

Unit Workbook 2014

# Editing Principles & Practice **ACP 2070**

Student name \_\_\_\_\_

Victoria University  
College of Arts

# Contents

<b>Tutorial One: Introduction</b>	<b>3</b>
<b>Tutorial Two: Sentences</b>	<b>4</b>
<b>Tutorial Three: Agreement and Consistency</b>	<b>11</b>
<b>Tutorial Four: Punctuation</b>	<b>17</b>
<b>Tutorial Five: Clarity, Economy and Consistency</b>	<b>26</b>
<b>Tutorial Six: The Editing Process – Copyediting</b>	<b>32</b>
<b>Tutorial Seven: The Editing Process – Proofreading</b>	<b>35</b>
<b>Tutorial Eight: The Editing Process – Structural Editing</b>	<b>42</b>
<b>Tutorial Nine: Inclusive Language</b>	<b>46</b>
<b>Tutorial Ten: House Styles</b>	<b>52</b>

# Tutorial One

## Introduction

This tutorial will be taken up with introductions and an overview of the subject. Students will be given the subject guide and subject requirements and assessment will be explained.

Some time will be spent introducing students to the editing process and the way that this process will be taught.

# Tutorial Two

## Sentences

### 1 Complete Sentences

Which of the following groups of words are complete sentences in written English? Tick those you think are complete sentences. Put a cross against those you think are not right.

1. \_\_\_ Children are smart.
2. \_\_\_ She's eating.
3. \_\_\_ A long, blue, cotton dress.
4. \_\_\_ Is very interesting.
5. \_\_\_ Come to my house at 6:00.
6. \_\_\_ Came to my house at 6:00.
7. \_\_\_ The book on the table.
8. \_\_\_ Because English is a very important language.
9. \_\_\_ On the sofa in the living room.
10. \_\_\_ Stop.
11. \_\_\_ Six.
12. \_\_\_ When does he come home?
13. \_\_\_ When he comes home.
14. \_\_\_ My brother has black hair and brown eyes.
15. \_\_\_ She is very happy.

Why are some of these sentences complete and others not complete? You have probably been writing English sentences for some time now, but can you explain what a sentence is? What is a sentence? Write down five ideas here.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## 2 The Elements of the Sentence

In formal written English, every sentence you write must be complete. In spoken English, we often say things that are not complete sentences, for example:

“Yes.”

“If you want to.”

“But do you like it?”

However, these would not be acceptable sentences in formal written English.

So, what makes a sentence complete in written English?

### **Why are these not sentences?**

1. A long, blue cotton dress.
2. The book on the table.
3. On the sofa in the living room.
4. Six.

## The Verb Phrase

The basic rule of written English is that every sentence must have a verb, or a verb phrase. A verb is the heart of a sentence.

### **Which of the following groups of words do not have a heart – a verb?**

#### **Mark dead sentences with a cross.**

1. I went to see my sister to say goodbye.
2. To visit and say goodbye to some friends.
3. Take two eggs and mix them with milk.
4. The student with the interesting stories to tell.
5. Shopping for clothing and going to movies.
6. That’s why I like it.
7. But not only for those reasons.
8. The most important banana production centre in Australia.
9. Not only for me, but also for everybody.
10. Do you still want to go there?

### **Why are these not sentences?**

1. Is very interesting.
2. Came to my house at 6:00.

## The Subject

Another basic rule of English is that a sentence must have a subject. The sentence must be about someone or something.

We can correct sentences 1 and 2 above by adding a subject:

1. **The class** is very interesting.  
**This story** is very interesting.  
**It** is very interesting.
2. **Mr Brown** came to my house at 6:00.  
**My friend** came to my house at 6:00.  
**They** came to my house at 6:00.

## The Imperative Sentence: a sentence with no written subject

There is only one exception to this rule about the subject. In imperative sentences, when we give a command or instruct someone to do something, there is a verb, but no written subject. For example:

1. Go to the store.
2. Pick up that pencil.
3. Please buy some bread.
4. Read the daily news!
5. Study harder!
6. Come early.

However, in each of these sentences, there is no confusion about who the subject is.

Below is a list of English pronouns. **Which of these pronouns is the writer thinking about in sentences 1–6 above? Circle one.**

I    you    he    she    it    we    they

Even though these sentences don't have a written subject, they do have a subject. People easily understand what the subject is; there is no question that the subject is 'you'.

**Examine the following incorrect sentences.**

1. Went to school.
2. Looks good.
3. Is wonderful.
4. Bought it yesterday.
5. Have studied for three years.
6. Were eating apples.

**Which of these pronouns is the writer thinking about in sentences 1–6 above?**

I    you    he    she    it    we    they

The question is impossible to answer. We don't know who or what these sentences are talking about. Here are some of the many possible subjects we can use with sentence 1.

- (I) went to school.
- (We) went to school.
- (He) went to school.
- (She) went to school.
- (You) went to school.
- (It) went to school.
- (They) went to school.
- (Two cats and a dog) went to school.
- (My uncle) went to school.
- (Georgina) went to school.
- (Everybody) went to school.

It is absolutely necessary, in written English, that every sentence has a subject.

**Rewrite each sentence by adding a subject.**

1. \_\_\_\_\_ looks good.
2. \_\_\_\_\_ is wonderful.
3. \_\_\_\_\_ bought it yesterday.
4. \_\_\_\_\_ have studied for three years.
5. \_\_\_\_\_ were eating apples.

## The Noun Phrase

A subject is always a noun phrase. This means that a subject always has at least one noun. A noun phrase can be simple or complex. A subject can be one word.

**Underline the subject in each of these sentences.**

1. He read a book yesterday.
2. Mary went to the store.
3. People should be more careful.
4. Water is a clear liquid.
5. Budapest is a beautiful and historic city.

A noun phrase can also be more than one word, a group of words, that include a noun and words that describe that noun.

**Underline the subject in each of these sentences.**

1. The dog slept on the floor.
2. The big dog slept on the floor.
3. The big, hairy, dog slept on the floor.
4. The big, ugly, hairy, white dog slept on the floor.
5. The big, ugly, hairy, white dog with no tail slept on the floor.

## Complex Subjects

Some noun phrases can be very complex and confusing. They might even include verbs!

**Underline the subject in each of these sentences.**

1. The woman came home.
2. The woman who lives next door came home.
3. I told you about the woman who came home.
4. The woman who lives next door and who wears a cap came home.
5. The woman who lives next door came home wearing a cap.

## 3 Composing Subjects for Sentences

**In the space provided, write an appropriate subject to make each item a complete sentence. Compose a different subject for each one; do not use a one-word subject. Also, underline the word (or words) that constitutes the verb of the sentence.**

1. \_\_\_\_\_ received the latest issue of the magazine.
2. \_\_\_\_\_ are planning to attend the conference.
3. \_\_\_\_\_ has tried valiantly to keep the company solvent.
4. There, on the top of the hill, stood \_\_\_\_\_.
5. When the report is written, \_\_\_\_\_ will be allowed to see it first.

**Note:**

- a) The subject can come at the beginning, in the middle or at the end of the sentence.
- b) The verb can be one or more words long.
- c) Why did you compose a plural subject for no. 2 and a singular subject for no. 3?



## 4 Composing Verbs for Sentences

**In the space provided, write an appropriate verb (and anything else that is necessary) to make each item a complete sentence. Also, underline the word (or words) that constitutes the subject.**

1. An effective business letter \_\_\_\_\_.
2. Over the horizon \_\_\_\_\_ the burning, golden sun.
3. Communication in organisations \_\_\_\_\_.
4. In the eyes of most people, secretarial work \_\_\_\_\_.
5. \_\_\_\_\_ a long, green snake.

