

## ENGL 5399: Grammar and Professional Editing



**Meeting Time and Place:** Asynchronous online, Summer I

### INSTRUCTOR

Name: Dr. Zita Hüsing  
Office: CAS (College of Arts and Sciences) 239  
Email: [zhusing@uttyler.edu](mailto:zhusing@uttyler.edu)  
Office Hours: T TH 9:30-11 am (via Zoom) and by appointment

### COURSE DESCRIPTION

This course covers how to navigate and, when appropriate, manipulate grammar concepts in academic and professional writing. You will become theorists and practitioners of modern grammar, while investigating the relationship between more abstract grammar concepts and their real-world deployments within digital spaces.

Assignments in this course are designed to build practical editing skills alongside a strong understanding of grammar in context. These include a diagnostic editing exercise, weekly low-stakes grammar and clarity exercises, a style-sheet assignment, a midterm editing task with reflection, and a final editing portfolio with a reflective essay.

### LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- **Identify, analyze, and apply** key grammar concepts and terminology in academic and professional writing contexts.
- **Edit and revise texts effectively** using professional editing strategies, including line editing, proofreading, and tools such as Track Changes and, when appropriate, generative AI.
- **Evaluate the role of audience, context, and purpose** in shaping grammatical and stylistic choices across a variety of genres, including digital writing environments.
- **Develop and apply editorial standards** by creating and using style sheets for specific writing situations and audiences.
- **Produce clear, concise, and rhetorically effective writing** that demonstrates control over grammar, mechanics, and style.
- **Reflect on the development of editing skills** and articulate how these skills transfer to academic, professional, and career contexts.

### REQUIRED TEXTS

- No texts will be required for purchase. All texts (extracts from chapters and pdfs of scholarly articles will be made available online on Canvas)
- Access to a laptop/computer and internet access to access course materials and readings on Canvas (PDFs, links to videos, reports, handouts).

- Access to MS Word, MS PowerPoint (via OneDrive: log in with your UT Tyler Credentials to access Office365 for free.

## **COMMUNICATION**

Please make sure to email me if you have any questions about projects, come by during office hours appointment, or set up an appointment in advance if the office hours are inconvenient. Begin every subject line for every email or Canvas message with ENGLISH 5399 and sign the email with your first and last name. Email correspondence should be respectful and appropriate. I only accept correspondence from your UT Tyler email as per [UT Tyler email policy](#).

## **COURSE RULES**

- Listen and learn from one another, respect others' opinions, experiences, beliefs, values, and differences.
- All students are responsible for contributing to both their own learning experience and the learning experience of others.
- There is room for vigorous discussion, and sometimes even heated intellectual disagreement; however, it is expected that each person treats others with the utmost care and respect. Conflict between ideas does not need to become conflict between people. Be kind.

## **UT TYLER ACADEMIC DISHONESTY AND HONOR CODE**

This class has a Zero Tolerance Policy for Academic Dishonesty. Any deliberate act of academic dishonesty will result in immediate failure of the entire course. According to the [Manual of Student Conduct](#), "Academic Dishonesty" includes, but is not limited to: cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable, in whole or in part, to another person without giving sufficient credit, taking an examination for another person, falsifying academic records, and any act designed to give unfair academic advantage to the student, or the attempt to commit such an act. The [Honor Code](#) is the means through which to apply the ethical ideal of honorable living to the lives of the UT Tyler community. Therefore, every member of the UT Tyler community joins together to embrace: "Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do."

