

Faculté des sciences humaines et sociales de Tunis
Department of English
Course: Editing
Level: Third year
Facilitator: Soumaya Boughanmi
Academic Year: 2018 – 2019

Course Description:

The purpose of this course is to help students thoroughly edit their own and other people's writing. Students will learn how to raise the overall standard of a piece of writing, via an iterative process of critique and revision. They will learn to spot, identify and edit errors, inconsistencies, unclear sentence structures and inappropriate language. They will also learn about citation styles and source integration. By the end of the course, students should be able to produce coherent and organized writing and properly edit and format academic essays.

Course Content:

- Defining global revision, editing, and proofreading.
- Editing for correctness (punctuation and grammar)
- Editing for mechanics (hyphens, spelling, capitalization, italics, etc.)
- Editing for clarity (pronoun reference, modifier placement, ineffective subordination.)
- Editing for consistency and style (shifts, parallelism, conciseness, sentence variety)
- Editing for appropriate language (usage and word choice)
- Editing for content (structure, organization, internal logic etc.)
- Overview major citation styles: MLA, APA and Chicago (formatting, in-text parenthetical citation, end-of-text bibliography, footnotes, endnotes etc.)

Bibliography

Brookes, Ian, and Duncan Marshall. *Good Writing Guide: Practical Advice for Better Writing*. Chambers, 2004.

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Hacker, Diana, and Nancy I. Sommers. *The Bedford Handbook*. Bedford/St Martin's, 2011.

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Mossop, Brian. *Revising and Editing for Translators*. Routledge, 2014.

MLA Guidelines for Documenting Sources: 2016 Citation Standards from the Modern Language Association. McGraw Hill Education, 2017.

Publication Manual of the American Psychological Association. American Psychological Association, 2010.

Strunk, William. *The Elements of Style: a Style Guide for Writers*. KT Pub., 2004.

The Chicago Manual of Style. The University of Chicago Press, 2010.