## 5 Active and Passive Sentences

A sentence having a subject, a verb and an object can be transformed into a different structure, as follows:

- a) Ernest Hemingway wrote this novel.
- b) This novel was written by Ernest Hemingway.

Note that the meaning has not been changed. Rather, a different emphasis has been created by making the object of the first sentence the subject of the second.

Sentences like

- a) are called active sentences (because the subject "activates" the verb)

and sentences like

- b) are called passive sentences (because the subject is the passive recipient of the action of the verb).

The ability to distinguish between active and passive sentences, and to use them selectively, is one of the important capacities of the editor.

**Identify whether each of the following sentences is active or passive, and transform it to its alternative form.**

1. These samples of carpeting have created a great deal of demand.
2. The college was founded by a wealthy businessman in 1920.
3. The AFL will sell all final tickets at Bass outlets tomorrow.
4. Our new Spring catalogue features a fabulous new range of eye catching Japanese swimwear.

## 6 What is a Sentence?

**Which of the following are sentences? Why, or why not?**

1. The report explains the new advertising campaign.
2. The report was authorised by the managing director.
3. Was the report effective?
4. This report explained the new advertising campaign in great detail.
5. This report, a comprehensive explanation of the new advertising campaign, which has occupied the minds of the best creative talents in this organisation for many long months.
6. With reference to your order (no T5107) of 15th May.
7. We are pleased to inform you that your order (no T5107) of 15th May will be delivered on Friday 30th May.
8. We are pleased to inform you that your order (noT5107) of 15th May will be delivered on Friday 30th May, the invoice will be delivered with the goods.
9. We are pleased to inform you that your order (no T5107) of 15th May will be delivered on Friday 30th May, and the invoice will be delivered with the goods.

**Identify each of the following sentences as a sentence fragment, a run-on sentence or a correct sentence. (A sentence fragment is an incomplete sentence, a run-on sentence is a sentence that 'runs on' after it should have been concluded.)**

10. The place where the files should be kept until they're needed.
11. To become a chief accountant is Marco's goal in life.
12. The agenda for the meeting is ready, you can type it now.
13. Although both of them are hoping for the position.
14. Yesterday, advised our new receptionist of the procedures to follow.
15. All of the shareholders received a copy of the annual report.
16. Although both of them are hoping for the position, only one can succeed.

**Now write correct versions of those you have identified as fragments or run-on sentences.**

**Rewrite the following faulty sentences to make them correct.**

17. Running around the campus all day it can be very tiring.
18. In trying to get good marks can't go out much on weekends.
19. For trying hard this can be its own reward.
20. By getting our papers in on time it is guaranteed we will do well.
21. Through missing our classes won't get us anywhere.

# Tutorial Three

## Agreement and Consistency

### 1 Subject – Verb Agreement

The verb must agree with its subject in number: both must be singular or both plural. eg.

The supervisor was early but the three technicians were late.  
**(Singular subject) (singular verb) (plural subject) (plural verb)**

When proofreading for agreement and consistency watch out for the following traps that relate to singular and plural subjects.

#### **Circle the right verb form as you work through these rules**

1. Sometimes the subject is not placed immediately before the verb. You have to be careful that another word in the sentence does not attract the verb.

- Tax reductions that went into effect a month ago is/are most helpful to those on an average wage.
- The case of apples was/were cheap.

2. When there is more than one subject joined by 'and', the verb is plural.

- Alison, Ann and Lorraine run/runs fast.

3. When the two subjects joined by 'and' actually form one unit, the verb is singular.

- Knowing and Knowledge has/have been enjoyable so far.

4. Mathematical computations may take either a singular or a plural verb.

- Six and six is/are twelve.

5. When each of the singular subjects is considered individually, the singular verb is used. This happens especially with the use of EACH or EVERY.

- In the store, every man and woman employee has/have shares in the company.
- Each cat and dog was/were given an injection.

6. When two subjects are joined by 'or' or 'nor', the verb depends on the subject nearer to it.

- Either the tutor or the students in the class is/are in the right.

- Neither John nor Jeremy is/are willing to sacrifice his wicket.

7. THERE and HERE are never the subject of a sentence: they are adverbs – they add to the meaning of a verb. In sentences that begin with THERE and HERE, the subject follows the verb.

- There [is/are] an incentive for increased productivity.  
V            S(singular)
- Here [is/are] an example and an illustration for you to follow.  
V                            S (plural)

8. A singular subject followed immediately by 'as well as', 'in addition to', 'including', 'together with' or a similar construction has a singular verb.

- Mark Phillipousis, together with the successful Davis Cup team, was/were highly praised.

9. Collective nouns take a singular verb when the noun is referring to a unit; they take a plural verb when the noun is referring to individuals within the group.

- The Addams family holds/hold a reunion every year in May.
- The family was/were divided in their opinions about Republicanism.

A common error is mixing both singular and plural in the same sentence eg:

- Parliament meet/meets next week and they are/it is going to debate global warming.

10. Some nouns are plural in form but singular in meaning. So they take the singular form of a verb, eg.

- Linguistics is/are the study of language.

Other similar words are: Economics, Mathematics, News, Agenda, Physics, Electronics, Ethics, Measles.

11. A fraction takes a singular verb if the fraction is followed by a singular noun but a plural verb if it is followed by a plural noun, eg.

- Two-thirds of the task is/are complete.
- Three-quarters of my peaches was/were rotten.

12. Some nouns always take a plural verb, even if they are singular in meaning, eg.

- The scissors is/are in the drawer.

*Similar words are: Shears, Trousers, Tweezers, Premises, Proceeds, Riches, Credentials.*

13. Some pronouns (I, you, he, she, we, they, this, that, these – those that do not refer to definite persons or things) are called indefinite pronouns. The following indefinite pronouns are ALWAYS SINGULAR.

ANOTHER	EVERY		
ANYONE	EVERYONE	NO-ONE	ONE
ANYBODY	EVERYBODY	NOBODY	SOMEBODY
ANYTHING	EVERYTHING	NOTHING	SOMETHING
EACH	MANY A/AN		
EITHER	NEITHER		

- Everybody is/are bringing alcohol to the party.
- Another one of the companies has/have put their/its people on call.

## 2 Consistency

A shift in the verb's tense is often necessary to communicate your meaning. But an inappropriate shift will confuse your reader.

Do not shift from one tense to another if the time of each action stays the same.

**Proofread the following sentences for consistency.**

*Remember – same time of Action = same tense.*

- About noon the sky darkened, a breeze sprang up, and a low rumble announces the approaching storm.

A shift in tense will inform your reader of a time difference in the action. It's OK to shift your verb's tense if you need to show variations in time.

The children love their new tree house which they built themselves.

**present**

**past**

*(The children built the tree house earlier, but they love it now)*

We are installing a PA system because tonight's concert will need amplification.