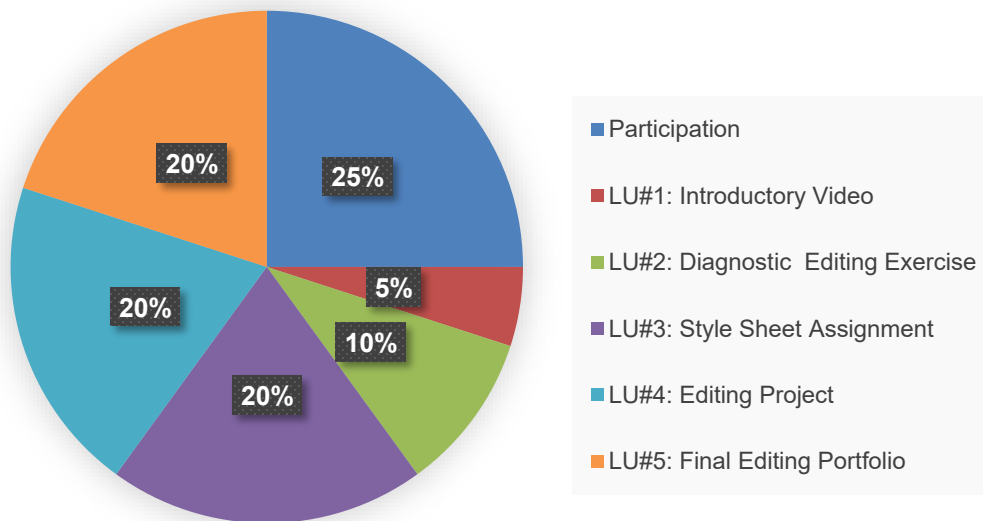
## **ACCOMODATIONS**

Students with disabilities, whether physical, learning, or psychological, who believe that they need accommodations, are encouraged to contact the UT Tyler Office of Student Accessibility and Resources as soon as possible to ensure accommodations are implemented promptly. The UT Tyler Office of Student Accessibility and Resources provides students equal access to all educational, social and co-curricular programs through coordination of services and reasonable accommodations, consultation and advocacy.

- [Apply for Services Here](#)
- [Existing SAR Student Login](#)

**Note:** The SAR registration process may take up to three (3) weeks to complete.

## DESCRIPTION OF ASSIGNMENTS



This chart shows course grading: Participation (25%), Style Sheet (20%), Editing Project (20%), Final Portfolio (20%), Diagnostic Exercise (10%), Introductory Video (5%).

### Assignments (Learning Units: LUs)

The assignments in this course are organized into Learning Units (LUs) and are designed to build your skills as a writer and editor through practice, application, and reflection.

#### Participation (25%)

Regular participation is essential in this asynchronous course. Participation includes completing weekly discussion boards, short editing exercises, and peer feedback activities on Canvas. You are expected to engage thoughtfully with course materials and contribute constructively to discussions and peer review.

You can earn participation points by:

- Completing assigned readings and writing activities
- Participating in respectful, engaging discussions on Canvas
- Contributing to peer feedback and collaborative activities

#### LU#1: Introductory Video (5%) (Individual)

Create a short video (60–90 seconds) to introduce yourself to the class. In your video, identify the course you are taking and reflect on your familiarity with grammar or professional editing. You should also briefly discuss how learning editing skills may support your academic or career interests.

In addition to these standard requirements, graduate students should situate their interest in grammar and editing within a specific academic, research, or professional context. Your video should reflect more clearly defined goals and consider how advanced editing skills may support your scholarly or professional development.

### **LU#2: Diagnostic Editing Exercise (10%) (Individual)**

This short assignment is designed to assess your current editing skills. You will edit a provided text and identify areas for improvement related to grammar, clarity, and style. This exercise helps establish a baseline for your development as an editor.

As graduate students, you are expected to provide detailed editorial commentary on their revisions. In addition to editing the text, you should:

- Identify recurring patterns of error or stylistic concern
- Categorize issues (e.g., grammatical, syntactic, rhetorical)
- Briefly explain your editorial priorities and decision-making process

### **LU#3: Style Sheet Assignment (20%) (Individual)**

Create a concise editorial style sheet (5 pages+) for a specific context, such as a company, organization, or type of writing. Your style sheet should outline key grammar, formatting, and stylistic conventions, demonstrating your ability to apply consistent editorial standards.

