[attw Digest] Vol. 1 No. 780 Messages 3

attw-owner@interversity.org <attw-owner@interversity.org>

Sat 03-Oct-15 3:20 AM

To: attw@interversity.org <attw@interversity.org>

ATTW Daily Digest
Volume 1 : Issue 780 : "text" Format

Messages in this Issue:
 201510/7 : Re: teaching copyediting to a visually-impaired student
   Kain, Donna
 201510/8 : Miami University Howe Center for Writing Excellence Director
   Simmons, Michele
 201510/9 : Assistant Professor, Professional and Technical Writing, Kansas State University
   Han Yu

Date: Fri, 2 Oct 2015 14:34:51 +0000
From: "Kain, Donna" <KAIND@ecu.edu>
To: "attw@interversity.org" <attw@interversity.org>
Subject: Re: teaching copyediting to a visually-impaired student
Message-ID: <A4DB801CE180D046A1CE9EB23646FA7A01217531B0@Shemp.intra.ecu.edu>

I teach editing at the grad and undergrad levels and have grad students working on a journal. I don't have quantitative data to back this up, but my perception is that students do much better with hard copy--I teach both. The students working on the journal need to edit electronically but have chosen on their own to do print and then transfer their edits to the electronic versions.

Donna Kain, Ph.D.
Associate Professor, Technical and Professional Communication
Department of English
East Carolina University
Editor, Technical Communication Quarterly
252-737-2705
2110 Bate Building
Mail Stop 555
_____
From: attw-owner@interversity.org [attw-owner@interversity.org] on behalf of Tharon Howard [tharon@clemson.edu]
Sent: Thursday, October 01, 2015 5:28 PM
To: attw@interversity.org
Subject: Re: [attw] teaching copyediting to a visually-impaired student

George,

It's a bit dated, but you might see Christina Hass "Seeing It on the Screen Isn't Really Seeing It." I think it was published in Computers and Composition.

From: attw-owner@interversity.org [mailto:attw-owner@interversity.org] On Behalf Of George Hayhoe
Sent: Thursday, October 1, 2015 1:29 PM
To: attw@interversity.org
Subject: Re: [attw] teaching copyediting to a visually-impaired student

Thanks for sharing your thoughts, Rick.

You may be right that students are more careful when they edit on paper, but I'd like to see some research that supports that thesis. Most of my students don't read carefully, whether paper or electronic pages, so careful proofreading is doubly problematic.

Based on what I see, I doubt that most newspapers are proofread at all by anyone other than the author of a story. But that phenomenon has been around since the '70s or '80s when papers first started feeling financial pressures that have only gotten worse.

Proofreading tests given to candidates for editing positions may be the only other place that paper copy marking takes place outside the tech editing classroom. ☺

—George Hayhoe

Department of Technical Communication
Mercer University School of Engineering
1501 Mercer University Drive
Macon, GA 31207-0001
http://faculty.mercer.edu/hayhoe_g/

+1 478 301 2299
[http://faculty.mercer.edu/hayhoe%5Fg/muse_sm.jpg]

On 30 Sep 2015, at 10:20 AM, Johnson, Richard D
<rjohnso@purdue.edu<mailto:rjohnso@purdue.edu>> wrote:

George,

I will second your interest in this area. When I teach my editing course, I ask students to do most of the editorial work with Word's Review function or the Comment function of Adobe Acrobat Pro. Those are the products I use in my own editorial work and the products other editors are using. (Let's mention InDesign, too, depending on the Level of Edit).

However, when teaching proofreading, I still ask the students to edit by hand with the traditional proofreading symbols. That might be old-fashioned, but I believe proofreading is best done on paper, especially if the final document is going to be printed on paper. Errors that slip by on the screen tend to jump out when they are on paper.

(Note: Look at your local newspaper, which is probably proofread on-screen. You will see an amazing number of errors in everything from the regular text to the headlines. That wasn't true a couple decades ago when editors were still proofreading the final copy.)

Occasionally, too, applicants for editorial jobs are asked to complete a proofreading test on paper. Twenty years ago, that kind of test was simply used to determine who had the ability to work through the mechanical features of a document. Today, I wonder if it's being used to sort the students who have had a course in editing from students who haven't. Many writing and journalism students believe they can work as editors, but not many have been trained to be editors. Not knowing the symbols quickly tips off the potential employer about whether the student has been trained. (I'm just guessing here).

Of course, editing on-screen is the norm right now at all Levels of Edit. I'm still holding onto paper-based editing for proofreading.