**present**

**future**

*(We are now installing a PA to be used later)*

## EXERCISE 1: Agreement

**Correct errors in subject-verb agreement by crossing out the incorrect verbs and writing in the correct verbs. If the subject and verb are in agreement, write C to the right of the sentence.**

1. This policy no longer serve the public interest.
2. He don't know how to use the computer.
3. Good communication required giving attention to detail.
4. You possess the intelligence to succeed in that program.
5. Mr Caudell has worked for many years as a police officer.
6. You is responsible for collecting the money.
7. The materials was damaged during the flood.
8. She were supposed to have completed her work by mid March.
9. The representative have decided to resign.
10. The box of Christmas presents was opened by mistake.
11. Money as well as materials are needed for the project.
12. The standards for selecting the candidate is well-defined.
13. The box containing the diskettes was delivered.
14. My friend who works for the social services is being transferred.
15. Education and experience are prerequisites for most jobs.
16. Our secretary and treasurer, Helen Borland, have resigned.
17. Every state and country has its own flag.
18. Many an author and publisher have responded to the requirements.
19. Each cat and dog has to wear a collar.
20. Neither Mary nor the boys are going to Brisbane.
21. Either the butler or the maid are responsible for the dinner.
22. Either Mr Boon or his representative have called the meeting.
23. Neither man, woman nor child know what the future holds.
24. There was many injuries as a result of the earthquake.
25. Here is the two books that I promised to send.
26. Here is the secretary and the treasurer of the company, Ms Rowe.
27. There are many points to be considered.
28. Here is the agenda and feedback reports for the conference.
29. The committee has made its decision.
30. A number of reasons was given for the decline in the economy.
31. The audience were very appreciative and applauded vigorously.
32. Our university has given its students the best deal going.
33. The executive board is holding its meeting at the hotel.
34. Most of the classes have received new books.

35. Nobody likes to find himself or herself without money.
36. Each of the performers are very talented.
37. Everyone entering the contest has a chance to win.
38. Neither one of the articles were as well written as it should have been.

## EXERCISE 2: Consistency

When writing paragraphs, establish a main tense and stick to it unless your meaning calls for a different verb tense.

### **Proofread the following for consistency:**

- a. Although this is my first year at university, I have already found that there were some differences between high school and here. One of the things I learned at university is that a person has to be independent.
- b. The gravel crunched and spatters the wheels of the bus as it swung into the station. Outside the window, shadowy figures peered at the bus through the darkness. Somewhere in the crowd, two, maybe three, people were waiting for me – a woman, her son, and possibly her husband. I could not prevent my imagination from churning out a picture of them, the town, and the place I will soon call home. Hesitating a moment, I rise from my seat, these images flashing through my mind.
- c. Most students may have expectation and ideas about university before they actually enter. Some of these expectations are similar to reality, yet some are quite different. Before I started university, I have imagined how the classes and teachers would be and I come to the conclusion that they will not be any different from high school.



# Tutorial Four

## Punctuation

### 1 Ending a Sentence

You can end a sentence with one of three punctuation marks:

- a) a full stop (.)
- b) a question mark (?)
- c) an exclamation mark (!)

**Is sentence (a) below a question? How do we know?**

- a) What kind of differences did they discover

**Is sentence (b) below a question? How do we know?**

- b) I can understand why they were angry

Sentence (a) is a question. The sentence begins with a question word (what). Also, the word order is different from the normal word order in sentences. A regular sentence has a subject followed by a verb phrase:

- They discovered some differences  
**subject | verb**

However, in sentence (a), notice that the helping verb did comes before the subject:

- What kind of differences did they discover?  
**helping verb | subject**

Therefore, this sentence needs to end with a question mark.

Sentence (b) is not a question. Although the sentence includes the word why, this word is not a question word:

- subject | verb | phrase object**  
I can understand (something)  
I can understand why they were angry

This is not a question. Therefore, this sentence needs to end with a full stop.

## EXERCISE 1

**Look at the punctuation at the end of each sentence and decide if it is correct. Make changes where appropriate.**

1. You need to know who the manager is and how long she has worked there?
2. Why do people hate each other?
3. If students have difficulty with these tests, maybe the teachers should try a different method of teaching?
4. After my father read the letter, he sat quietly for a few minutes!
5. If I don't do it, who will be responsible?

## 2 Commas

A full stop, question mark or exclamation mark is used to end a sentence. A comma (,) never ends a sentence in English. It is used to separate clauses, words and phrases (groups of words) inside a sentence.

**What is wrong with the following sentences?**

1. She bought a skirt, and a pair of shoes.
2. They visited Venezuela Colombia Ecuador and Panama
3. The bed, the dresser, the lamp, and, the mirror are mine.

When we list more than two items together using the words 'and' or 'or', we need to use commas.

**Here are the rules:**

- a. If you only list two items, as in sentence 1, do not use a comma.
  - She bought a skirt and a pair of shoes.
- b. If you list three or more items, as in sentence 2 and 3, each item not separated by 'and' or 'or' should be separated with a comma. Do not put a comma after the words 'and' or 'or'.
  - The bed, the dresser, the lamp and the mirror are mine.

## EXERCISE 2

**In the paragraph below, add commas where necessary.**

In the market, you can see people selling all kinds of vegetables and fruits such as mangos, bananas guavas and plantains. There are people touching squeezing and smelling pineapples, and everywhere people are arguing over prices. It is a place where peasants from the cities towns and villages come together to sell

their products buy what they need for themselves and meet old friends. I really love this place.

Sentences 1 through 3 below are correct except for punctuation. Sentences 4 through 6 are correct, though.

**Why are sentences 1 through 3 not acceptable, but sentences 4 through 6 acceptable?**

1. When we finally arrived everyone was waiting for us.
2. Before you start mixing it you have to wait three minutes.
3. Because they were nervous they forgot to pay for the tickets.
4. Everyone was waiting for us when we finally arrived.
5. You have to wait three minutes before you start mixing it.
6. They forgot to pay for the tickets because they were nervous.

When clauses beginning with because, while, if, before, after, when, etc. come at the beginning of the sentence, you need to separate them from the main clause of the sentence with a comma. The comma makes the sentence clearer by separating the dependent clause as introductory information. The main part of the sentence will then begin right after the comma:

**the dependent clause | main clause**

1. When we finally arrived, everyone was waiting for us.
2. Before you start mixing it, you have to wait three minutes.
3. Because they were nervous, they forgot to pay for the tickets.

**What is the difference in the meaning of the two sentences below?**

1. My brother who is a lawyer works in Singapore.
2. My brother, who is a lawyer, works in Singapore.

Sentence 1 (without commas) tells us which brother we are talking about. Sentence 2 (with commas) the information "who is the lawyer" does not compare this brother to any other possible brother. The sentence says that the brother works in Singapore, and the clause adds that he is a lawyer.

## EXERCISE 3

**Look carefully at the paragraph below. Add commas where necessary.**

I have four brothers and sisters in my family. I have one older brother two older sisters and one younger brother. My younger brother who is sixteen is still in high school. My older brother who is twenty-five works in a bank. My two sisters who are both married are twenty-three and twenty-eight years old. My sister who is twenty-three is a law student. My other sister isn't working right now

because she just had a baby. I get along with all of them really well, but I am especially close to the sister who is the mother of my new niece.

### 3 Other Punctuation

There are other forms of punctuation that, like the comma, are used inside sentences.

<b>COLON :</b>	to emphasise or introduce new information or list of items
<b>SEMI-COLON ;</b>	to connect two closely related sentences
<b>PARENTHESIS ( )</b>	to set off explanatory information
<b>DASH —</b>	to emphasise or set off an interruption in thought
<b>ELLIPSIS . . .</b>	to indicate that you have cut a piece of writing short; that you have removed part of an original quotation for the sake of brevity.

