

Levels of Editing

PUB 101

Sept 25, 2018

# What Would You Do With Your Last Hour of Internet?

Common Core:  
Writing Anchor  
Standard 2: Write  
informative/explanatory  
texts to examine a topic  
and convey ideas and  
information clearly.

In one hour (through a strange set of circumstances ... maybe aliens?) the Internet is shutting down forever. You – and the rest of the world – get one last hour to spend online before it's wiped out forever. What would you do with your hour? Indulge in some Facebook nostalgia? Watch one last episode on Netflix? Download music? Explore Wikipedia? Download Wikipedia? How do you think people you know will spend their last hour? What do you think how you spend your last hour on the Internet says about you?

- “An editor does not add to a book. At best he serves as a handmaiden to an author. Don’t ever get to feeling important about yourself, because an editor at most releases energy. He creates nothing.”

~ Maxwell Perkins

# The Editor

- *In a sense, everyone edits. A writer revises a manuscript. A speaker pauses in mid-sentence to find a better word. A student clarifies her lecture notes. They are all editing.*
- *Professional editors carry out those sorts of tasks for a living. Editors work in a variety of industries and take on innumerable different tasks. But no matter what project an editor is tackling, the goal is always the same: to improve the quality of communication.*

# Editorial

- Beyond working *within* a text, we also think of editors as the people who make curatorial and audience choices about various communications: a process of assembly, filtering and matching.

- Acquisitions Editing
- Structural or Substantive Editing
- Stylistic Editing
- Copyediting
- Marking and Coding
- Proofreading

# Substantive Editing

## Shapes the text

- Balance
- Chronology
- Beginnings and endings
- Linkages
- Chapters
- Mechanical components
- Tone

# Stylistic

- The **stylistic editor** is also known as a **line editor**, a **content editor**, or a **manuscript editor**. This type of editing is for voice, tone, sense, and flow.
- The stylistic editor ensures the material is consistent and accessible to the intended audience.

# Marking and Coding

- The work is prepared for type.

# Copyediting

The copyeditor is responsible for correcting the “mechanics” of the text. They will develop a style sheet specific to the title, which will guide the proofreading process. This style sheet will include special spellings, unique characters, or items that differ from the house style.

# Proofreading

The proofreader will check for any typographical errors, deviations from house style (unless indicated in the style sheet), design and composition errors, and flag any errors from previous levels of editing.

The proofreader will work on the master set of proofs and will use standard proofreading marks.

# Mark the live copy in both the left and right margins

(from *Mark My Words*, by Peggy Smith, Editorial Experts Inc.)

It does not appear that the earliest printers had any method of correcting errors before the form was on the press. The learned correctors of errors before the form was on the press. The learned correctors of the first twenty-two centuries of printing were not proof readers in our sense; they were rather what we would term office editors. Their labors were chiefly to see that the proof corresponded to the copy, but that the printed page was correct in its Latinity—that the words were there, and that their sense was right? They care little about orthography, bad letters, or purely printer's errors, and where the text seemed to them wrong, they consulted fresh authorities or altered it on their own responsibility. Good proofs, in the modern sense, were possible until professional readers were employed—men who first had a printer's education and then spent many months in the correction of proof.

# Answer Key

It does not appear that the earliest printers had any method of correcting errors before the form was on the press. The learned correctors of the first two centuries of printing were not proofreaders in our sense; they were rather what we should term office editors.

Their labors were not chiefly to see that the proof corresponded to the copy, but that the printed page was correct in its Latinity—that the words were there, and that the sense was right. They cared little about orthography, bad letters, or purely printer's errors, and when the text seemed to them wrong they consulted fresh authorities or altered it on their own responsibility.

Good proofs, in the modern sense, were impossible until professional readers were employed—men who first had a printer's education and then spent many years in the correction of proof.

