



copy Editig^{SP}
by Rhonda Moor^e



How to Stay in (AP) Style



Educating the Leaders of Tomorrow

COPY EDITING

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COPY EDITING PRACTICE PACKETS

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"Editing might be a bloody trade, but knives aren't the exclusive property of butchers. Surgeons use them too."
- Blake Morrison

Do you know...
the difference between "accept" and "except?"
"Accept" is a verb.
Examples:
"She accepted his proposal."
"I like all vegetables except cauliflower."

Make no mistake

Careful editing is as important as writing

Editing isn't easy. All writers find mistakes in their work. Correcting those mistakes is part of the writing process. Students don't like to have their work returned to them with lots of corrections, but they also don't want their work to be published with those mistakes.

Whether you are a beginning journalist or the editor-in-chief, you need to learn to edit your work and the work of others. Don't rely on your teacher to find all the mistakes. He/She won't. Why? Because it's hard for one person to catch all the errors.

If you are an editor or hope to be an editor, you must learn to work with other staff members to help them see the mistakes they overlook. When you are writing something, you know what you want to say, but sometimes the words don't say what you want them to. That can cause your stories to sound awkward. You want your stories to flow smoothly so that they are easy to read and get your point across. Once your story is pretty much done, get someone who hasn't been a part of your writing process at this point—I always called it "fresh eyes"—to check your story. For example, your wording may be awkward or you might have forgotten to attribute some information.

However, if you want to be a good, if not great, writer, you need to take responsibility for your own work. Don't rely on someone else to catch all the mistakes. Look in any professional newspaper on any given day. There will be a small paragraph or two correcting mistakes from the previous day. Even the professionals struggle to get everything correct.

"The main thing I try to do is write as clearly as I can. I rewrite a good deal to make it clear."

- E.B. White

Copy editing symbols, cont'd.

3. Use three lines under a letter or word to indicate it needs to be capitalized. Use two lines for small caps.

Examples: america = America
 America = AMERICA

4. Use "caret" symbols to indicate you need to add or change a letter, word, punctuation mark, etc.

Examples: Amerca
 Amerca
 Its going to be a long hot day.

5. To insert a period, put a circle around a dot.

Example: I love chocolate candy. = I love chocolate candy.

6. To indicate the beginning of a paragraph, use ¶ or ¶.

7. To indicate no paragraph break, use a "snake" line.

Example: "It was all I could do to stay awake," Jane
 Smith said. "The speaker was so boring."

8. To indicate something should be centered, use backward brackets.

Example:] This is a Title [

9. To indicate the reader should ignore the correction because it was correct as written, use STET.

Example: This sentence is correct. ^rSTET

Did you know...

when you are naming more than one high school, you use "high schools," not "High Schools?"

Example:

"She has attended both Leaguetown and Central high schools."

Get to the point

Contest will also check concise writing

English teachers teach their students to write with large vocabulary words and to use flowery phrases. Forget all of that when you walk into a journalism room. One of the best lessons learned in a journalism class is how to write concisely. Learning to get to the point and explain ideas clearly without cluttering up the information with long words and confusing phrases will help everyone become better writers. Look for ways to make the examples on the test more concise.

Writing concisely means getting rid of unnecessary words. For example, "completely destroyed" means the same thing as "destroyed." All warnings are in the future, so "future warning" doesn't need "future." "In the near future" should be "soon." You will eventually begin to see these and learn to avoid them. See more examples in Appendix B.

Another way to write concisely is to avoid passive voice. Passive voice says "what was done by whom" rather than "who did what." Example: You want to write "Nick drove the car" rather than "The car was driven by Nick."

You should try to always write in active voice with strong verbs, and a good way to do that is to avoid "to be" verbs whenever possible. Example: "She was studying for the test" should be "She studied for the test." Look at the list of "to be" verbs in Appendix B.

If possible, do not begin a sentence with "There is," "There were," "There will be" or any variation thereof. Avoiding those will help you tighten your writing.

AP•titude

Capitalize

"hurricane"

when it is part of the name of a storm, but use "it" and "its" in the pronoun.

Example:

"Hurricane

Harvey left

thousands of

people

homeless after

it hit the Texas

coast."

"If you re-read your work, you can find on re-reading a great deal of repetition can be avoided by re-reading and editing."

- William Safire

Part 1 corrections

1. She asked for a pass to see her **counselor** / **councilor**.
2. Louis found what he needed at **Wal-Mart** / **Walmart**.
3. The video class is **live streaming** / **livestreaming** the football game.
4. Not studying for the test was a **dilema** / **dilemma** for Gary.
5. When I was a kid, I had an **imaginary** / **imaginery** friend.
6. The **students's** / **students'** class pet is a hamster.
7. The teacher told her students to turn to **page** / **Page** 324.
8. The artist's **pallet** / **palette** had several blue hues.
9. **Halley's** / **Haley's** comet appears every 75 years.
10. She took his comment to the group **personally** / **personaly**.
11. What are your plans for Valentine's **day** / **Day**?
12. The president may change her **Cabinet** / **cabinet** members soon.
13. The **temperature** / **temperture** is expected to drop 10 degrees.
14. She wants to work at **St.** / **Saint** Jude Children's Hospital one day.
15. A search team was formed to find a new **principle** / **principa**.

Did you know...

in attribution, the verb "said" goes after the name. And "said" will be used 99 percent of the time. Don't use "sighed," "stated," "says" or any other synonyms unless you have a specific reason for doing so.

"Think like a wise man but communicate in the language of the people."

- William Butler Yeats

Part 2a - Practice

Edit the following sentences to eliminate FOUR errors in wordiness as well as any errors in AP style, grammar, spelling or punctuation in each of the five items. Use clearly understood editing symbols. (2 pts. each)

1. Wher are the ten books I left one that shelve?
2. Junoir Steve Smith has live at 100 Pennsylvania Avenue for most of his life
3. Did you visit the capitol while you were in Washington, DC for the conference?
4. The students in the Theater Department plan to present Cyrano de Bergerac.
5. Each member of the Beatles were great song writer.
6. She workss to edacate students about drug use including cigaretes.
7. Im not looking forward to my next dentel appointment, I think I has cavities.
8. The basket ball team says they have a good chance of winnning district.
9. "In My Life" was sung by the choir at their Fall concert.
10. "Whats in a name," Juliet asks the Universe because she loves Romoe.

Do you know...

the difference between

"than" and

"then?"

"Than"

compares

things. "Then"

places events

or things in

order.

Examples:

"She said

books are

better than

movies."



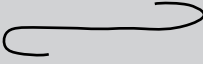





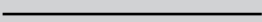
"Do your

homework then

watch TV."

APPENDIX A

Copy editing symbols

Description	Symbol	Example
spell out		He made 5 mistakes.
use figure		He ate eleven donuts.
no paragraph		"I'm not sure what to do," he said. "It's all so confusing."
en dash		Insert an en dash here.
em dash		I will go to the party maybe.
flush left		Make this flush left.
flush right		Make this flush right.
boldface		No, her mother emphasized.
italics		But where is my toy?
story continues	more	"I want salad for lunch." -more-
end of story	-30- or #	"No salad here." -30-

"I don't think anyone is ever writing so that you can throw it away. You're always writing it to be something. Later, you decide whether it'll ever see the light of day. But at the moment of its writing, it's always meant to be something. So, to me, there's no practicing; there's only editing and publishing or not publishing."

- Steve Martin