### 4 Apostrophe

The apostrophe ( ' ) is used to mark possession (Enza's book) and shortenings or contractions (I'd like a sandwich).

#### What is wrong with the following sentences?

1. The photographs on the table are her grandmothers.
2. Teacher's methods in different schools are not the same.

### Possessive

If you do not use an apostrophe to mark a possessive, it can be confused with the plural form:

- her grandmothers (two grandmothers)
- her grandmother's (something belonging to her one grandmother).

Also, if the possessive word is plural, the apostrophe must come after the 's':

- her grandmother's photos (the photos belonging to her one grandmother)
- her grandmothers' photos (the photos belonging to her two grandmothers)

## Contractions

Generally speaking, it is more acceptable to avoid using contractions in formal writing. It is better to write out the full form of the word.

### EXERCISE 4

Rewrite these sentences so that there are no contractions.

1. I'd like to finish my studies as soon as possible.
2. We'd remembered to put everything away.
3. He's an excellent cook.
4. She's been working at that hospital for a long time.

## 5 Hyphen

This is a hyphen -

Hyphens are used to combine words (brown-haired, thirty-six) or divide a word into parts at the end of a line. However, English has rules about how to divide words at the end of a line:

1. You cannot divide a word that has only one syllable. A word must have two or more syllables to be divided at the end of a line.
2. You cannot divide a word any way you want to. Check how dictionaries divide the particular word you need to divide. Two general rules are:
  - if the same consonant is written twice, separate the two consonants **but-ter big-ger bub-ble**
  - if there are two consonants between syllables, separate them **com-  
pete ad-verb lan-guage spot-less**

### EXERCISE 5

**Make corrections in the hyphenated words below.**

Soon after he lost his eyesight, Taha Hussein wanted to forget about his blindness. He asked his father, a very intelligent and learned man, to take him to El Azah, a leading Islamic centre in Cairo, to study the Koran. He surprised everyone by succeeding in his studies and he began to think less about being blind. Eventually he finished at the university, proving himself to be one of the best students, and he quickly decided to ask the university to send him to France to continue his studies. Because he was blind, the Egyptian university didn't want to

take a chance sending him overseas, so he had to ask King Fouad to help him. The king decided to intervene and ask the president of the university to allow him to go.

## 6 Quotations

The marks we write to show that someone is speaking are called quotation marks (“...”)

Here are some rules for writing quoted speech:

- a. Put quotation marks at the beginning and end of the quoted sentence. Everything that a person says should be inside the quotation marks.

“Put that down.”

- b. If you identify the speaker before the quotation, a comma should come before the first quotation mark. The quotation should begin with a capital letter.

**comma | capital letter**

She said, “Put that down.”

- c. If you identify the speaker after the quotation, change the full stop inside the quotation to a comma. The first word outside the quotation begins with a lower case letter.

**comma | lower case letter**

“Put that down,” she said.

- d. If the quotation ends with a question mark (?) or an exclamation mark (!), do not end the quotation with a comma.

- “Are you going to put that down?” she asked.
- “Put that down!” she said.

## EXERCISE 6

**If the sentence is written correctly, mark with a tick. If it is not written correctly, mark with an X and make corrections.**

1. He said to me “Work hard and never forget your country.”
2. “I will never forget what she did for me,” he said.
3. If you say “no” they will get angry.
4. They told us “to stop what we were doing.”
5. “Life is too short, he said.
6. Blanche says, “I have always depended on the kindness of strangers.”

# GENERAL EXERCISES IN PUNCTUATION

## EXERCISE 7

**Put commas into appropriate places in the following sentences:**

1. Although he was exhausted and wrung out sleep would not come.
2. He learned that despite everything she had still won.
3. There was little point obviously in fighting against such odds.
4. 'I will tell you a story' he said 'and then you can go.'
5. She added 'There are some times darling when you get too concerned too involved.'
6. These new vacuum cleaners whose reliability is well-known have been reduced in price.
7. I walked over to the small brown dog patted its scarred battered head and left as quickly as I could.

## EXERCISE 8

**Re-punctuate the following sentences to include semicolons in each where appropriate.**

1. Popular music arose among the lower orders. Classical music was that of the court and the upper classes.
2. As well as providing entertainment, country music acts as a commentary on the news, as a vehicle for work songs, to set the atmosphere for political gatherings and as the background to many of the rituals that celebrated the lives of rural people.
3. The fantasies produced by some advertising to women are irresponsible, dream worlds, which are impossible to attain.

## EXERCISE 9

**Place a colon where appropriate in the following sentences.**

1. He had one ideal to serve mankind.
2. He used two illustrations for his example a red cross and a red crescent.
3. The list of books included Jane Eyre, Wuthering Heights, Middlemarch, Silas Marner.

## EXERCISE 10

**Rewrite the following sentences, using apostrophes where appropriate.**

1. Womens shoes are incredibly expensive.
2. The Girl Guides hall was renovated.
3. Its late so lets go home.
4. He shouldn't have bothered so dont come complaining to me if you arent satisfied.
5. The Roaring 20's are over-rated.

## EXERCISE 11

**Add inverted commas and commas, where appropriate, to the following sentences.**

1. Don't talk to me that way she said or you will regret it.
2. He replied that he would do whatever he liked.
3. The doctor said I want to see you again before the end of the month.
4. He told them he would look dumb in the costume.
5. She continued I heard them say Shut up and then I am sure I heard him hit her.

## EXERCISE 12

**Use hyphens where appropriate in the following sentences.**

1. Several flower covered boxes were lying outside.
2. He looked like the red haired, freckle faced boy in the description.
3. She tried to coopt him onto her female dominated committee.
4. You cannot pre date these events no matter how well you think you might recall them.

## EXERCISE 13

**Put appropriate dashes in each of the following sentences.**

1. 'I don't know why I bother talking to you oh I suppose I do really.'
2. At this stage the reader if he or she has persisted this far will be wondering what point is being made.
3. 'Come here take this.'
4. Even though he knew the whole family well not only the present members but parents and grandparents he never understood them.



## EXERCISE 14

**Use brackets where appropriate in the following sentences.**

1. Few people who write books earn a decent income let alone achieve any fame from them.
2. There were three Englishmen, two New Zealanders, two Australians Frank Field and Bert Cross and four Americans in the field.
3. 'Don't tell me they the Smiths are not coming after all.'
4. There are more details about the linotype machine discussed in Chapter Seven or Chapter Eight in the first edition.

## EXERCISE 15

**Remove the qualifying phrase from the following sentences and replace each with an ellipsis.**

1. He was in the game primarily to win and, although he had never been penalised for over-aggressive or violent behaviour, he was one of the fiercest competitors we have seen.
2. The hikers emerged from the desert with blistered feet, aching limbs and parched throats but feeling elated.
3. She told him, 'There is nothing you can do not the slightest little thing that will change my mind.'

## EXERCISE 16

**Correct the use of the capitals in the following sentences.**

1. The Governor-General, Quentin Bryce, invited the Chairman of the Water Board, Dr Barry Holding, to an Official Dinner at Government House.
2. Richard Bolles has had his book, What colour is your parachute? on the Best Seller Lists of the New York Times for the last twenty years.
3. In Australia's First Innings, the team was all out for 234 runs. When the Indian side came in to bat, everyone thought it would win not just the Fourth Test but also the series.
4. The new National Secretary of the Democratic party is a fifty-year former accountant, Mr David Parry. He said he was confident that the new management could restore the financial position of the Party.

