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### Sample of Design and Style Editing

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

For this discussion, I decided to answer question 1 from Chapter 15, because I am not familiar with looking at sentences this way. I wanted to give it a try. The original sentences are numbered, and the edited versions are listed by letter.

1. “*Sentence Core*. Edit the following sentences to use the sentence core effectively and to place subject and verb together near the beginning of the sentence.” (Rude and Eaton 229)
  1. “The focus of the test Experiment II was tangential to and not a direct approach to leadership.” (Rude and Eaton 229)
    - A. Experiment II touched lightly on leadership, it did not take a direct approach to leadership.
  2. “The major framework of her policy involves a discussion of health care funding.” (Rude and Eaton 229)
    - A. The policy requires a discussion of healthcare funding to proceed, with the major framework.

3. “Some studies have revealed that there has been a small increase in mastitis cases involved with BST-supplemented in cows.” (Rude and Eaton 229)
  - A. BST supplements have, in some studies, been proven to create a small increase of mastitis in cows.
4. “The expected results of the use of BST supplements is an increase in the profitability of the dairy producer operations.” (Rude and Eaton 229)
  - A. BST supplements are proven to increase dairy producer operations, which in turn increases profitability.
  - B. BST supplements are expected to increase dairy producer operations and profitability.
5. “The reason why video vignettes are less used than lecture in corporate ethics training is because of the higher cost and less available resources.” (Rude and Eaton 229)
  - A. Lectures are preferred in corporate ethics training to video vignettes because of their lower cost.

For Chapter 18 I decided to answer question 5 to test my abilities with the subject matter.

5. “*Displaying Lists*. The subject of the following two paragraphs is radar. Both paragraphs, like the document in figure 18.2, have embedded lists. Format the two paragraphs to display the lists. In example 1, you will have to determine which list(s) to display and which to leave in sentence form. Edit for punctuation, spelling, and completeness of information as well as format. Then, with other class members or in writing, discuss the basis for making a decision about whether the original paragraph format, the list format,

or perhaps a third alternative is the best choice for these paragraphs. If you have questions about meaning, formulate queries for the writer.” (Rude and Eaton 281)

**Example 1:**

“Test planning—Mission planning defines the number and type of missions together with the actual flight plans for the mission to efficiently gather data. The needed data includes distributed clutter, discretely, and targets in clutter under varying conditions such as: clutter types: meadows, trees, tree lines, desert; target types: both civilian and military, in these clutter environments and in various target configurations; and environmental conditions: wet, dry, snow. The mission planning will reflect inputs solicited from MMW government and industry communities to make the data base widely useful.” (Rude and Eaton 281)

**Example 1 Edited:**

**Test Planning**

Mission planning defines the number and type of missions with the actual flight plans for the mission to efficiently gather data. The data needed includes distributed clutter, discrete, and targets in clutter under varying conditions such as:

*Clutter Types:* Meadows, trees, tree lines, and deserts.

*Target Types:* Civilian clutter environments, and military clutter environments, both with various target configurations.

*Environmental Conditions:* Wet, dry, and snowy.

The mission planning will reflect inputs solicited from MMW government and industry communities to make the database widely useful.

### **Explanation of Example 1 Edit:**

For **Example 1**, I decided to create a Testing Planning heading to alleviate the confusion about whether this paragraph has to do with mission planning or testing planning. Creating the header makes it clearer that this paragraph is about testing a database to help with mission planning. I left the “data needed list” alone since it was short and did not go into much detail. I separated the different types and conditions that are needed for accurate data collection into their own list. I did not add numbers because I felt it cluttered the list making it too distracting. To minimize the number of distractions I added spacing in between each list item, giving them room to breathe. I also separated the sections into categories and tried to make them easier to read.

### **Example 2:**

“Three difficulties exist with 2-D images from a data analysis point of view. 2-D images are typically processed over a narrow angle of rotation (1 degree is typical). 2-D images in radar coordinates are also difficult to compare at different aspect angles because the target orientation is different in each image. The third difficulty is the elevation ambiguity inherent in 2-D radar imagery.” (Rude and Eaton 281)

### **Example 2 Edited:**

Three difficulties exist within 2-D images from a data analysis point of view. The first is that 2-D images are typically processed over a narrow-angle of rotation, usually at 1 degree. The

second is that 2-D images in radar coordinates are difficult to compare at different aspect angles because the target orientation is different in each image. The third difficulty is the elevation and ambiguity inherent in 2-D radar imagery.

**Explanation of Example 2 Edit:**

For **Example 2**, I had a hard time finding the three difficulties the first time reading through. After reading through the last sentence, it became easier to figure out the other two difficulties. I decided to introduce each difficulty sentence as first, second, and third. I think this helps with the flow and doesn't completely change the tone of the paragraph. I also deleted the parentheses in the second sentence, because the "1 degree" felt like very important information that needed to be included in the text. Since the 1 degree is what makes it difficult.

For both examples, the list formatting works well. **Example 1** worked well with the actual list and it created a better flow for the whole paragraph. Making it easier to understand. With **Example 2** the list within the paragraph also created a better flow and made it easier for the reader to find the difficulties.

Work Cited

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