Graduate students will develop a more comprehensive and context-aware style sheet. In addition to outlining editorial conventions, you should:

- Justify your choices with reference to disciplinary conventions or professional standards (e.g., MLA, APA, Chicago, or industry practices)
- Include a written rationale (approximately 300–500 words) explaining how your style sheet addresses audience, purpose, and context

### **LU#4: Editing Project (20%) (Individual)**

Edit a 6-7 page document using Track Changes in Microsoft Word. Your edits should address grammar, clarity, concision, and overall readability. In addition, you will include a reflective component analyzing your editing decisions and process. You should include extensive comments explaining your editorial decisions and demonstrating your understanding of editing as a rhetorical and professional practice.

### **LU#5: Final Editing Portfolio (20%) (Individual)**

Compile a portfolio of your strongest revised work from the course. This portfolio should demonstrate your development as an editor and include a substantive reflective essay (around 800+ words) that connects your editing skills to academic, research, or professional goals.

## **MAJOR ASSIGNMENT DUE DATES**

- **Sunday, June 7:** LU#1 Introductory Video (5%)

- **Sunday, June 14:** LU#2 Diagnostic Editing Exercise (10%)
- **Sunday, June 21:** LU#3 Style Sheet Assignment (20%)
- **Sunday, June 28:** LU#4 Editing Project + Reflection (20%)
- **Thursday, July 2:** LU#5 Final Editing Portfolio + Reflective Essay (20%)

### **LATE ASSIGNMENTS**

Your work should be submitted on time. Acceptable file formats for writing assignments are .doc, .docx or .pdf. Acceptable formats for audio recordings are mp3 or mp4. Acceptable formats for video recordings will be outlined on the respective assignment prompts. **All other formats are not accepted** and will be counted as missing. Quizzes or other classroom activities cannot be made up. If you have a valid excuse that is documented, reasonable effort will be made in helping you to make up the assignment. Late formal assignments are deducted **one grade letter per day**. Assignment for this asynchronous, online course are generally due on a Sunday by midnight.

### **EXTENSION LOG POLICY**

You will receive a pool of hours that allow you to extend the due date for any formally submitted assignment as you see fit, as long as you remain within the guidelines below (policy developed by Dr. Micheal Rumore and Dr. Franziska Tsufim). The breakdown within each unit is as follows:

- LU#1: 24 hours**
- LU#2: 72 hours**
- LU#3: 72 hours**
- LU#4: 48 hours**
- LU#5: 0 hours**

To receive an extension for an assignment using these hours, simply submit an **extension log** (see template in each Assignment Description on Canvas) to Canvas in place of the assignment. Your logs should set a new deadline by noting how many extension hours will be used and briefly documenting how you will use those hours. You may divide your extension pool into 24-hour “blocks.” **The extension is considered automatically granted as long as you submit your log by the assignment’s original due date, as your hours cannot be assigned retroactively.** You may submit one additional extension log for a previously extended assignment if you meet your own revised deadline and have the requisite hours in your pool. **Note: LU#5 is not eligible for using your extension hours.**

**Personal circumstances, emergencies, or necessary accommodations may require extensions beyond the time granted by this policy.** If something unexpected happens during the semester—please do not hesitate to reach out.

### **GRADES**

For determining assignments and final grades, the following scale will be used in this course:

- **A:** 90–100 points
- **B:** 80–89 points
- **C:** 70–79 points
- **D:** 60–69 points
- **F:** 0–59 points

## AI POLICY

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, **AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required.**

This course has specific assignments where artificial intelligence (AI) tools (such as ChatGPT or Copilot) are permitted and encouraged. When AI use is permissible, it will be clearly stated in the assignment directions, and **all use** of AI must be appropriately acknowledged and cited. Otherwise, the default is that AI is not allowed during any stage of an assignment.