# Tutorial Five

## Clarity, Economy and Consistency

A greater proportion of the time spent on editing a manuscript usually involves editing for clarity, economy and consistency. Editors need to take great care, however, not to change the style of an author or rewrite a manuscript from scratch. Editing is a tactful and diplomatic process which should take into account the author's requirements and intentions.

### 1 Clarity

The main causes of lack of clarity in writing are:

- writing long, superfluous sentences
- separating related words
- using unfamiliar language, and
- selecting words that have several meanings.

Example

**First Draft:** Maria, who had been working at her novel all afternoon and was exceedingly tired by evening, stopped.

**Major Problem:** Long sentence; related words and activities not adjoining

**Final Copy:** Maria stopped working on her novel; she had been at it all afternoon and was exceedingly tired by evening.

### EXERCISE 1

**In the following examples, identify the clarity problems and rewrite the material so that every word is clear.**

1. Outstanding VU students, for highest grades, easier, goal attainment, and greatest personal satisfaction, should work to their full potential.
2. When one writes, it is wise to make adequate preparation for if this isn't done and one finds he or she is missing an item such as a dictionary or thesaurus, or word processing the task will drag on.
3. Enclosed herewith is the information pursuant to your request of July 14. in the event that you find this germane for your overseas trip next month, I would like to recommend the optimum accommodation.

### 2 Economy

Excess words and phrases can clog up your writing and make it less clear. Generally, there are two ways to eliminate wordiness:

- compress what you mean into the fewest possible words.
- don't tell your readers what they already know, don't need to know, or can infer.

Unfortunately, we can inflate our prose in so many ways that it is impossible to list them all, but the following suggestions should help you find the most common types of wordiness.

## Redundant Pairs

Many pairs of words imply each other. Finish implies complete, so completely finish is redundant. So are many other pairs of words:

- Past memories
- Various differences
- Each individual
- Basic fundamentals
- True facts
- Important essentials
- Future plans
- Sudden crisis
- Terrible tragedy
- End result
- Final outcome
- Past history
- Unexpected surprise

## EXERCISE 2

**Rewrite the following sentence.**

Before the travel agent was completely able to finish explaining the various differences between all of the many vacation packages her travel agency was offering, the customer changed his future plans.

## Redundant Categories

Specific words imply their general categories, so we usually don't have to state both. We know that time is a period, that pink is a colour, that shiny is an appearance. Some redundant categories are included in the following phrases which, in every case, can drop the more general word:

- large in size
- of a bright colour
- heavy in weight
- round in shape
- at an early time
- of a cheap quality
- honest in character
- of an uncertain condition
- in a confused state
- unusual in nature
- extreme in degree
- of a strange type

- economic field
- area of mathematics

## EXERCISE 3

### **Rewrite this sentence**

During that time period, many car buyers tended to prefer cars that were pink in colour and shiny in appearance.

## Meaningless Modifiers

Some modifiers are delaying tactics that we use almost unconsciously. These words and phrases can be pruned away to make sentences clearer:

- kind of
- sort of
- really
- basically
- for all intents and purposes
- definitely
- actually
- generally
- individual
- specific

## EXERCISE 4

### **Rewrite this sentence**

For all intents and purposes, Australian industrial productivity generally depends on certain factors that are really more psychological in kind than of any given technological aspect.

## EXERCISE 5

### **Rewrite this sentence**

Imagine a mental picture of someone engaged in the intellectual activity of trying to learn what the rules are for how to play the game of chess.

## EXERCISE 6

### **Rewrite this sentence**

After a day drinking beer, an alcoholic drink made from malt, sugar, hops and yeast, at the cricket, a game played between teams of eleven players where the object of the game is to use a wooden bat to hit a leather ball, I really needed a



- it is crucial that
- it is necessary that
- there is a need/necessity for
- it is important that
- cannot be avoided                    **must, should**
  
- is able to
- is in a position to
- has the opportunity to
- has the capacity for
- has the ability to                    **can**
  
- it is possible that
- there is a chance that
- it could happen that
- that possibility exists for    **may, might, can, could**

## EXERCISE 9

### Rewrite this sentence

- It is possible that nothing will come of these preparations.

## Other unnecessary words

There are many unneeded words that can simply be omitted, including the following:

### unnecessary articles (a, an, the)

- Example The evidence we have...
- Revised Evidence we have...

### Unnecessary that, who, and which clauses

- Example All applicants who are interested in the job must....
- Revised All applicants interested in the job must...
- Or All interested job applicants must.....

### Unnecessary there is and there are sentence beginnings

- Example There are four rules to observe...
- Revised Four rules to observe are...

### Unnecessary passives

- Example An account was opened by Mrs Sims
- Revised Mrs Sims opened an account.

### Unnecessary infinitive phrases (infinitive phrase = to + verb)

- Example The duty clerk is to check all incoming mail and to record it.
- Revised The duty clerk checks and records all incoming mail.

### 3 Consistency

Consistency means that all similar ideas are handled in the same way. Related ideas should be expressed in the same grammatical form (parallel structure). Likewise format within a document should be consistent.

**What is wrong with the following sentences?**

1. Mary likes hiking, swimming and to ride a bicycle.
2. The production manager was asked to write his report quickly, accurately, and in a detailed manner.
3. The coach told the players that they should get a lot of sleep, that they should not eat too much, and to do some warm-up exercises before the game.

# Tutorial Six

## The Editing Process – Copyediting

Copyediting is the heart of the editing process. The copy editor makes sure the book is as readable as possible.

- grammar
- punctuation
- spelling
- style – headings etc as well as editing to the House Style
- clarity
- economy and consistency
- copyright issues
- inaccuracies
- checking references, quotations etc
- typing errors
- take into account the writer's style and voice
- take into account the intended audience

During the early part of this semester we looked at many of the elements listed above, it is now time to put that knowledge into action.

### **EXERCISE 1**

**Read the passage below and then copyedit.**

The newness of health sponsorship as a concept partly explains the confusion that abounds as to what it is and how it works.

However there has been a rapid evolution in sponsorship theory and practice since its inception. Health sponsorship is not patronage it was a valuable way of marketing health messages.

Sponsorship is about communicating a vision, of a health ideal and striving on various levels to communicate that message –

It's concerned with achieving change on multiple fronts including the environment the media, the target group which contribute to a healthier lifestyle. The beauty of sponsorship as a medium



is that it reaches people in settings where they work, have fun and spend leisure time.

Sponsorships is a mutually beneficial arrangement struck between a Health Agency and a sponsored organization or event. The health agency assists with the financial resources that the event or organisation needs to deliver a quality product to their audiences. In turn the organisation or event provides access to an audience and opportunities to get health messages and information across to that audience. Health agencies want to increase the awareness of a positive health message eventually, modify behaviours and attitudes in line with that message.

## **EXERCISE 2**

**Read the passage below and then copy edit it (using track changes).**

The gender dynamics of police work in the community is an area rich with dilemmas. An overwhelming number of the Victoria Police is male and yet there expected to meet the needs of everyone in the community, obviously this gender imbalance creates difficulties for police officers as well as for woman particularly young women. Young female victims were most reluctant to report sexual crimes to male police especially given society's attitudes towards victims of sexual crimes -e.g. 'she asked for it'. These women fear they will be taken seriously.

In comparison two young male offenders, young female offenders are also at a disadvantage. Due to the small numbers of women in the criminal investigation branch (C.I.B. young female offenders, alone and frightened, is generally dealt with by male police officers. Sometimes these male police officers are influenced by the double standard of morality in our society, that sees law-breaking by young men as 'boys will be boys' behaviour but law breaking by young women as 'unfeminine'.