# Other Editorial Responsibilities

- **Fact checking:** In the publishing contract the author will warrant that all the material in the manuscript is correct. However, the publisher also has to do due diligence and ensure any flagged “facts” are verified.
- **Photo research:** Photos used in a publication, unless taken by the author, need to be cleared for copyright purposes.
- **Catalogue copy:** Often the information contained in the TI sheet can be used to create copy for the house catalogue. The catalogue is distributed to buyers to give them quick, clear information on a complete seasonal list of titles.

# Online Tools

- <https://www.grammarcheck.net/editor/>
- Chompchomp.com

# Form and Genre

- Form – the published format of the story
- Genre – the category of the work
- They can clash
  - (Think of an accident report typically run in a newspaper, but place in a book. What are some thoughts?)
- They can overlap and work together
  - Graphic novels, mashups
- They can create new content containers
  - Narratives in games, Device Six

# The form is crumbling

The problems that an all-in-one, packaged publication used to solve just doesn't exist anymore.

Rather, literature has escaped its traditional containers.

We like to create, recreate, rework, mash up, remix.

# But we still have genres

- Genres used to be heavily constrained and influenced by form: newspaper article, magazine feature, short story, novel.
- Genre is a sort of game we play--with texts, and with other kinds of communication. *We recognize* things as members of a genre, *we write* to genres, with *expectations* of a certain kind of people recognizing it in a certain genre. *We're also continually messing with* genres: we gradually invent and recognize *sub-genres*; *we mash up* genres.
  - The blog is a supergenre with many forms within it
    - news bits, long-form journalism, critical essays, food photos, microblogging, LOLcats

# Genres

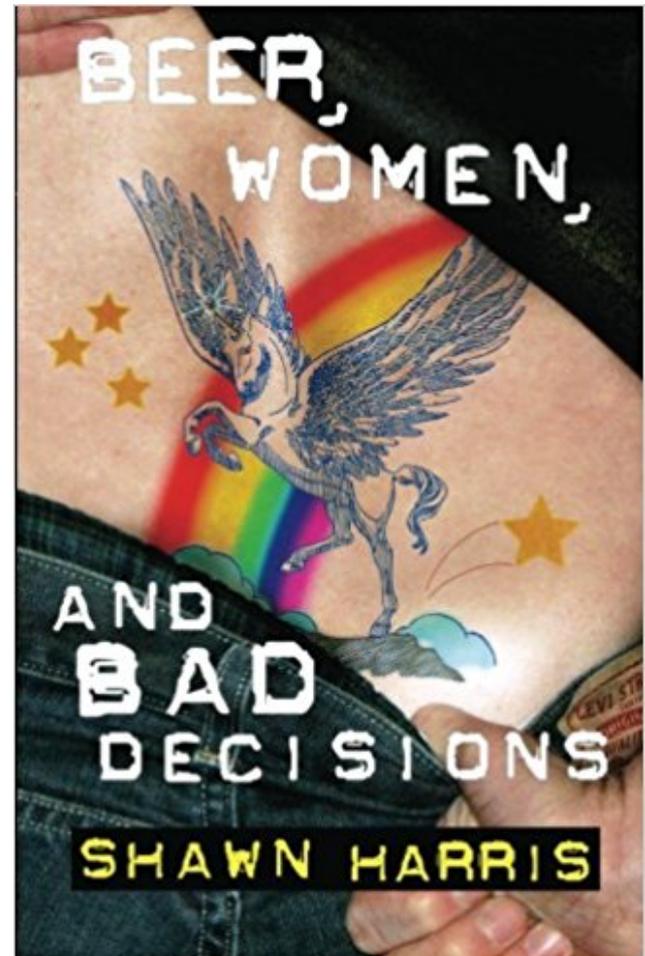
- Is genre a "social action" rather than being about identifiable characteristics of literary works?
- Is *genre* a thing that publics *respond* to?
- Are genres created?
  - Fanfic
  - Interactive fic
  - Mythology fic (mythopoeia)
  - Cli Fic or Cli –Fi
  - Minimalism
  - Bizarro

