



ENGL 2050 Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring
Course Prefix: ENGL
Course Title: Editing

Year: 2025
Course and Section #: 2050
Credits: 3

Course Description

English 2050 is designed to introduce you to the processes and skills needed to edit documents for publication with a particular focus on editing academic manuscripts. The class covers the essentials of editing manuscripts for publication. It provides students with the necessary knowledge of punctuation, grammar and usage as well as the symbols and conventions of editing. We focus on how to maintain the author's voice and style through the editing process. We introduce Chicago Style documentation as a foundation for English 3050; however, the documents that we will edit will use both MLA and APA documentation styles. Course work will include daily reading, quizzes and exams, interacting with guest speakers, and editing manuscripts.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Dr. Angie Carter

Student Learning Outcomes

By the end of ENGL 2050, students will be able to . . .

- Use standard punctuation, grammar, and usage standards for manuscript publication.
- Correct errors in any type of linguistic construction.
- Edit a writer's manuscript using conventional editing symbols for both print documents (proofreader's marks) and electronic copy (Track Changes).
- Use industry-standard resource materials of editors.
 - Justify corrections and suggestions by referring to industry-standard resource materials for editors (e.g. *Chicago Manual of Style*) and key concepts including, but not limited to,

old-new contract, parallelism, restrictive or non-restrictive elements, agreement, and sandwich principle.

- Use library resources effectively to verify information within a manuscript.
- Perform the editor's role in the publication process in relation to the author and the press.
- Recognize the stylistic elements of manuscript writers to assist revision in a way that maintains the integrity of the writer's voice and matches the genre's audience.
- Demonstrate editing skills in professional projects, as an individual editor and within a team of editors.

Course Materials and Texts

The Chicago Manual of Style, 18th ed. Chicago: University of Chicago Press, 2017. ISBN: 978-0-226-81797-2. (CMOS)

Saller, Carol Fisher. *The Subversive Copy Editor: Advice from Chicago (Or, How to Negotiate Good Relationships with Your Writers, Your Colleagues, and Yourself)*. 2nd ed. Chicago: University of Chicago Press, 2016. ISBN: 9780226240077 (SCE)

Access to a **good quality college dictionary and thesaurus**. UVU's library has free online versions available. Random House or Merriam-Webster are excellent print options.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Participation (10%)

Daily Homework (15%)

Guest Lecture Responses (5%)

Editing Workshops (20%)

Editing Projects (20%)

Quizzes (10%)

Exams (10%)

Editing Experience Portfolios (10%)

Required or Recommended Reading Assignments

Week 1—sections from *CMOS* Ch. 2 related to the class discussion

Week 2—sections from *CMOS* Ch. 5 related to parts of speech and verbs and syntax; sections from *CMOS* Ch. 6 about end punctuation

Week 3— sections from *CMOS* Ch. 5 about nouns, subject-verb agreement, conjunctions & complete sentences; Guest Speaker; Saller Ch. 1-2

Week 4— sections from *CMOS* Ch. 2, 5, and 6 related to the class discussion; Saller Ch. 3 and 9

Week 5— sections from *CMOS* Ch. 5 related to the class discussion; Saller Ch. 7 & 8

Week 6— sections from *CMOS* Ch. 2, 8 related to the class discussion; Saller Ch. 4, 5, and 8.

Week 7— sections from *CMOS* Ch. 12-14, 6, 8 related to the class discussion

Week 8— sections from *CMOS* Ch. 4, 5 related to the class discussion; Saller Ch. 10

Week 9— sections from *CMOS* Ch. 5, 6, and 7 related to the class discussion;

Week 10— sections from *CMOS* Ch. 2, 5, 6, 8 related to the class discussion; Saller Ch. 9, 10

Week 11— sections from *CMOS* Ch. 5, 9, 10 related to the class discussion

Week 12— sections from *CMOS* Ch. 2, 5, 6 related to the class discussion
Week 13— sections from *CMOS* Ch. 5, 7 related to the class discussion; Saller Ch. 11-12
Week 14— sections from *CMOS* Ch. 5, 6 related to the class discussion; Saller Ch. 13-14
Week 15— TBD
Finals—None