Consequently young female offenders experience some police behaviour directed towards them based on moral rather than legal grounds. In practice this means that despite young woman "committing" less socially threatening offences than they're male counterparts, they were often dealt with more severely by the system i.e. police and courts.

Despite the low numbers of women in the Victoria Police force, positive attitudes by young women combined with good police practise can go a long way to improving the relationship between the two groups. This module examines through statistics case studies, reports and newspaper articles the dilemmas faced by both groups and explores some strategies to improve the situation for both groups.

# Tutorial Seven

## The Editing Process – Proofreading

All material included in a book, magazine, newspaper or other publication must be proofread before it goes to print. Proofreading is the final step.

Errors and inaccuracies distract and detract from the book or article. Good writing and copyediting can be let down by poor proofreading. It is essential to read slowly and carefully, looking at every word, every letter and space and all punctuation.

A proofreader must

- mark for correction all typesetting errors and faults in layout and type specifications
- mark any spelling errors
- check the house style
- check figures and tables
- check and correct any errors in grammar and punctuation
- check hyphenation at the end of lines
- draw attention to any obvious errors of fact that appear to have been overlooked
- mark, query or check any inconsistencies, such as discrepancies in spelling of names, styles of figures, spans of numbers or periods of time, ages, dashes, inconsistent capitalisation and punctuation

When proofreading it is important to have the original manuscript alongside the draft you are proofreading. Often words have been left out accidentally in the typing or layout process, or a particular style has been employed on purpose by the writer for example they may have not used any punctuation. It is important to read and check corrections alongside the original manuscript.

Nothing can be taken for granted – everything must be checked

### **There are two approaches to proofreading:**

1. Read the copy through first for sense, noting any queries in pencil in the margin as you read. Then reread in detail, cross-checking against the original document to ensure that all the material has been typed (or typeset). Look at consistency of spelling and punctuation, missing or repeated words at the end and beginning of lines, the sequence of numbers etc.
2. Alternatively, adopt the reverse order, reading in detail from the manuscript to the proofs. Then later reread for overall sense and flow.

Choose the approach that best suits you.

## Proofreading Hints

- Remember if you are proofreading your own copy, be alert to your blind spots.
- Place a strip of card, or ruler, across the proof and move it down a line at a time. At the same time keep a finger of your free hand on the place in the manuscript, or use a ruler to mark where you are.
- When you find an error in a line, your eye may skip over nearby words and you will miss further errors on the same line. As soon as you have marked the initial correction re-read the line before continuing.
- The typesetter/typist may have unconsciously changed one word for another similar in spelling (to/too, principle/principal) so read carefully for the sense of each word.
- Possessives and apostrophes may have been miskeyed (it's for its) check for these carefully.

## Symbols for proofreading

Symbols are used by proofreader to highlight error and give instructions. It is important to become familiar with and use these symbols. The proof symbols are a 'language' that can be read by typesetters and typists making the final changes to ensure that proper corrections are made.

All text marks must have corresponding correction marks in the margin and vice versa.

The Symbols for proofreading can be found on page 523–525 of the *Style Manual*.

You need to learn to use all the symbols. Nonetheless, common sense should apply at all times. If you can't work out the 'correct' symbol you still need to signify a correction. Always strive for clarity and avoid potential ambiguity.

## EXERCISE 1

There is an error in each sentence/phrase (the correct sentence is written below the one with the error). This is an exercise in using proof symbols.

### **1 Text is missing and needs to be inserted**

Our needs determine us, as much as we our needs.

Our needs determine us, as much as we determine our needs.

### **2 Delete**

What one has to do usually cannot be done.

What one has to do usually can be done.

### **3 Substitute or insert character(s) under which the mark is placed, in 'superior' position**

Will said, "I'm leaving now.'

Will said, "I'm leaving now."

### **4 Leave as printed**

~~I don't care what they say.~~

I don't care what they say.

### **5 Change to Italics**

Science may find a cure.

*Science may find a cure.*

### **6 Change to capitals**

The last dance.

THE LAST DANCE.

### **7 Substitute separate letters for diphthong**

The æ should be separate letters.

The ae should be separate letters.

## **8 Use capital letters for initial letters and small capitals for rest of words**

the australian media guide

THE AUSTRALIAN MEDIA GUIDE

## **9 Change to Bold type**

Liberty too can corrupt.

**Liberty too can corrupt.**

## **10 Underline word or words**

The real test will be on the day.

The real test will be on the day.

## **11 Change to lower case**

The only way to STOp smoking is to stop.

The only way to stop smoking is to stop.

## **12 Wrong font to be replaced by letter of correct font**

Everything tastes **better** out doors.

Everything tastes better out doors.

## **13 Close up deleted space between characters**

Bring ing them to gether was not easy.

Bringing them together was not easy.

## **14 Insert space**

Paul,Tom and Rosa wentto the movies.

Paul, Tom and Rosa went to the movies.

### **15 Reduce space between lines**

The best impromptu speeches are

the ones written well in advance.

The best impromptu speeches are

the ones written well in advance.

### **16 Reduce space between words**

Winter clothes.

Winter clothes.

### **17 Transpose**

She never told the truth but she lied never.

She never told the truth but she never lied.

### **18 Place in the centre of line**

The Ned Kelly

Story

The Ned Kelly

Story

### **19 Indent one em**

The last train left five minutes ago.

The last train left five minutes ago.

### **20 Move matter to the right**

We are in the

past.

We are in the

past.

**21 Move matter to position indicated**

Variety is the spice of life.

Variety is the spice of life.

**22 Move to the previous line of page**

It takes five

people to hold up that table.

It takes five people to hold up that table.

**23 Begin a new paragraph**

She left her hat behind. It had been the longest day I could remember.

She left her hat behind.

It had been the longest day I could remember.

**24 No fresh paragraph here**

She left her hat behind.

They would not let a woman without her hat into the church.

She left her hat behind. They would not let a woman without her hat into the church.

**25 Spell out abbreviation or figure in full**

Figs 2 and 3 show a side view of the property.

Figures Two and Three show a side view of the property.

**26 Insert comma**

Blue red and green

Blue, red and green

**27 Substitute a full stop**

It was the last day of school, Tom ran all the way home.

It was the last day of school. Tom ran all the way home.



### **28 Substitute a one-en rule**

"Stay where you are - don't move."

"Stay where you are – don't move."

### **29 Insert ellipsis**

The day was almost over

The day was almost over...

### **30 Refer to appropriate authority anything of doubtful accuracy**

She was born in 1908.

She was born in 1909.

## **EXERCISE 2**

Proofread the passage that has been given to you by your tutor. Use proofreading symbols.

# Tutorial Eight

## The Editing Process – Structural Editing

The first part of the editing process involves assessment of a manuscript's structure. With a work of fiction, this involves reading the entire manuscript in order to analyse and assess its structure. Only a few editors have enough experience and sensitivity to literary issues to perform this task well.

A work of non-fiction is usually an easier manuscript to edit structurally. One of the reasons for this is that it is usually divided into discrete chapters and subheadings within chapters. Assuming we are working on such a manuscript a number of questions need to be considered:

- Are the headings really necessary?
- Do the headings follow a logical sequence?
- Do the headings accurately describe the text that follows?
- Are the headings brief and well worded?
- Should there be more headings? or fewer? or none?
- After a heading such as "The four-step approach" are the four steps listed?

