

[attw Digest] Vol. 1 No. 781 Messages 1

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

Sun 04-Oct-15 3:20 AM

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

ATTW Daily Digest

Volume 1 : Issue 781 : "text" Format

Messages in this Issue:

201510/10 : Re: teaching copyediting to a visually-impaired student
Cindy Nahrwold

Date: Sat, 3 Oct 2015 16:26:57 -0500

From: Cindy Nahrwold <canahrwold@ualr.edu>

To: attw@interiversity.org

Subject: Re: teaching copyediting to a visually-impaired student

Message-ID: <CAEPkajy9FTAiX1WNJJdJrYVdbwYBOFFSOzCZh3pvtTqPy8mdBg@mail.gmail.com>

Like Donna, I don't have quantitative data--other than the number of students I asked this past Thursday (10 for hard copy editing, 1 abstention)--but my perception, too, is that students do much better on hard copy than on soft.

One graduate student (who works as an assistant on in-house and out-of-house pubs) said that she doesn't edit on screen but prints off documents, edits the hard copy, and then returns to the screen and to Track Changes and Comments, where she records her edits and queries--what Donna's students do.

I teach students how to edit by having them work on hard copy. I don't know if I could say that I "teach" them how to edit online, but I work with them to transfer as much of their hard-copy concentration skills as they can to the screen. It's not easy, students report. But given that they have learned how to concentrate using multipass editing as they worked on hard copy--and I remind them of that fact regularly--I simply tell them that they can do it. And they work at it. (I make them work at it; I can be and am persistent.)

But my students say that sticking to a particular level of edit is hard to do on line. "Grape-shot pattern" is a phrase that one student used to describe her editing on line. Such conversations--even if brief--help us to refocus, to bring to consciousness, that "grapeshotting" is going to be way too easy to do when editing soft copy. So students have to double their efforts to concentrate. (When students are editing on line, I do

encourage them to take regular "eye breaks"--to look away from the screen for a bit, roll their eyes [always fun]. Screen resolution is so much better than what it once was, which reduces eye strain but doesn't eradicate it.)

cn (who's going to give her eyes a break and "Shut down" for a while)

On Fri, Oct 2, 2015 at 9:34 AM, Kain, Donna <KAIND@ecu.edu> wrote:

- > 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@intersersity.org [attw-owner@intersersity.org] on
- > behalf of Tharon Howard [tharon@clermson.edu]
- > *Sent:* Thursday, October 01, 2015 5:28 PM

- >
- > *To:* attw@intersersity.org
- > *Subject:* Re: [attw] teaching copyediting to a visually-impaired student

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- > George,
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- > 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.

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

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> Thanks for sharing your thoughts, Rick.
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> 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.
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> 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.
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> 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. 😊
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> —George Hayhoe
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> On 30 Sep 2015, at 10:20 AM, Johnson, Richard D <rjohnso@purdue.edu>
> wrote:
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> George,
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> 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).
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> 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.
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> (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.)
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> 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).
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> 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.
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> %%%%%%%%%%%%%%%
>
> Professor Richard Johnson-Sheehan

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

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 > 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.

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

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 > 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.

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 >
 > —George Hayhoe

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> On Sep 29, 2015, at 8:38 PM, Terri Fredrick <tfredrick@gmail.com> wrote:

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> I have the same situation this semester. Following...

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> On Tue, Sep 29, 2015 at 5:14 PM, Russell Willerton <

> russell.willerton@gmail.com> wrote:

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> Dear colleagues,

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> If you have experience working with students or professionals who are

> blind, I would appreciate your insights.

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> 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.

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> Thanks,

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> Russell Willerton

>

> Boise State University

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[Attachment of type text/html removed.]

End of [attw Digest] Vol. 1 No. 781 Messages 1
