Douglas College

A.	Division:	**Instructional**	Effective Date:		January 2004

B. Department / Program Area: **Language, Literature and Performing Arts / PRINT FUTURES**

Revision | X | New Course | |

If Revision, Section(s) Revised: F, G, M to R

Date of Previous Revision: November 1997
Date of Current Revision: March 2003

C: PRFU 230   **D: Editing I: Copyediting and Proofreading**   **E: 3**

Subject & Course No.	Descriptive Title	Semester Credits

F: Calendar Description: This course develops a basic understanding of copyediting and proofreading and the process by which editors work with writers. Students will apply editing and business skills to communicate with others and produce professionally presented, edited materials.

G: Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:
Lecture
Seminar

Number of Contact Hours (per week / semester for each descriptor):
2 hours lecture per week
2 hours seminar per week

Number of Weeks per Semester: 15 weeks

H: Course Prerequisites:
PRFU 100 or permission of the coordinator

I: Course Corequisites:
None

J: Course for which this Course is a Prerequisite:
PRFU 330

K: Maximum Class Size:
30

L: PLEASE INDICATE:

	Non-Credit
	College Credit Non-Transfer
X	College Credit Transfer:

                                          Requested   Granted   X

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M:	**Course Objectives / Learning Outcomes**

Students will edit basic documents for readability, style, substance, and grammatical accuracy. They will learn and use standard copyediting and proofreading symbols; will practise copyediting and proofreading techniques on paper and on-screen; will practise communicating editing decisions in an effective, professional way; and will develop an understanding of the editor's role in the scheduling and production of print and Web documents.

N:	**Course Content**

1. Editing for Standards of Grammar and Usage

Successful students will:

a) become more familiar with Canadian English standards of grammar, spelling, punctuation, and usage
b) compare English, American, and Canadian language conventions
c) examine different usage manuals, editors' reference books, and style manuals for editing applications
d) become familiar with a variety of dictionaries, recognizing the strengths and weaknesses of each
e) become aware of language that promotes sexual bias and racial stereotyping

2. Basic Editing

Working with documents on paper and/or on-screen, successful students will:

a) examine documents for spelling, grammar, clarity, and appropriateness
b) use standard copyediting symbols to suggest changes to be made in print or electronic documents
c) edit material for sexual and racial stereotyping, libelous statements, and sensitivities of the consumer
d) perform minor rewrites of material, retaining style, substance, and intent of the original
e) check material for factual accuracy
f) understand basic legal issues involved in editing, including copyright and permissions
g) become familiar with basic editing tools, including style sheets and notation sheets
h) identify problems related to grammar and provide suggestions for improvement
i) examine the relationship between the writer and the editor in the production of documents
j) discuss problems of censorship in written materials
k) prepare a professional package of information for authors of documents
l) develop the skills required to present editorial feedback in an effective, professional way
m) become aware of how copyediting and proofreading differ from each other and from other types of editing

3. Editing and Production

Successful students will:

a) look at the role of copyediting and proofreading in the publishing of print and electronic documents
b) become familiar with print and production terminology and tools
c) use standard proofreading symbols and techniques to indicate changes to be made in print or electronic documents

O:	**Methods of Instruction**

The course will use a combination of lecture, discussion, individual work, and group work, with emphasis on hands-on editing of documents.

P:	**Textbooks and Materials to be Purchased by Students**

Texts may include the following:
Judd, Karen. *Copyediting: A Practical Guide.* 3rd ed. Crisp Learning, 2001.
Smith, Peggy. *Letter Perfect: A Guide to Practical Proofreading.* Editorial Experts, 1995.

Q: **Means of Assessment**

Students are expected to be self-motivated and to demonstrate professionalism, which includes active participation, good attendance, punctuality, effective collaboration, ability to meet deadlines, presentation skills, and accurate self-evaluation.

Evaluation will be based on this general format:

Short editing assignments	20%
Major copyediting assignment	20%
Major proofreading assignment	25%
Final exam	25%
Professionalism (as defined)	10%
	100%

R: **Prior Learning Assessment and Recognition: specify whether course is open for PLAR**

Yes.

Course Designer(s)   Education Council / Curriculum Committee Representative

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Dean / Director   Registrar