# Genre?



# Genre?

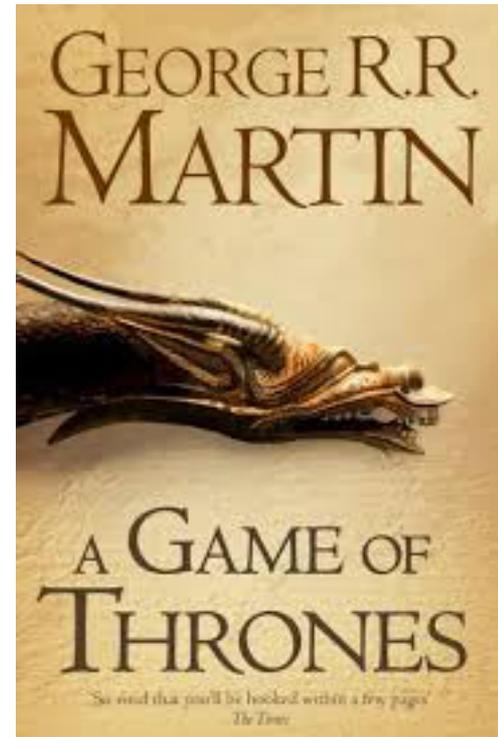
Adopt the life of a somewhat average, late twenty-something who has broken up with his girlfriend and is ready to hit the night looking for love... Will your night end with a wild rumpus in the sack with some filly? Can you bed the cougar? Or will horrible tragedy leave you dead in some back alley? YOU MAKE THE DECISIONS THAT DETERMINE THE STORY.



# Genre?

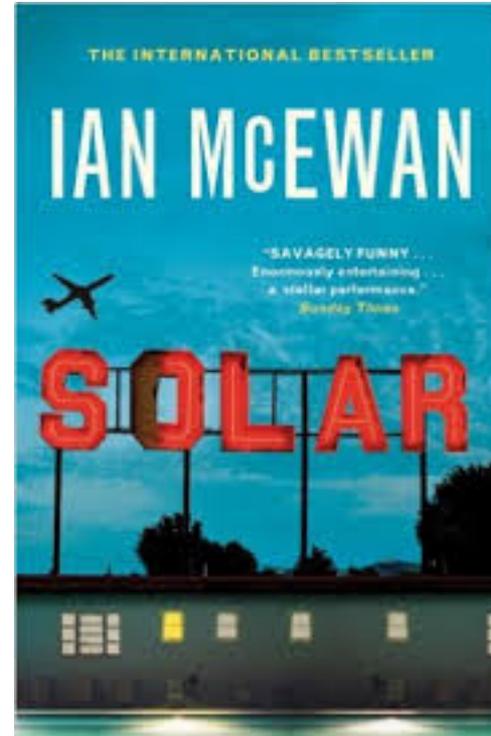
- As Warden of the north, Lord Eddard Stark counts it a curse when King Robert bestows on him the office of the Hand. His honour weighs him down at court where a true man does what he will, not what he must ... and a dead enemy is a thing of beauty.

The old gods have no power in the south, Stark's family is split and there is treachery at court. Worse, the vengeance-mad heir of the deposed Dragon King has grown to maturity in exile in the Free Cities. He claims the Iron Throne.



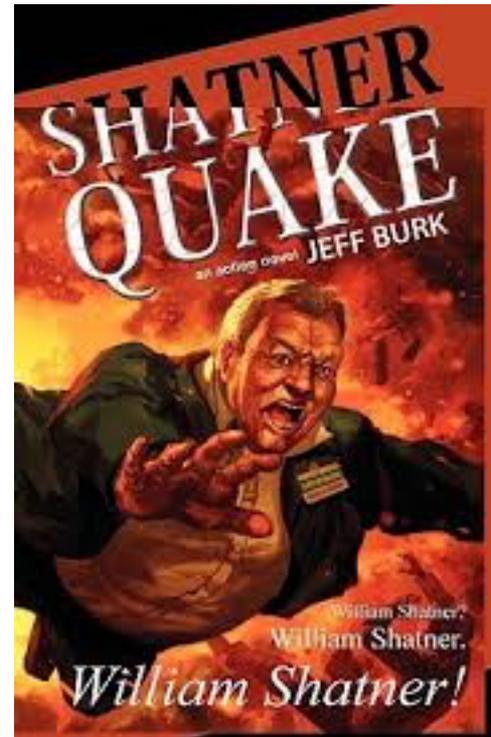
# Genre?