### Multi-author books

Structural problems that can arise in multi-author books are:

- variation in the depth of treatment of sections of the text, often signalled by differing chapter length
- different formats within chapters (for example, some authors including student activities or bibliographies, and some not)
- inadequate division of responsibility, leading to unnecessary repetition, or to omissions of important information.
- variation in language and style

## EXERCISE 1

Examine the contents page below and identify its structural problems. Work out how to improve the manuscript's clarity and structure. Edit the table of contents using track changes.

***Remember you're looking at the structure of the book – order, length of sections, headings etc.***

Ann Author, ed., *A history of indoor sports, games and pastimes in Australia*

### Contents Page

AFL, Cricket and the great outdoors	1–14
Australian Snooker, Billiards and Eight Ball	15–32
The Growth of Australia's Built Environment	33–48
Introduction	49–54
The Great Sell-off: The Shrinking Public Space since 1932	78–80
The History of Card Games in Australia	81–82
Gymnasiums and Self-Image	83–89
Tiddlywinks, Draughts, Snakes and Ladders, and Backgammon	90–134
Pub Games and Masculinity	135–136
Net Cords: Indoor Volleyball, Badminton and Royal Tennis	137–190
Netball: From Field to Stadium	191–193
The Public/Private, Masculine/Feminine Split: Gender and the Spatialization of Australian sport 1890–1914	194–196
Australian Surf Carnivals	197–210
Still Water Sports: Rowing, Sailing, Swimming and Water Polo	211–220
The rise of the Indoor Stadium in Australian Sport	221–228
Index	229–232

# Structural Editing Paragraphs

Characteristics of the paragraph:

- It is complete – it provides as much information as the reader needs.
- It is unified – it is built around a central idea and has a consistent tone and point of view.
- It is ordered – it is coherent; it provides a pattern that makes sense to the reader.
- The front part of the paragraph is usually thematic — it usually signals in a sentence or small group of sentences what the rest of the paragraph is about.

## **Paragraph One**

Basically human beings organize in order to get things done. Politicians try to build a strong culture for two reasons. Paul Keating was the first to link communication skill with diplomatic effectiveness. The presence of these linkages reveals patterns of horizontal communication between different groups. Some experts reject the claim that electronic-information processing technology leads to recentralisation or authority.

*Problem: The transgression of all three definitions of the paragraph. It has no coherency, unity or logic*

## **Paragraph Two**

My inter-library loan has not shown up yet. I need this inter-library loan to finish my assignment; so this is a problem. I have always maintained that it is best to be honest with librarians and expect them to be the same with you. This is a trait that is too often missing these days. The librarian has not told me when the book might arrive.

*Problem: Off the topic*

## **Paragraph Three**

I have great pleasure in informing you that your job application has been successful. Please reply within one week regarding your acceptance. You will be expected to take up duties within the month, and re-location expenses will be paid if the necessary receipts are presented to the finance division. And if you aren't too flaked out after your move, drop in for a chinwag before taking up your duties.

*Problem: Doesn't keep the same tone*

## **Paragraph Four**

You will need to fill out the subject amendment form to change your enrolment. Then take the subject amendment form to the subject co-ordinator for signature. Once this has been re-signed, students can then re-enrol.

*Problem: Changing point of view from the second person (you) to the third person (the student/s)*

## EXERCISE 2

**Identify the problems in the following paragraphs and rewrite (using track changes) them so they make sense.**

1. To establish and preserve a suitable tone, you need language sensitivity and skills. You know . . . like the tone used by the channel seven newsreader.
2. Effective communicators know that how you write, as well as what you write, can establish your credibility as an honest and intelligent communicator. I myself have done this many times.
3. Curb your desire to be sarcastic. Do not reply to an unconvincing proposal written by your subordinate with 'I found your argument less than compelling'. So, do not make outrageous claims, do not be illogical, and do not violate the values of your reader. Most people react adversely to this kind of tone.
4. Problems in tone can occur when the reader and writer have different attitudes and make different assumptions. But we suspect it most frequently occurs because many writers are insensitive to the effects of their words on readers. Students and lecturers often have this problem. You might be able to think of some other people.

# Tutorial Nine

## Inclusive language

Language both reflects and shapes social reality. Discriminatory language devalues or demeans individuals or groups of people, and is therefore, both a symptom and a contributor to, the unequal social status of women, Indigenous peoples of Australia, people of a certain age, people with disabilities, people from various ethnic and racial backgrounds and people of differing sexual orientation.

In writing and editing it is important to be aware of and eliminate language that discriminates against groups or individuals in any way.

### 1. Re-write the following sentences

1. The gays have many organisations that help raise awareness about civil rights.
2. Employees are welcome to bring their wives to the dinner.
3. A grandmother was arrested for shoplifting today.
4. A good doctor always puts his patients at ease.
5. Physically handicapped people suffer from discrimination.
6. An employee has expressed her concern about sexual harassment.
7. More ethnic people live in the western suburbs than the eastern suburbs.
8. A student should study if he wants to succeed academically.
9. John, an elderly man, Sara, and Maria, a Muslim female, meet regularly at the library to discuss their favourite novels.
10. Cancer patients need special seating at the conference.
11. The population of Aboriginals in Darwin is higher than in Melbourne.
12. We need someone to man the desk.

## 2. Language and disability

Discriminatory language in relation to the portrayal of people with disabilities is characterised by derogatory labelling, depersonalising, emphasising the disability rather than the person, stereotyping and patronising.

### Instead of:

### Use:

The disabled/the handicapped/  
disabled people

.....

The physically handicapped

.....

A paraplegic/paraplegics

.....

An epileptic

.....

The deaf .....

Wheelchair bound .....

If it is appropriate to refer to a person's disability, choose the correct terminology for the specific disability. Use of imprecise terms such as 'vertically challenged', 'physically challenged' or 'differently abled' are euphemisms and should be discouraged.

### **Stereotyping and patronising language**

Positive portrayal of people with disabilities is a matter of presenting them as individuals with a variety of qualities. It does not mean that a person's disability should be hidden or ignored or seen as irrelevant, but it should not be the focus of description except when the topic is disability.

Likewise, using terms 'victim' or 'sufferer' dehumanises and emphasises powerlessness. For example, 'polio victim' or 'AIDS sufferer'.

## **3. Language, Race and Ethnicity**

The majority group in Australia is people of Anglo-Celtic descent, which establishes this group as the norm against which other (minority) groups are judged. As a result the ethnic features of Australians of Anglo-Celtic descent are seldom mentioned, whereas those of other groups are stressed.

### **Undue emphasis on 'differences'**

The following are examples of headlines and reports:

- 'Greek man kicked to death.'
- 'Viets charged on tax fraud.'

The term 'Australian' should refer to any Australian citizen irrespective of ethnic or racial background or country of birth.

Be consistent. If descent or ethnicity needs to be distinguished, apply it equally to people or groups.

Not appropriate:

- The restaurant was crowded with Vietnamese and only a few Australians.

## Indigenous people of Australia

Many Indigenous people of Australia feel the use of the noun 'Aboriginals' is degrading. Its use as an adjective is acceptable.

Eg. The Aboriginal Education Unit, the Aboriginal people of Australia, Aboriginal students.

Many Indigenous people prefer separate linguistic and cultural identity. These are some accepted terms.

Identify the following:

<b>Term:</b>	<b>People:</b>
Anangu	.....
Koori	.....
Murri	.....
Nyunga	.....
Yolgnu	.....