%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%
Professor Richard Johnson-Sheehan
Department of English
Purdue University
500 Oval Dr.
302 Heavilon Hall
W. Lafayette, IN 47907
rjohnso@purdue.edu<mailto:rjohnso@purdue.edu>
%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%

From: <attw-owner@interversity.org<mailto:attw-owner@interversity.org>> on behalf of George Hayhoe <HAYHOE_G@mercer.edu<mailto:HAYHOE_G@mercer.edu>>
Reply-To: "attw@interversity.org<mailto:attw@interversity.org>"
<attw@interversity.org<mailto:attw@interversity.org>>
Date: Tuesday, September 29, 2015 at 9:37 PM
To: "attw@interversity.org<mailto:attw@interversity.org>"
<attw@interversity.org<mailto:attw@interversity.org>>
Subject: Re: [attw] teaching copyediting to a visually-impaired student

Russell's and Terri's question remind me of one I posed to myself as I taught tech editing this past summer: Do we really need to teach students to edit hardcopy anymore? It seems as though MS Word revision tracking and commenting features have replaced editing hardcopy just about everywhere but the tech editing classroom.

Does learning to edit hardcopy teach students anything they can't learn through electronic techniques alone?

It would be interesting to study whether students exposed to the old fashioned approach become more careful or skilled than those who learn only electronic editing techniques.

—George Hayhoe

Department of Technical Communication
Mercer University School of Engineering
1501 Mercer University Drive
Macon, GA 31207

hayhoe_g@mercer.edu<mailto:hayhoe_g@mercer.edu>

http://faculty.mercer.edu/hayhoe_g/

+1 478 301 2299<tel:+1%20478%20301%202299>
[http://faculty.mercer.edu/hayhoe%5Fg/muse_sm.jpg]

On Sep 29, 2015, at 8:38 PM, Terri Fredrick <tfredrick@gmail.com<mailto:tfredrick@gmail.com>>
wrote:
I have the same situation this semester. Following...

On Tue, Sep 29, 2015 at 5:14 PM, Russell Willerton
<russell.willerton@gmail.com<mailto:russell.willerton@gmail.com>> wrote:

Dear colleagues,
If you have experience working with students or professionals who are blind, I would appreciate your
insights.
One of my students in technical editing this semester is blind. He has screen-reading software that
helps for many tasks. When I teach copyediting, I help students learn to identify and use the
appropriate handwritten symbols to mark up a hard-copy manuscript.

Clearly I will need to use a different approach with my student who will work only with electronic
manuscripts. And clearly, it is more important for a student to be able to identify problems in a
manuscript than to mark a paper with a particular squiggle or slash. That said, if you wouldn't mind
sharing what you know, I'd appreciate it. Feel free to contact me off-list at
russell.willerton@gmail.com<mailto:russell.willerton@gmail.com>.
Thanks,
Russell Willerton
Boise State University

[Attachment of type text/html removed.]

Date: Fri, 2 Oct 2015 11:51:26 -0400
From: "Simmons, Michele" <simmonwm@miamioh.edu>
To: "attw@interversity.org" <attw@interversity.org>
Subject: Miami University Howe Center for Writing Excellence Director

Message-ID: <CAFYbu269cEMoTRvmMEydgwMOozHMjvAbcNv_fBv96_dSJxYJw@mail.gmail.com>

Dear Colleagues -

Miami University is conducting a search for The Howe Professor of English
and Director of the Roger and Joyce Howe Center for Writing Excellence.

Full job ad description is below and available online:
https://miamioh.hiretouch.com/job-details?jobID=1865

Michele

--
Michele Simmons
Associate Professor of English
Affiliate, Institute for the Environment and Sustainability
374 Bachelor Hall
Miami University
Oxford, OH 45056
513.529.5221

_____

The College of Arts & Science and Office of the Provost: The Howe
Professor of English and Director of the Roger and Joyce Howe Center for
Writing Excellence (HCWE).

Appointment: 50% faculty and 50% director, reporting to both the Provost
and the Chair of the Department of English. The Roger and Joyce Howe Center
for Writing Excellence was endowed in 2007 with a generous gift from the
Howe family. Since then, the Center has gained a national reputation for
excellence in innovative support for student writing, the teaching of
writing, and the promotion of a culture of writing at Miami University.
Background information about the Center can be accessed at:
miamioh.edu/howe.
<file:///C:/Users/isondr/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files
/Content.Outlook/QP0JHFQ8/miamioh.edu/howe>

The Director's tenure home will be the Department of English. Located on
three campuses, the Department of English prepares students to read and
write critically, imaginatively, and effectively. The largest academic
unit at Miami, the English Department offers undergraduate degrees in

Creative Writing, Linguistics, Literature, and Professional Writing; BA/MA degrees in Literature and Creative Writing; MAs in Rhetoric and Composition, Creative Writing, and Literature; a low residency MFA in Creative Writing; PhDs in Literature and Rhetoric and Composition; and an MAT through the Ohio Writing Project. The successful candidate will join our award-winning faculty and students, contributing to the teaching and research mission at both the graduate and undergraduate level.