With a global scope, **Solar** is a comedy dealing directly with the crises of today. A story of one man's ambitions and self-deceptions, it is a startling and stylish new departure in the work of one of the world's great writers.

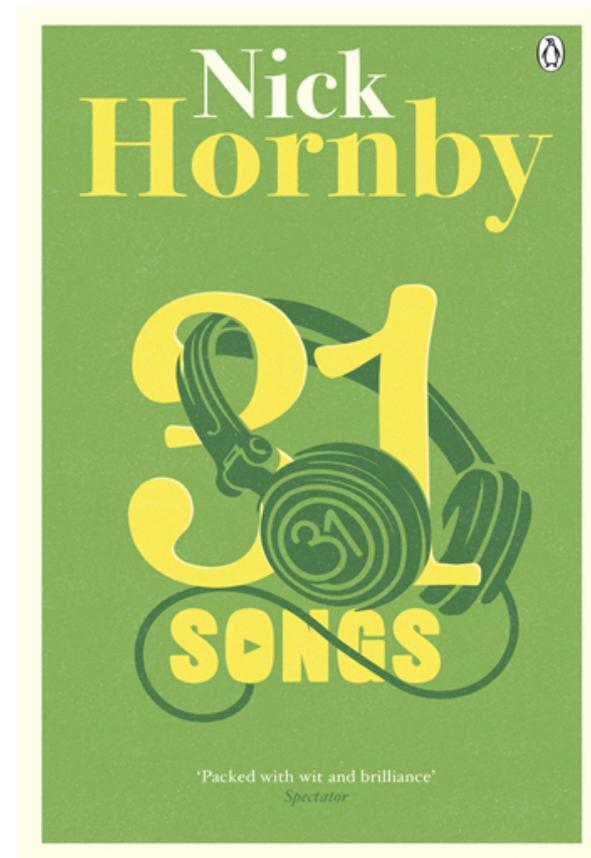


# Genre?

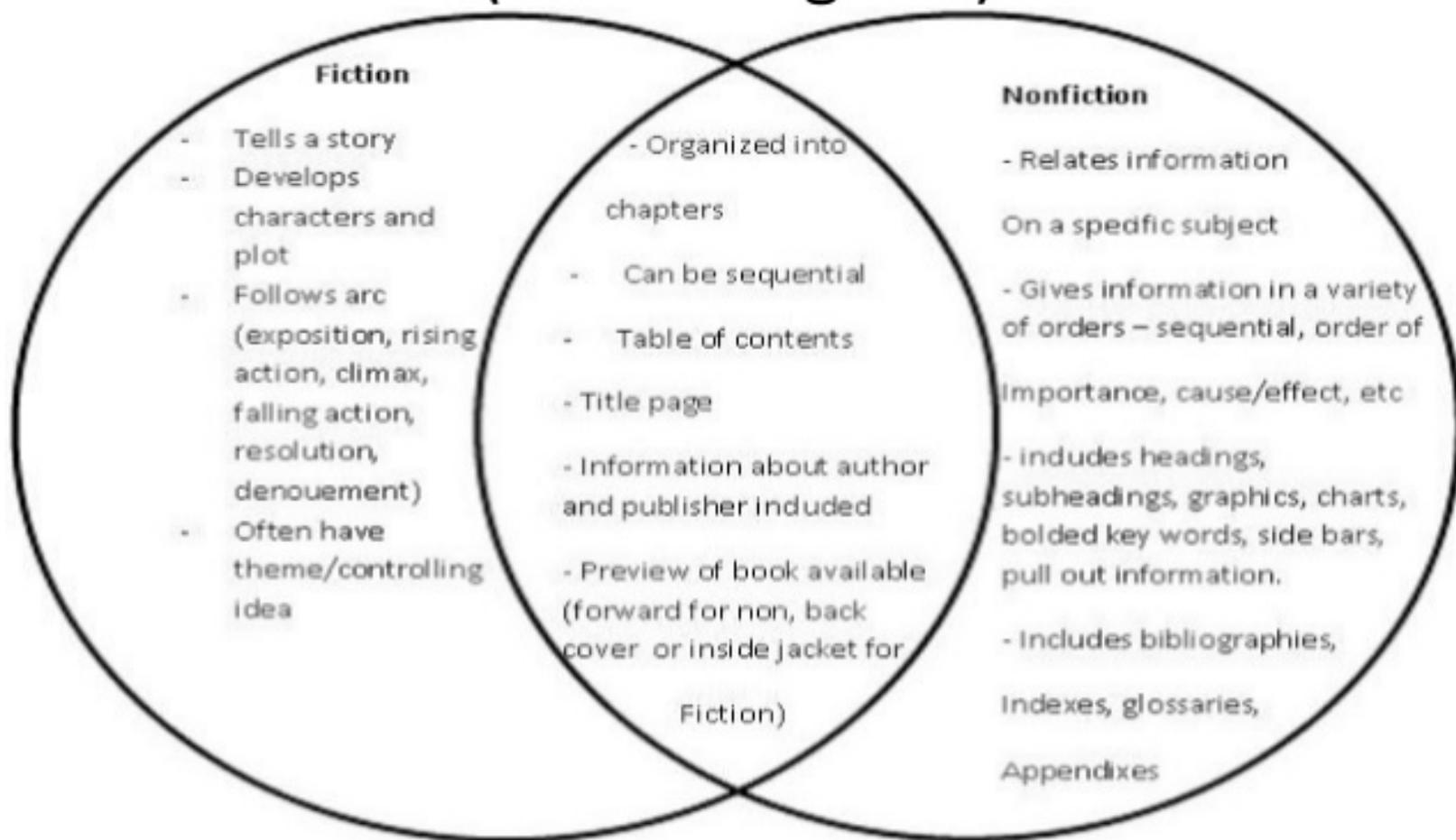
After a reality bomb goes off at the first ever ShatnerCon, all of the characters ever played by William Shatner are suddenly sucked into our world. Their mission: hunt down and destroy the real William Shatner. Featuring: Captain Kirk, TJ Hooker, Denny Crane, Priceline Shatner, Cartoon Kirk, Rescue 9-1-1 Shatner, singer Shatner, and many more.



- Through thirty-one songs that he either loves or has loved, Nick Hornby tells us what music means to his life. These personal and passionate pieces – refreshingly free of pretension – are a celebration of the joy that certain songs have given him. Together with additional writings on music from his column in the *New Yorker* – seen in the UK for the first time – *31 Songs* is for Hornby what many of us have always wanted: a soundtrack to accompany life.