These are still general terms so it is important to identify Indigenous people with terms they wish to use.

## 4. Language which discriminates on the basis of sex

### Titles and other modes of address

Titles and modes of address should be used consistently for women and men.

Change the following

- Mr Abbott and Julia Gillard disagreed on tax breaks .....
- Mr Howard and Janette attended the dinner .....
- Albert Einstein and Dr Margaret Mead presented papers at the conference .....
- Miss Jones, Ms Smith, Mrs White and Mr Green are excellent employees .....



## Gender-neutral, gender-specific and gender-bias

### Pronouns

Avoid the pronoun **he** when both men and women are included.

Everyone has a right to his opinion.....

The convicted criminal may exercise his right to appeal

.....

The word 'man' is ambiguous as it can mean either human being or a male human being. Find alternatives for 'man' as a generic term.

- Mankind .....
- The best man for the job .....
- The man in the street.....
- Manpower.....
- Manmade .....

And using 'man' as a verb

- We need someone to man the desk.....
- Manning the office.....
- She will man the phones.....
- Sportsmanship.....
- Workmanlike.....

The greater presence of women in a whole range of occupations means we need alternative forms and titles and consistency whether the main incumbents are women or men.

Use alternatives for:

- Policeman .....
- Businessman .....
- Layman .....
- Headmaster .....
- Chairman .....
- Actress .....
- Comedienne .....

- Waitress .....
- Air hostess .....

**Give examples of gender-specific words**

1. ....
2. ....
3. ....
4. ....
5. ....

**Re-write to remove the following patronising expressions:**

- The girls in the office are very efficient  
.....
- The ladies had a night out without the men  
.....

**Sexist descriptions**

If men and women have similar personality traits then parallel language should be used to describe them.

Not, for example:

- Strong men and domineering women
- Assertive men and aggressive women
- Angry men and hysterical women
- Her behaviour was typically female

**Rewrite the following letter to remove gendered writing where it is inappropriate.**

Jonathan Powers  
Director, Neonatal Research Centre  
Canberra University

30 February, 2012

Professor Meredith Taylor<sup>25</sup>  
Centre for Women's Health Research  
Royal Women's Hospital, Ballarat

Dear Professor Taylor  
**Re Exercise and Birth Weight Project**

As you may be aware, my colleagues and I are undertaking a nationwide study into the effects of regular exercise by a mother during her pregnancy to determine whether or not various patterns of exercise have any influence on the birth weight of babies.

We are hoping that you may be able to establish at the Royal Women's Hospital in Ballarat an information and monitoring group; to assist us with gathering relevant data from expecting mothers in the Ballarat region. Each person participating in the study would be required to keep a weekly diary of his or her exercise regime. She or he would also be required to attend two interview sessions at the hospital. And she or he would also have to be prepared to allow the monitoring group access to her medical records and those of her baby once it is born. Naturally, all the collected information would not be recorded under her name and absolute confidentiality of records would be assured.

The monitoring groups that have been established in other areas have included the following personnel: one obstetrician or gynaecologist (he would be expected to attend a monthly meeting); one nurse with midwife training (we would need her to attend more regular meetings, possibly once a month) and one hospital administrator (he would attend all meetings).

We are able to provide you with a more detailed account of the purposes and methods of the research project. Please let me know if your department in the Royal Women's Hospital in Ballarat might be able to involve itself in this important research. You can contact me on (03 9365 1712) or my assistant, Dr Silvia Brancusi (she is available on the same number).

Yours sincerely  
Jonathan Powers

# Tutorial Ten

## House Styles

### Style guides

Style guides are those general rules covering a publisher's decisions about style. These include choices to do with preferred spellings, abbreviations, use of numerals, punctuation and so on. Your *Style Manual* is a style guide used by a number of publishers and other organisations in Australia. There are a number of others. **Go to the reference section of the library and find another 6 books that could be used as style guides. List them below:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### Style sheets

Style sheets, on the other hand, are job specific and are generated by an editor in the process of editing a manuscript for publication. They are generated to ensure consistency of usage for the particular job.

All style guides/sheets share common objectives:

- **accuracy, clarity, brevity** in writing
- use of plain English
- avoidance of old-fashioned words and phrases
- **consistency** in presentation of material

With these objectives, style guides/sheets seek to ensure continuity of style for publications in series.

Examples of style sheets:

1. *Style Manual* pp 264-265
2. *Australian Editing Handbook* pp 37-38

## EXERCISE 1

Draw up a style sheet copying the example on p. 264-65 of the Style Guide

Using copy supplied by your tutor, create your style sheet.

- **What are the limits of this kind of style sheet?**
- **How could it be improved?**

## EXERCISE 2

In this exercise you are going to create your own style sheet and determine its elements as you want them.

To do this you first have to proof read the attached text (use the *Australian Editing Handbook's* Symbols). In this process of your proofreading you will be determining your style elements for your sheet. Feel free to alter style features in the given text if you think that you prefer them otherwise.

### **Here's the Text:**

(adapted for the purposes of this exercise from Philip Bell's Book Review, "Racism, Ethnicity and the Media", *APJ*, Vol. 21 (3), 1994 pp 117-118)

The role of the academic is in many ways that of a gatekeeper: he takes it upon himself to champion the cause of the little man.

For several years, researchers at the University of technology, Sydney, have conducted an extensive research project into racism and ethnicism in the (multicultural) Australian media. The team led by Heather Goodall, and Andrew Jakubowicz have published many papers and reports, but no single presentation of their wide-ranging analyses has previously been published. Many favorite publishers, Allen & Unwin have now given this important work a more accessible form.

Racism, ethnicity and the media condenses the UTS Groups research program into a very concise two hundred pages, which covers how and why the Australian Media constructs identities and differences through discourses of race and ethnicity (including most important, mythical anglo Australian ethnicity). It ranges over theories of new racism (see pp one hundred and

two), 'the nation', and globalising trends in Media Industries, as well as offering a critical perspective on many aspects of public policy, especially Multiculturalism. And it backs all this up with very economic resumes of precisely what the media do in addressing (or averting their gaze from) multicultural Australia in the 1990's.

This is clearly the most theoretically informed and ideologically impassioned treatment of these issues yet published. It presents enough case studies and empirically-grounded interpretations of the media's role in reproducing a particularly Australian form of ethnicism to convince even the most recalcitrant that what is presented as a 'natural color' and 'real' in the pages of the papers and on our television screens is central to the issues of inequality and justice. The authors refuse to throw up their hands in surrender at Post-modern incoherence and instead argue that the media will continue to provide one of the 'key sources of power for defining the future.' Its up to the media critic now to prove the authors wrong. But he needs to come up with many a solid argument.

Along the way the authors discuss the various means by which Aboriginals have been marginalised, the ubiquity and significance of the blonde Aussie mum, Wogs out of work, policy, regulation, and audiences, as well as the role (and limitations) of the Special Broadcasting Service. They succeed in keeping their discussion of those representations and institutions linked to issues of class and gender. Or are they making the covert point that the media is failing to relate representation to issues of class and gender as a matter of course.

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### EXERCISE 3

Those of you doing an editing project split into your groups.

You are now going to work as a team on some 'house style' elements which you want to apply to your publication.

Start drawing up a Style Guide to determine preferred ways of spelling, punctuating abbreviating, word usage etc.

Draw up an A to Z box format for your style guide and start entering style details in your boxes.