Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present. The Centre for Aboriginal Studies aspires to contribute to positive social change for Indigenous Australians through higher education and research.
**Syllabus**

This unit provides a practical introduction to editing. Students learn about the editor’s role and profession, the publishing process, and editorial project management; and they learn and practice the skills needed for professional proofreading and copyediting, including language skills, on the page and the screen. Student learning is graduated through a series of successively higher-level editing tasks, which students practice thoroughly in workshops, and are assessed in before moving to a higher level.

**Introduction**

This unit provides a practical introduction to the editing and publishing of fiction and nonfiction texts for books and magazines. It also looks at the editing skills required for print and digital publishing formats. It covers the writing skills and editing techniques editors need, examines the publishing industries, and introduces students to basic publishing and editing software and tools. Students learn the basics of manuscript appraisal, structural editing, copyediting, and proofreading, and are introduced to the complexities and subtleties of the writer/editor relationship.

**Unit Learning Outcomes**

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Explain and reflect on the role and responsibilities of editors and the nature of the relationship between editors, writers and publishers</td>
<td>![icon_1]</td>
</tr>
<tr>
<td>2 Explain and reflect on the publishing process, including the book and magazine trades, online publishing, legal issues, ethics, and design and typography;</td>
<td>![icon_2]</td>
</tr>
<tr>
<td>3 Learn and practice the language skills needed to undertake author communication, manuscript appraisal, proofreading and copyediting tasks</td>
<td>![icon_3]</td>
</tr>
<tr>
<td>4 Apply accepted page and screen based editing practices, editing symbols, and publishing industry terminology to proofreading and copyediting tasks</td>
<td>![icon_4]</td>
</tr>
</tbody>
</table>

**Curtin’s Graduate Attributes**

| ![icon_1] | Apply discipline knowledge |
| ![icon_2] | Thinking skills (use analytical skills to solve problems) |
| ![icon_3] | Information skills (confidence to investigate new ideas) |
| ![icon_4] | Learning how to learn (apply principles learnt to new situations) (confidence to tackle unfamiliar problems) |
| ![icon_5] | Communication skills |
| ![icon_6] | Technology skills |
| ![icon_7] | Professional Skills (work independently and as a team) (plan own work) |
| ![icon_8] | International perspective (value the perspectives of others) |
| ![icon_9] | Cultural understanding (value the perspectives of others) |

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

**Learning Activities**

This unit combines video instruction podcasts, lectures, textbook reference material, weekly exercises and discussions relevant to real-world publishing. Through these activities you will be introduced to the key concepts, techniques and skills of editing, and apply these to a variety of texts in order to prepare them for publication.

**Learning Resources**
**Library Reading List**

The Reading List for this unit can be accessed through Blackboard.

**Essential texts**

The required textbook(s) for this unit are:


**Other resources**

Other resources are referred to in this unit and will be accessible via the Reading List. Some useful additional texts for this unit are:


**Assessment**

**Assessment schedule**

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
</table>
| 1 Editing Exercise - structural editing | 20 percent | Week: Week 4  
Day: Sunday  
Time: 23:59 (WST) | 1,3 |
| 2 Editing Exercise - copyediting  | 25 percent | Week: Week 6  
Day: Sunday  
Time: 23:59 (WST) | 3,4 |
| 3 Editing Exercise - proofreading | 25 percent | Week: Week 10  
Day: Sunday  
Time: 23:59 (WST) | 3,4 |
| 4 Portfolio                       | 30 percent | Week: Week 13  
Day: Sunday  
Time: 23:59 (WST) | 1,2,4 |

**Detailed information on assessment tasks**

1. **Manuscript Appraisal and Structural Editing**

   **Due Date:** Sunday 26 March at 23:59 (WST)

   Imagine you are an editorial assistant who has received a manuscript (available on Blackboard). Your task is to complete a manuscript appraisal and a structural edit and provide feedback to the author. You will need to:

   1. provide a 500-word summary appraisal, by means of a business letter addressed to the author, offering universal feedback on the manuscript and suggestions for improvement
   2. use MS Word editing tools to insert queries and suggest specific changes to content and structure.

   Ensure that your feedback is constructive and based on the house style of your hypothetical publisher.

   Assessments must be submitted via the relevant Turnitin submission points in Blackboard. Note that each assessment will have separate DRAFT and FINAL submission points set up in Blackboard. The Draft submission point will allow ONE submission, for which students will receive feedback from Turnitin in the form of an Originality report. Submitting a draft is optional, and draft submissions will NOT be marked. The Final submission point will allow only ONE submission which will be marked and late submissions are allowed as per the late assessment policy.
2. **Copyediting**

**Due Date:** Sunday 9 April at 23:59 (WST)

You are required to copyedit the text (provided to you on Blackboard) using MS Word Track Changes and Comments. You will need to ensure that your edits comply with the house style and improve the grammar, spelling, punctuation, and syntax of the manuscript, ensuring at all times to provide constructive feedback to the author and recommend changes that bring the text to a publishable standard.

Assessments must be submitted via the relevant Turnitin submission points in Blackboard. Note that each assessment will have separate DRAFT and FINAL submission points set up in Blackboard. The Draft submission point will allow ONE submission, for which students will receive feedback from Turnitin in the form of an Originality report. Submitting a draft is optional, and draft submissions will NOT be marked. The Final submission point will allow only ONE submission which will be marked and late submissions are allowed as per the late assessment policy.

3. **Proofreading**

**Due Date:** Sunday 7 May at 23:59 (WST)

You are required to proofread a text in its final proofing stage (available via Blackboard) and mark up any corrections using the appropriate proofreading symbols. You will need to print this document and mark it up manually. Ensure that your corrected proof is in accordance with the accompanying style guide.