# Fiction vs Non-Fiction (Venn Diagram)



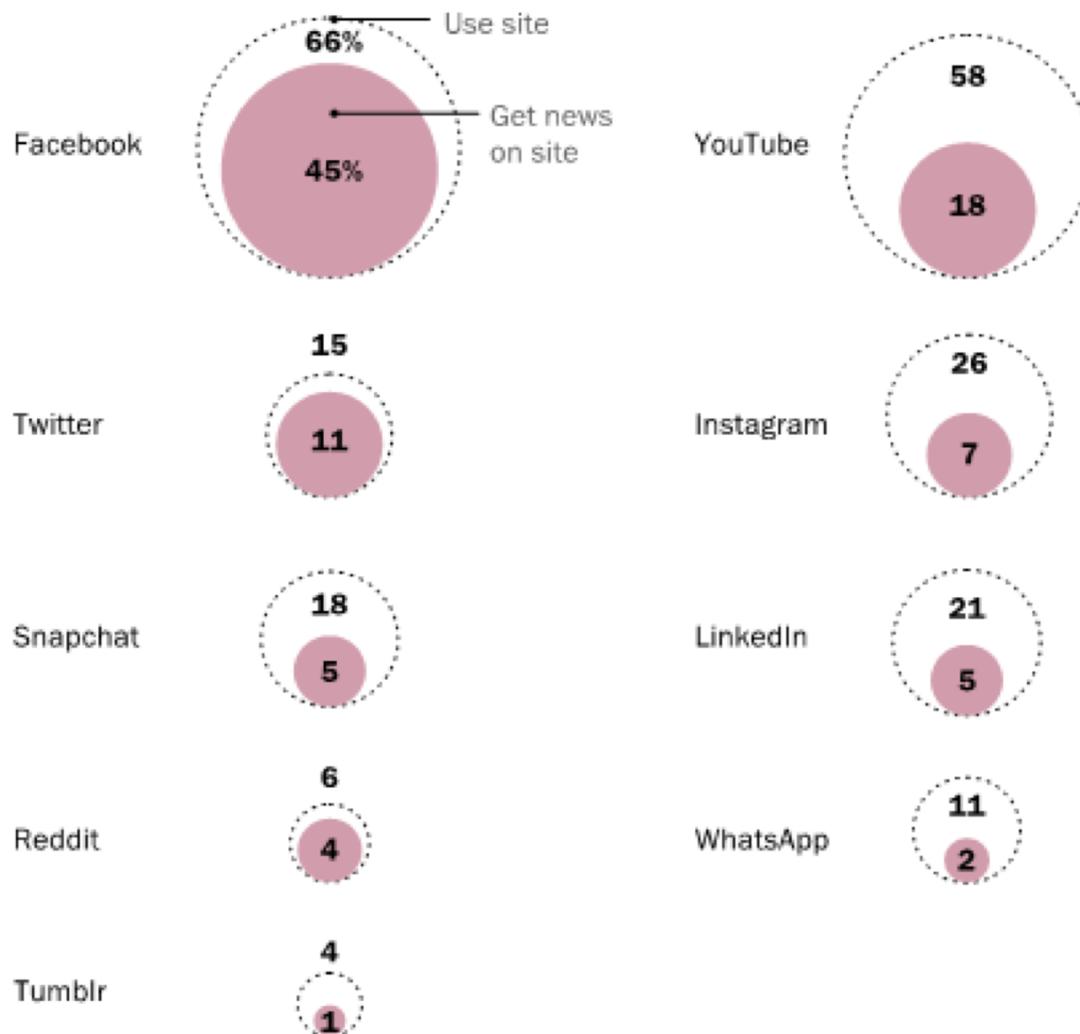
# Confirmation Bias

- Publics –and Counter publics
- Heuristics
- Hidden agendas
- Conspiracy theories
- Reassurance
- Fear
- Status Quo
- MySide Bias
  - Is there a disinterest?
  - Do you see in yourself what you so easily see in others?
  - Is criticism of your view readily listened to?
  - When a truth unsettles you, do you attempt to understand why?



# Social media sites as pathways to news

*% of U.S. adults who use each social media site and % of U.S. adults who get news from each site*



Source: Survey conducted Aug. 8-21, 2017.  
"News Use Across Social Media Platforms 2017"

# Digital Literacy

- What is it?
  - Soft skills?
  - Tech skills?
  - Information literacy – determining facts vs alternative facts?

The New Media Consortium recently tackled this:

- Sense of productivity
- Multiple technologies
- Multiple soft skills (beyond technology)

# Three Models of Digital Literacy

## Universal Literacy



A familiarity with using basic digital tools such as office productivity software, image manipulation, cloud-based apps and content, and web content authoring tools.

## Creative Literacy



Includes all aspects of universal literacy and adds more challenging technical skills that lead to the production of richer content, including video editing, audio creation and editing, animation, an understanding of computational device hardware, and programming — along with digital citizenship and copyright knowledge.

## Literacy Across Disciplines



Diffused throughout different classes in appropriate ways that are unique to each learning context, e.g. sociology courses can teach interpersonal actions online, such as the ethics and politics of social network interaction, while psychology and business classes can focus on computer-mediated human interaction.