The Director of the Howe Center for Writing Excellence assumes the following responsibilities: serves as an advocate for the importance of student writing—both academic and nonacademic—throughout the university; oversees all aspects of the Howe Writing Center, including existing programs and resources, the creation of new programs as needed, and the daily operations of the Center; organizes faculty development activities to support and encourage faculty to incorporate meaningful writing activities, assignments, and instruction into all levels of the curriculum, including Miami's general education program (the Global Miami Plan <http://miamioh.edu/liberal-ed/current-students/2015current-students/index.html>); coordinates the work of four full-time staff (Associate Director, Director of Special Projects, Manager of the Writing Center, and Administrative Assistant) and three graduate student Assistant Directors; works with an internal Advisory Committee and a National Advisory Board when setting priorities and developing long range plans to advance the mission of the Center; engages in external funding efforts; develops and enhances partnerships with academic divisions, student organizations, and administrative offices; and oversees assessment and continuous improvement of the HCWE's major programs and initiatives. The successful candidate will further Miami's international reputation for the high quality of its graduates' writing, the effectiveness of its writing instruction, and the strength of its contributions to writing scholarship and pedagogy in higher education. She or he will also enhance the research and teaching profile of a thriving Department of English. The position will be available July 1, 2016.

Candidates should have a teaching and scholarly record commensurate with an appointment as full professor of English; *doctorate in English, rhetoric and writing, or related fields.* Strong candidates will have expertise in rhetorical history and theory, writing studies, writing centers, writing in the disciplines, and/or writing-across-the-curriculum programs; administrative experience.

Submit letter of application, CV, and list of three references to

https://miamioh.hiretouch.com/job-details?jobID=1865. The letter of application should include a statement of vision for the Howe Center for Writing Excellence and a description of qualifications and relevant experience. Candidates should notify their referees that Miami University may contact them to solicit letters of recommendation.. Nominations or inquiries should be directed to Dr. Timothy Melley, chair of the search committee, at melleytd@miamioh.edu. Screening of applications begins November 9, 2015 and will continue until the position is filled

Miami University, an EO/AA employer encourages applications from minorities, women, protected veterans and individuals with disabilities. Miami does not permit, and takes action to prevent, harassment, discrimination and retaliation. Requests for reasonable accommodations for disabilities should be directed to Ms. Mary Jane Leveline at (513) 529-2027. Annual Security and Fire Safety Report may be found at: http://www.MiamiOH.edu/campus-safety/annual-report/index.html. Criminal background check required. All campuses are smoke- and tobacco-free.

[Attachment of type text/html removed.]

Date: Fri, 2 Oct 2015 13:37:28 -0500
From: Han Yu <hyu1@ksu.edu>
To: attw@interversity.org
Subject: Assistant Professor, Professional and Technical Writing, Kansas State University
Message-ID: <CAGBBAbCyinKrQuU+0U-P8ODWx4_-zyQfon+tM_Ay7B-Zk3eVng@mail.gmail.com>

Apologies for x-posting!

Dear Colleagues,

We are very excited to open a search for an assistant professor in technical/professional communication. Details below. Please spread the word! It's a great department to work in and a lovely town to live in.

I'm happy to answer any questions I can.

Best wishes,
Han

Assistant Professor, Professional and Technical Writing

Tenure-track position. Ph.D. in Professional or Technical Writing, Rhetoric

and Writing, or a related field with preparation in professional writing by August 2016. Preferred areas of specialization include digital media; social media; editing; workplace writing; civic engagement/social justice; and science, medical, public health, and/or environmental communication. Digital humanities experience and innovative work across media are welcome.

Teaching responsibilities include undergraduate and graduate courses in professional writing; five course per year teaching load. Opportunities to build upon existing undergraduate and graduate courses, enhance cross-disciplinary collaborations across the university, and mentor graduate students. Demonstrated excellence in teaching, evidence of research and publication or its potential required. Commitment to diversity through pedagogy and course content required.

Information about the department and university can be found at http://www.k-state.edu/english.

Apply via Interfolio ByCommittee <http://www.mla.org/jil_interfolio> or send letter of application, c.v., and a list of graduate courses completed to Karin Westman, Head, English Dept., ECS Building, Kansas State University, Manhattan, KS 66506. (Letters of reference, writing samples, and evidence of teaching effectiveness will be requested later.) Review of applications begins October 26, 2015 and continues until the position is filled. Background check required. Kansas State is an equal opportunity employer and actively seeks diversity among its employees.

--
Han Yu, PhD
Professor, Technical Communication
English Department Internship Coordinator
Technical Communication Certificate Director
English Department, Kansas State University
130 E/CS, 785-532-3339

[Attachment of type text/html removed.]

End of [attw Digest] Vol. 1 No. 780 Messages 3
****