Semester: Spring
Course Prefix: ENGL
Course Title: Advanced Editing and Design for
Print Media

Year: 2025
Course and Section #: 3050-001
Credits: 3

Course Description

Refines student editing, design, and publishing skills. Provides students with the opportunity to take manuscripts from editing to press-ready. Teaches industry standards for current publishing tools. Includes projects such as designing books, marketing literature, and corporate identities. Covers design, typography, and pre-press issues as they relate to writing and editing documents. Recommended for students involved with student publications, including journals and campus newspaper.

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: Deb Thornton, Ph.D.

Student Learning Outcomes

- Demonstrate proficiency in common publishing tools related to editing and document design.
- Apply design principles (layout, color theory, typography, paper sizes) in service to document usability.
- Follow industry standards and norms of professionalism while working with clients in relation to taking a large project to print.
- Manage multiple files, assets, and databases in service of keeping projects organized.
- Create and publish a substantial personal project

Course Materials and Texts

- *The Chicago Guide to Grammar, Usage, and Punctuation* by Brian A. Garner
- Supplemental: *The Chicago Manual of Style*, 18th edition, University of Chicago Press

Course Requirements

Course Assignments, Assessments, and Grading Policy
- Grammar, usage, and punctuation mastery (35% of grade)
    - Quizzes (25% of grade)
    - Worksheets and handouts
    - Grammar mastery midterm (10% of grade)
- Client interface: 20 hours of independent editing: accounting and reflection (8% of grade)
- Source checking and formatting in APA and Chicago (5% of grade)
- Document design: one-page and tri-fold designs
- Complex class project (15% of grade)
    - Editing
    - Formatting Word file for InDesign
    - Photoshop where necessary
    - Typesetting in InDesign
    - Compiling for press
- Personal project of substance, designed and delivered from press (25% of grade)
- Final examination (15% of grade)

A = 93–100	B- = 80–82.9	D+ = 67–69.9
A- = 90–92.9	C+ = 77–79.9	D = 63–66.9
B+ = 87–89.9	C = 73–76.9	D- = 60–62.9
B = 83–86.9	C- = 70–72.9	E = 0–59.9

Required or Recommended Reading Assignments
All required readings use chapters, handouts, and PowerPoints from the course text that align with the lectures below.

General Description of the Subject Matter of Each Lecture or Discussion
Week 1: Course Introduction [G followed by a number = Garner text segment number]
- Grammar: G5 parts of speech, G137–150 verbs, and infinitives
Week 2: Grammar and usage
- G151–160 Participles, G172–181 verb tenses, G293, G309–335 phrases and clauses, usage I, G50–93 pronouns
Week 3: Grammar, usage, and punctuation
- G141–145 Prepositions, usage, G452–474 punctuation: commas
Week 4: Usage, and punctuation continued
- Master five more usage items, appositives
- G496–505 Dashes (em and en), G480–487 colons, G475–479 semicolons, G488–495 parentheses
Week 5: Grammar, usage, and punctuation review
- G506–517 hyphens
- Grammar and punctuation review, grammar exam, usage
Week 6: Document design for print, InDesign introduction
- Study design, find examples, create one-page flyer
Week 7: Document design for print, begin substantial class project
- project management, edit and review manuscript for project
Week 8: Continue substantial class project
- Format Word docs for InDesign, interface with client, InDesign elements, style sheets

- InDesign typography, typesetting conventions, begin to typeset substantial project

Week 9: Continue substantial class project, report on ten hours of outside editing
- Typeset substantial class project
- Submit summary and reflection on first ten of twenty outside hours

Week 10: Finalize substantial class project, usage
- Print and proofread class project, compile InDesign document and format for press
- Continue usage assignments

Week 11: Academic editing, usage
- Source-checking assignment, usage, formatting APA (Word)

Week 12: Academic editing, usage
- Formatting Chicago (InDesign), editing compression assignment, usage

Week 13: Begin substantial personal press project
- Generate InDesign template, plan document, print test pages

Week 14: Continue substantial personal press project
- Generate at least half of project

Week 15: Finish substantial personal press project, cover design
- Design cover
- Deliver manuscript to press for printing and binding (saddle stitch or spiral)

Week 16: Independent hours report, final exam: three sections

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Required Course Syllabus Statements

Generative AI

The UVU English department is also keeping up with artificial intelligence chat bots such as ChatGPT (and many other stand-alone programs or plug-ins). Believing the technology is here to stay, and will only grow, we feel it's important to understand both its strengths and limitations. AI is already proving its usefulness in brainstorming writing ideas, simplifying complex topics, and assisting with research. We believe AI is a tool with potential usefulness for writers. However, AI is also fraught with serious issues. It possesses accuracy problems while simultaneously sounding very confident about its incorrectness. It also frequently generates fake citations and quotations. It cannot understand the complexities and contexts of human communication. Finally, the way AI is trained on other texts poses several ethical questions about copyright and intellectual theft of property (along with uncritically inheriting the biases of the texts it's trained on).

To be clear, copying the exact wording of an AI chatbot is considered plagiarism and means that a student will be held accountable for violating academic integrity.

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.