



LING292

Editing and Publishing in a Multi-modal World

S2 Day 2019

Dept of Linguistics

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General Information

Unit convenor and teaching staff

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12SW 542

By appointment

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Credit points

3

Prerequisites

12cp at 100 level or above

Corequisites

Co-badged status

Unit description

This unit is designed to introduce students to the practices and techniques of editing, and to teach them how to apply them to a range of texts – for publication in print and digital formats – to best suit their intended audience. Students will learn about the different levels of editing, from proofreading to copyediting, substantive editing and indexing. The unit will help students develop a critical eye for details of correctness and consistency, as well as an understanding of layout and structural issues across diverse media that affect the readability of a text. The project management skills required as an editor will be developed in class learning activities, with students also given the opportunity to create a blog using the professional skills they have acquired.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Apply a range of editing tools to edit for print and digital outputs.

Evaluate the needs of a range of audiences across a variety of media in order to adapt content appropriately.

Work collaboratively with a project team to design and produce a range of communicative outputs across a variety of media.

Analyse written language and identify areas for improvement in areas such as: punctuation and spelling, grammatical accuracy, choice of lexis, text structure, register.

General Assessment Information

Late Assignment Submission

Late submissions without an extension will receive a penalty of 3% of the total mark available for the assessment task per day including weekend days (i.e. this is 3% of the total marks possible for the task – NOT 3% of the marks the student received. For example, if the assessment task is worth 100 marks and the student is two days late their mark for the task is reduced by 6 marks.) Late submission of an assessment task without an extension will not be accepted at all after the date on which marked assessment tasks have been released to the rest of the class. Any student with unsubmitted work at this date will receive a mark of 0 for the assessment task. Extensions will only be given in special circumstances, and can be requested by completing the Special Consideration request at ask.mq.edu.au and providing the requisite supporting documentation. Extensions that will result in submissions after the assessment task has been returned to the class will require a separate assessment task to be completed at the unit convenor's discretion. For more information on Special Consideration, see the university website <https://students.mq.edu.au/study/my-study-program/special-consideration> If a student fails the unit due to non-submission of an assignment or non-attendance at an exam, an FA grade will be applied in accordance with the University's Assessment Policy.

Assessment Tasks

Name	Weighting	Hurdle	Due
Editing task	20%	No	1 September
Group Presentation	35%	No	13 October
Online publication	45%	No	10 November

Editing task

Due: **1 September**

Weighting: **20%**

Edit a short text and write a rationale (500 words) for the editing decisions made.

On successful completion you will be able to:

- Analyse written language and identify areas for improvement in areas such as: punctuation and spelling, grammatical accuracy, choice of lexis, text structure, register.

Group Presentation

Due: **13 October**

Weighting: **35%**

Students will design and produce a range of communications for a literary event. The work will be done as a team but assessed individually. Each team will present their project within tutorials.

On successful completion you will be able to:

- Apply a range of editing tools to edit for print and digital outputs.
- Evaluate the needs of a range of audiences across a variety of media in order to adapt content appropriately.
- Work collaboratively with a project team to design and produce a range of communicative outputs across a variety of media.
- Analyse written language and identify areas for improvement in areas such as: punctuation and spelling, grammatical accuracy, choice of lexis, text structure, register.

Online publication

Due: **10 November**

Weighting: **45%**

Students will source a range of material from a variety of media to create a coherent publication on a topic of their choosing.

On successful completion you will be able to:

- Apply a range of editing tools to edit for print and digital outputs.
- Evaluate the needs of a range of audiences across a variety of media in order to adapt content appropriately.
- Analyse written language and identify areas for improvement in areas such as: punctuation and spelling, grammatical accuracy, choice of lexis, text structure, register.

Delivery and Resources

The learning and teaching strategies used in this Unit are face-to-face lectures and recordings of these sessions; weekly tutorials; interaction with materials on iLearn; discussion; and self-study of course readings. Attendance at lectures is strongly recommended as there will be participatory elements that will form an important part of the course. Attendance at tutorials is expected, and class rolls will be taken. **There will be no tutorial in Week 1.**

Lecture Time: Tuesday 10.00 – 11.00

Room: 12SW 310

Tutorials: Tuesday at 11.00-13.00 and 13.00-15.00 (8 Sir Christopher Ondaatje Ave - 113 Tute Rm)

The course convenor will be contactable through email to answer any queries that might arise.

Unit Schedule

Week 1: The world of publishing

Week 2: The role of the editor

Week 3: Structural (substantive) editing

Week 4: Copyediting and proofreading

Week 5: Grammar for editors

Week 6: The author/editor relationship

Week 7: Legibility and layout

Week 8: The changing role of the editor

Week 9: Language and context

Week 10: Global English and regional variation

Week 11: Editing for different print and digital formats

Week 12: Editing for a literary journal

Week 13: Unit Review

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)

- [Special Consideration Policy](#) (**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- Work collaboratively with a project team to design and produce a range of communicative outputs across a variety of media.

Assessment task

- Group Presentation

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- Work collaboratively with a project team to design and produce a range of communicative outputs across a variety of media.

Assessment task

- Group Presentation

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where

relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Apply a range of editing tools to edit for print and digital outputs.
- Evaluate the needs of a range of audiences across a variety of media in order to adapt content appropriately.
- Analyse written language and identify areas for improvement in areas such as: punctuation and spelling, grammatical accuracy, choice of lexis, text structure, register.

Assessment tasks

- Editing task
- Group Presentation
- Online publication

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Apply a range of editing tools to edit for print and digital outputs.
- Evaluate the needs of a range of audiences across a variety of media in order to adapt content appropriately.

Assessment tasks

- Group Presentation
- Online publication

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative

in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Evaluate the needs of a range of audiences across a variety of media in order to adapt content appropriately.
- Analyse written language and identify areas for improvement in areas such as: punctuation and spelling, grammatical accuracy, choice of lexis, text structure, register.

Assessment tasks

- Editing task
- Group Presentation
- Online publication

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Apply a range of editing tools to edit for print and digital outputs.
- Evaluate the needs of a range of audiences across a variety of media in order to adapt content appropriately.
- Work collaboratively with a project team to design and produce a range of communicative outputs across a variety of media.
- Analyse written language and identify areas for improvement in areas such as: punctuation and spelling, grammatical accuracy, choice of lexis, text structure, register.

Assessment tasks

- Editing task
- Group Presentation
- Online publication