# Digital literacy is...

*“Domain dependent based not on skills, but on a body of knowledge that comes from mindful immersion in a context.”*

*~Mike*

*Caufield*

# But

- Will skills suffice?
- Do you have the knowledge?
- Do you have the context?
- Are the indicators evident?
- Do we need a common cultural knowledge (Pondiscio)?
- Does project based learning (deep diving) give us the knowledge (Caufield)?

**C****Currency****The timeliness of the information**

When was the information published or posted?  
 Has the information been revised or updated?  
 Does your topic require current information, or will older sources work as well?  
 Are the links functional?

**R****Relevance****The importance of the information for your needs**

Does the information relate to your topic or answer your question?  
 Who is the intended audience?  
 Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?  
 Have you looked at a variety of sources before determining this is one you will use?  
 Would you be comfortable citing this source in your research paper?

**A****Authority****The source of the information**

Who is the author/publisher/source/sponsor?  
 What are the author's credentials or organizational affiliations?  
 Is the author qualified to write on the topic?  
 Is there contact information, such as a publisher or email address?  
 Does the URL reveal anything about the author or source?  
 examples: .com .edu .gov .org .net

**A****Accuracy****The reliability, truthfulness and correctness of the content**

Where does the information come from?  
 Is the information supported by evidence?  
 Has the information been reviewed or refereed?  
 Can you verify any of the information in another source or from personal knowledge?  
 Does the language or tone seem unbiased and free of emotion?  
 Are there spelling, grammar or typographical errors?

**P****Purpose****The reason the information exists**

What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade?  
 Do the authors/sponsors make their intentions or purpose clear?  
 Is the information fact, opinion or propaganda?  
 Does the point of view appear objective and impartial?  
 Are there political, ideological, cultural, religious, institutional or personal biases?

# Knowledge and Skills

- Question and act
- Snopes
- Polifacts
- Globe and Mail
- CBC
- Wikipedia
- Reverse image look up
- Time stamps
- Fact check

“Above all, I just want something that gets to a level of specificity that I seldom see digital literacy programs get to. Not just “this is what you should value”, but rather, “these are the tools and specific facts that are going to help you act on those values”. Not just “this is what the web is”, but “let’s pull apart the guts of the web and see how we get a reliable publication date”.

“It’s by learning this stuff on a granular level that we form the larger understandings — when you know the difference between a fake news site and an advocacy blog, or understand how to use the Wayback Machine to pull up a deleted web page — these tools and process raise the questions that larger theories can answer.”

Mike Caufield

# Minimizing Authority

- Difference in personal status is not as evident online vs F2F
  - Those with authority can see themselves as less authoritative
  - Those with less authority can see themselves as more influential (see Suler)
  - A person's level of authority or power offline is generally irrelevant online and users tend to start interactions as equal
  - Solipsistic introjections' and the sense that one's mind has become merged with the mind of person they are communicating with, makes the user feel merged with the writer of the text: disinhibiting them as they feel they are talking to themselves
  - Dissociative imagination is the creation of online characters in one's imagination and leads to creating a fictional dimension separating offline 'fact' from online fantasy

# Critique

Redheads

- Group One:

Tim Horton's Employees Have Illegally Claimed Thousands of Dollars in Winning Cups

- Group Two

Refugees in Canada get Better Health Coverage Than its Citizens Do

- Group Three

Amid Russian Chaos, Special Counsel Mueller Alleges Melania Trump's Parents are Illegal Aliens in USA; Calls for Deportation Grow

- Group Four

Alleged Shooter in the Parkland School Killings was a Member of a Florida White Supremist Group

- Group Five

Within the Next 13 Years, Scientists Estimate that 25% of Flowering Plants will be Extinct

- Group Six

Condoleeza Rice Named in Libyan Sex Scandal: Sexually Explicit Photos Found in Leader's Bunker

- Group Seven

Evidence Emerges in "Vaxxed" Filmmakers Sentencing – Autopsy Hacked by Russian-Affiliated Association

- Group Eight

Egg Yokes Successfully Used to Extend Sperm Life.