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### Sample of Critical Thinking Editing

This sample was taken from an Editing Professional Writing course I took during my graduate degree program. The questions come from *Technical Editing*. 5th ed written by Rude and Eaton.

1. “Imagine the situation in which these documents are used. How might the concepts discussed in this chapter—origins and impact, readers and use, culture and expectations, accessibility, and constraints on development and production—affect these documents?”

(Rude and Eaton 26)

1. “C. A 5<sup>th</sup> grade science textbook” (Rude and Eaton 27)

For this discussion, I decided to go with the 5<sup>th</sup> grade science textbook. For a 5<sup>th</sup> grade science textbook, the origins and impact are to teach 5<sup>th</sup> graders about science and topics they may not be familiar with. The readers are 5<sup>th</sup> grade students and their teachers, the use is to teach them and more than likely walk them through experiments. Because the goal is to teach 5<sup>th</sup> grade science to 5<sup>th</sup> graders it should be written at a level they can understand in a more relaxed tone. The culture would be traditional publishing and the classroom setting/culture. The expectations would be for each 5<sup>th</sup> grade student to have a copy of this textbook to either read along with the teacher or read at home. For the classroom culture, the books will probably have questions at the end of each chapter for open discussion for the class. For accessibility, this should be on the 5<sup>th</sup> grade reading level. I would imagine that in order to receive a brail copy the school would

have to ask specifically for the said copy as well as an audio copy. The constraints would be that each lesson would have to teach 5<sup>th</sup> graders a topic in probably 20-30 minutes. This time constraint would allow students to ask questions and learn from the teacher as well.

2. “Using the same document in question 1, how do you think readers will use them? How will they create meaning with them? Will they be reading selectively or from beginning to end?” (Rude and Eaton 27)

I think it depends on the teacher whether or not a 5<sup>th</sup> grade science textbook is read from beginning to end or selectively. I think they would have to take into consideration testing material and what students need to know. I also think they are more likely to skip experiments if there are many throughout the book and focus on a few. I think the readers, the students, and the teachers will use the textbooks to learn. The students will more than likely take these home to read. I do believe each chapter would be read from beginning to end but probably skimmed by students. So most of the key points should be in the headers of each paragraph. I think meaning will be created by using images of things that go along with each chapter such as mitochondria diagram images if they are learning about cells. This would give them a reference to make meaning out of the words on the page. I do remember too many colors and images in textbooks like these creating too much visual noise for me to focus. I would recommend just a few images every three pages or so. I think creating a small character that could keep them engaged in the reading and lead them from one point to the next would be great. It would be small, a calming color, but fun for them to find throughout the book helping them learn. It could be an animal like

an owl, or maybe a kid dressed as a scientist. This kind of character would create meaning for them.

Work Cited

Rude, Carolyn D., and Angela. Eaton. *Technical Editing*. 5th ed., Longman, 2011.