**Using AI tools outside of these parameters violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.**

*This document was adapted from AI Syllabus information from Carnegie Mellon University, Stanford University, The University of Texas at Austin, and The University of Texas at San Antonio. This document was edited for grammar using Grammarly, an AI tool for writing.*

## STUDENTS RIGHTS AND RESPONSIBILITIES

Please make sure you eat, sleep, and take care of yourself. Make sure to read the policies that outline student responsibilities at UT Tyler:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>.

## UT TYLER RESOURCES

- [UT Tyler Writing Center](#)
- [UT Tyler PASS Tutoring Center](#)
- [UT Tyler Counseling Center](#)
- [UT Tyler Supplemental Instruction](#)
- [Upswing \(24/7 online tutoring\)](#) - covers nearly all undergraduate course areas
- [Robert R. Muntz Library](#)

## COURSE SCHEDULE (subject to change)

### Week 1 (June 1 – June 7): Introduction to Grammar & Editing

- **Focus:** Grammar as choice; introduction to editing practices
- **Readings:**
  - *Writing Tools* (Introduction: A Nation of Writers)

- *The Sense of Style* (Prologue)
- *Rhetorical Grammar* (Introduction)
- **Activities:**
  - Course overview module
  - Discussion Board #1: What is “good writing”?
  - Introductory editing exercises
- **Due Sunday (June 7):**
  - LU#1 Introductory Video (5%)
  - Participation (discussion + exercises)

## **Week 2 (June 8 – June 14): Clarity, Concision, and Editing Foundations**

- **Focus:** Editing for clarity, concision, and readability
- **Readings:**
  - *On Writing Well* (Clutter & Simplicity excerpts)
  - *Style: The Basics of Clarity and Grace* (Lesson One: clarity excerpt)
- **Activities:**
  - Editing workshop (before/after revisions)
  - Discussion Board #2: Revising for clarity
  - Track Changes Tutorial
  - Weekly editing exercises
- **Due Sunday (June 14):**
  - LU#2 Diagnostic Editing Exercise (10%)
  - Participation (discussion + exercises)

## **Week 3 (June 15 – June 21): Style, Voice, and Editorial Standards**

- **Focus:** Style, tone, and developing editorial consistency
- **Readings:**
  - *Stylish Academic Writing* (selected chapters: chapter 10, chapter 9)
  - *Writing Skills (Tool 13: Tune your Voice)*
  - Watch: “How to Determine a Writer’s Tone”
- **Activities:**
  - Style and tone analysis activity
  - Discussion Board #3: Editing for audience and purpose
  - Style-sheet workshop
- **Due Sunday (June 21):**
  - LU#3 Style Sheet Assignment (20%)
  - Participation (discussion + exercises)

## **Week 4 (June 22 – June 28): Professional Editing & Track Changes**

- **Focus:** Line editing, proofreading, and editing tools
- **Readings:**
  - Purdue OWL Resource on “Revising and Editing”
  - Instructor-provided sample edited texts (before/after)
- **Activities:**
  - Peer editing workshop
  - Applied editing practice: Sentence Structure Activity
- **Due Sunday (June 28):**

- LU#4 Editing Project + Reflection (20%)
- Participation (discussion + exercises)

### **Week 5 (June 29 – July 2): Revision & Portfolio Development**

- **Focus:** Revision, reflection, and professional application
- **Readings:**
  - *Writing Tools* (quick list excerpt)
  - *Style: The Basics of Clarity and Grace* (Elegance excerpt)
- **Activities:**
  - Portfolio workshop
  - Reflection on editing practices and career applications
- **Due Thursday (July 2):**
  - LU#5 Final Editing Portfolio + Reflective Essay (20%)
  - Final Participation

### **IMPORTANT DATES**

**First Class Day:** Monday, June 1

**Census Date:** Thursday, June 4

**Last Day to Withdraw:** Wednesday, June 24

**Last Class Day:** Thursday, July 2

**Final Exam:** N/A

**Final Grades Due:** Monday, July 7 (by noon)