology

(2) achieve 75% or better in the background & preparation
grade category. **

(3) schedule a conference for each major unit.

(4) submit a complete, edited course anthology by the final exam
date
INVESTIGATING BODY  Area C, Anibal Biglieri  COURSE, MAJOR or DEGREE  EN6605
(Area, Area Chair)  (department or college)

DATE FOR COUNCIL REVIEW  4/9/02  CATEGORY  NEW, CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Phil Harling, Associate Dean, 231 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.

2. If no modifications were made, review considerations that arose during the investigation and the resolutions.

3. List contacts with program units on the proposal and the considerations discussed therein.

4. Additional information as needed.

5. A&S Area C, Humanities Curriculum Committee Recommendation:

   APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Council Recommendation:

   APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

7. A&S Council Investigator, Dr. Anibal Biglieri  Date: 4/9/02

File: InvestigatorRpt