The completed exercise must be appropriately labelled, scanned, and uploaded as a single PDF file in the appropriate dropbox on Blackboard.

Assessments must be submitted via the relevant Turnitin submission points in Blackboard. Note that each assessment will have separate DRAFT and FINAL submission points set up in Blackboard. The Draft submission point will allow ONE submission, for which students will receive feedback from Turnitin in the form of an Originality report. Submitting a draft is optional, and draft submissions will NOT be marked. The Final submission point will allow only ONE submission which will be marked and late submissions are allowed as per the late assessment policy.

4. **Portfolio**

**Due Date:** Sunday 28 May at 23:59 (WST)

**Length:** 3x250 = 750 words

Your portfolio consists of three reviews of 250 words each, each of which critiques a different resource relevant to publishing that you have identified through your own independent research. You may, for example, analyse a style guide, an article on contemporary publishing, or the design of an online or print publication. Each review presents your critical response to this resource. Your critical commentary must be informed by insights from the readings. Also, each review should discuss a different key concept or topic of the unit, so that your portfolio examines three different concepts altogether.

Your assessment must be formatted and presented in the APA style as regards elements such as line spacing, pagination, and referencing. You will find a sample paper here: [https://owl.english.purdue.edu/owl/resource/560/18/](https://owl.english.purdue.edu/owl/resource/560/18/)

Assessments must be submitted via the relevant Turnitin submission points in Blackboard. Note that each assessment will have separate DRAFT and FINAL submission points set up in Blackboard. The Draft submission point will allow ONE submission, for which students will receive feedback from Turnitin in the form of an Originality report. Submitting a draft is optional, and draft submissions will NOT be marked. The Final submission point will allow only ONE submission which will be marked and late submissions are allowed as per the late assessment policy.
Pass requirements
There are two requirements to achieve a ‘pass’ grade in the unit.

1. An overall mark of 50% across the different assessments in the unit, and
2. All assessments must be attempted and submitted.

Failure to attempt and submit an assessment will result in a ‘Fail-incomplete’ grade for the unit irrespective of the mark achieved.

Fair assessment through moderation
Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy
This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (e.g. a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension
A student unable to complete an assessment task by/on the original published date/time (e.g. examinations, tests) or due date/time (e.g. assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Deferred assessments
If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Supplementary assessments
Supplementary assessments are not available in this unit.
Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each study period.

Referencing style

The referencing style for this unit is APA 6th Ed.

More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course. Assessments under investigation will not be given a mark until the matter is concluded. This may result in the unit grade being withheld or a grade of Fail Incomplete (F-IN) until a decision has been made by the Student Disciplinary Panel. This may impact on enrolment in further units/study periods.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.
Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support:
oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre:
life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information

Late assessments are accepted up to one week after the due date. For every day late, you will lose 10% of the available marks. After one week, your work will not be marked or accepted. If you need an extension of time for valid reason (e.g. illness with medical certificate), please contact your tutor well in advance of the due date to request the extension.

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- Values and Signature Behaviours
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s “Student Rights and Responsibilities” website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesi.curtin.edu.au/student_equity/index.cfm for more information

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin’s Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm
Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin's online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

New texts have been provided for assessments and instructions for the same have been modified to ensure greater clarity. New readings have been added to the unit. Assessment tasks have been revised and updated and reorganised in the program calendar.
## Program calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Lecture/ Seminar</th>
<th>Pre-readings</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>20 February</td>
<td>Orientation Week</td>
<td>Explore websites such as Guardian Books, Publisher’s Weekly, etc. to become familiar with issues in contemporary publishing. Grammar podcasts</td>
<td>Begin collecting materials for Assessment 4</td>
</tr>
<tr>
<td>1.</td>
<td>27 February</td>
<td>Intro to publishing</td>
<td>The Australian Editing Handbook Chapter 1 Grammar podcasts</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>6 March</td>
<td>Role of the editor</td>
<td>The Australian Editing Handbook Chapter 1 Grammar podcasts</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>13 March</td>
<td>Manuscript appraisal</td>
<td>The Australian Editing Handbook Chapter 3 Sharpe, “The Editor’s Sensibility” – in Reading List Grammar podcasts</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>27 March</td>
<td>Principles of copyediting</td>
<td>The Australian Editing Handbook, pp.80–93 Final grammar podcast</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>3 April</td>
<td>On-screen copyediting techniques</td>
<td>The Australian Editing Handbook, Chapters 6 and 7</td>
<td>Assessment 2 due 9 April 2017</td>
</tr>
<tr>
<td>7.</td>
<td>10 April</td>
<td>Tuition Free Week</td>
<td></td>
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<tr>
<td>8.</td>
<td>17 April</td>
<td>Tuition Free Week</td>
<td></td>
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<tr>
<td>10.</td>
<td>1 May</td>
<td>Editing for digital delivery</td>
<td>The Australian Editing Handbook, Chapter 15</td>
<td>Assessment 3 due 7 May</td>
</tr>
<tr>
<td>11.</td>
<td>8 May</td>
<td>Introduction to layout and design</td>
<td>Style Manual, Chapter 17 (pp. 302–22) – in Reading List</td>
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<tr>
<td>12.</td>
<td>15 May</td>
<td>Designing for print</td>
<td></td>
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<tr>
<td>14.</td>
<td>29 May</td>
<td>Editing careers</td>
<td></td>
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<tr>
<td>15.</td>
<td>5 June</td>
<td>Study Week</td>
<td></td>
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<tr>
<td>16.</td>
<td>12 June</td>
<td>Examinations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>19 June</td>
<td>Examinations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>