General Description of the Subject Matter of Each Lecture or Discussion

Week 1—Mindset of an Editor; Mechanics of editing and editing notation and using a style guide
Week 2—Intro to copyediting, word classes, and relationships among grammar and sentence structure; intro to projects and editing experiences; verbs and punctuation for independent clauses
Week 3—Nouns, S-V agreement; Guest Speaker
Week 4—Working with authors; Usage; adjectives and adverbs
Week 5—prepositions, parallel structure, conciseness, participle phrases, Guest Speaker for project
Week 6—Preparation for Editing Workshop #1 for Project #1
Week 7— Editing Workshop #1 for Project #1
Week 8—AI in Editing; Pronouns; Clauses & Relative Clauses
Week 9—Punctuating series, independent clauses, and dependent clauses; review editing portfolio
Week 10—Phrase boundaries, avoiding misplaced modifiers, restrictive & non-restrictive elements; editing for wordiness, redundancy, and conciseness; verbals; Prep for Project #2.
Week 11— Editing Workshop #2 for Project #2
Week 12—Review grammar & editing principles; Workshop #3
Week 13—Staying current as an editor; interjections; begin preparing for final exam; Guest Speaker
Week 14—Reflecting on editing; Exam Review
Week 15—AI in editing, review editing portfolio
Finals— Final Exam—practical and short answer.

Required Course Syllabus Statements

Class Etiquette (Summary)

- **Attend** and engage in class.
- **Participate** in class discussions and activities civilly and respectfully.
- Bring your **textbooks** to class every day.
- Turn in all work **on time**.
- **Pull your own weight** with your group. Don't leave class during team activities.
- Do not take **credit** for someone else's work.

Generative AI

Let's discuss the elephant in the room—Generative AI (GAI). GAI includes tools that create new text, images, computer code, audio, and video content. We are most concerned with large-language models (LLMs) such as Chat GPT, Claude, Perplexity, etc. These LLMs can help with some aspects of the editing process. But they **CANNOT** replace you. Everything I've read about GAI suggests that it is best used to **collaborate** with, not replace, humans.

AI use becomes even more ethically fraught when we work with another person's words and ideas. When you do use an LLM, **use it as a tutor, a coach, or a sounding board** to help you get to the next step. Experiment with LLMs' capabilities.

Never put another person's work into AI without their permission. It's plagiarism to put someone else's work into an AI chatbot. I am super strict here. If you put another author's work into a chatbot even once, you will fail the class, and I will report you to the Office of Student Conduct.

Supplement not replace: Ask yourself—is this use of AI helping me learn or doing the work for me? If it is the latter, don't use it. Do not use GAI to do your creative or reflective work in this class. You may not use GAI to take your quizzes or exams or complete the daily homework. You can ask it for help. You cannot have it do the work for you.

You may use LLMs to check for appropriate documentation, develop macros to streamline creating clean copies or other repetitive editing tasks. You can ask GAI for questions you can use to help you edit. You can ask it to clarify editing or grammar concepts.

Keep track of everything you do with LLMs. Report your prompts and outputs. See individual Canvas assignments for more details. **Provide an AI statement for each draft.**

Verify every output. Assume that everything GAI provides is wrong until you independently verify it.

You are ultimately responsible for everything you upload as your work. You are also responsible for all errors, biases, and unintentional plagiarism in your submissions.

Consequences: If I suspect that you have used an LLM problematically, I will talk with you first to determine how well you understand the assignment.

Then the following consequences will apply in order of severity:

- Receiving an incomplete on the assignment and being required to re-do it.
- Failing an assignment
- Failing the class and being reported to the Office of Student Conduct
 - for a pattern of inappropriate LLM.
 - for uploading another person's paper into an LLM or GAI even once.

I reserve the harshest punishments if you violate this AI policy, or any course policy, in a way that hurts another student or infringes on another person's copyright.

This policy governs all GAI and LLMs available now or at any time during this semester.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic

honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.