December 6, 2011

Dear Sister Moen:

We have enjoyed editing discussions for the Foundation Humanities: Art and Propaganda in the Twentieth Century course. Our group was assigned the discussions "Art and Propaganda," "The German Empire & Wagner," and "The Development of Impressionism." We have striven to meet the goals you established in class, including providing an intensive content edit, improving readability, and increasing the focus on humanities.

Discussion Survey and Work Process
We designed our work process to effectively utilize the editing process. To ensure maximum efficiency, we drafted a work schedule with frequent deadlines. Each team member kept daily deadlines to review and revise the assigned discussions and then passed the discussions to the next assigned group member. Each team member reviewed the discussions several times, guaranteeing meticulous, detailed editing. In addition, each group member was assigned a specific master role. The editor with the master role had the final say in each category. These categories included clarity, terminology, mechanics, and historical accuracy. All of these decisions enabled us to implement a thorough content edit.

Audience Research
We understand that research is imperative to the process of editing a textbook. As part of our research, we prepared questions for in-class question and answer sessions with you. We carried out all of your requests, such as homogenizing the overall discussion format to fit the learning model. In addition, Skyler and William met with you outside of class to discuss your overall goals for the text. Individually, each member of our group read through the FDHUM course syllabus to gain greater understanding of the course's intentions. By going through the research process, we were able to implement our personal goals, the goals of the course, and your goals for the text.

Computer Checks
Our group implemented scrupulous computer checks using the find and replace function in Microsoft Word. We replaced all capitalized instances of *impressionism*, *symbolism*, and *modernism*, along with their variations, with their lowercased forms. Using the same function in Microsoft Word, all instances of the German words *leitmotiv* and *motive* were replaced with the more commonly used and recognized words *leitmotif* and *motif*. Finally, we used the find and replace function to replace all instances of the capitalized form of *ring* with the lowercased form.

Discussion Editing
Our group wanted to closely follow the directions you gave for the project, and so we concentrated our editing on creating a consistent and technically correct text for the discussions. We focused on implementing the standards set out in the sixteenth edition of the *Chicago Manual of Style* concerning spelling, punctuation, mechanics, grammar, capitalization, and treatment of work titles. We used the online edition of the Merriam-Webster dictionary as a standard when checking correctness in hyphenating compound words and phrases. Our group was careful to keep the tone, word usage, and sentence structure consistent throughout the documents. All changes were discussed as a group

in-depth during class, so the suggested changes for the discussions reflect the consolidated efforts of the group.

Discussion Clarity

In addition to the work our group did on technical editing, we also focused on creating content clarity in the discussions. All decisions were based on Skyler and William's discussion with you. For example, you suggested we remove certain historic details without losing the ideas they represent. We did this by rewording sentences through deleting words or phrases and adding in clarifying words and phrases.

Our group also restructured the paragraphs through either adding in clarifying or transitional sentences or removing entire sentences. Paragraph restructuring was particularly focused on sections with historical information irrelevant to the information being given on the humanities. Finally, based on our discussion with you, we changed the placement of certain paragraphs to increase readability. One paragraph in the discussion "The German Empire & Wagner" was moved to increase flow and readability. In the discussions "Art and Propaganda" and "The Development of Impressionism," we changed paragraph placement to increase proximity to the images that the paragraphs discuss.

Whenever our group came across a place that we felt needed more explanation, we marked those places and made suggestions for changes that could be made to clarify that part of the text. Part of our clarifying efforts went into replacing long, complex, or uncommon words with more familiar ones more appropriate for a freshmen-level audience.

Discussion Research & Accuracy

Our group was careful to ensure accuracy in the discussions. We researched all images to ensure that they matched what was being discussed in the text. We also located the titles and artists of the images whenever possible, hoping this information would be helpful to you as you obtain copyright information.

Our group also researched all direct quotations in the discussions. This ensured that the quotations are accurate since we made changes as necessary to make the quotation match its source. Throughout the text, we researched historical facts and mentioned works of art to ensure accuracy in the content and titles, respectively. This also enabled us to accurately summarize key events or ideas, such as the history of the German Empire and the plots of Wagner's operas.

Design & Formatting

Our group was put in charge of creating the formatting and design guide for the entire class project. We chose to make as few changes to the existing design and format as possible. This decision was made so that implementing formatting changes in all of the discussions being worked on by the class could be done more effectively. We created a key term section, three levels of headings, and changed the treatment of images.

Through implementing the key term section, we hope that students will have an easier time identifying important ideas. By setting terms in boldface when they first appear in the text, the terms should stand out to students. Key terms may be repeated in multiple discussions because you said some of the teachers omit certain discussions.

We homogenized and modified the treatment of images. This was done by resizing images and requiring images to have explanatory captions or titles and utilize text wrapping. The only exception is when the image takes up the entire margin or when it is very important.

We also created heading styles to improve readability and make the text more inviting to read. Finally, William and Skyler met with you before we finalized decisions on formatting to ensure that the design and formatting was what you were looking for.

Proofreading & Finishing

In addition to our work on our assigned discussions, our group proofread the content edit of another group's discussions. To provide the best service to this group as possible, we used the same process as was used with our own discussions.

Along with additional research to double-check facts, quotations, and titles of works, image titles and information were also verified. When proofing at a sentence level, we referenced the *Chicago Manual of Style* for any questions regarding spelling, punctuation, mechanics, grammar, capitalization, and treatment of work titles. For consistency across the class, we referenced the Merriam-Webster Dictionary to verify correctness in hyphenating compound words and phrases. Furthermore, we proofread for consistency in tone, word usage, and sentence structure. As always, our group reviewed editing comments for professionalism and clarity to ensure a quality revision for you.

We have attached copies of both the edited Word versions and completed PDF versions of the discussions. The PDFs were attached to allow you to see the final formatting without switching view modes in Microsoft Word. Word's technical limitations prevent viewing the proper formatting in the "Final: Show Markup" mode. Explanatory comments are included in each discussion for why we made the changes we did, and all changes and explanatory notes were made using Microsoft Word's track changes feature. We have included a time sheet detailing the time our group spent working on the discussions.

We have tried to be as thorough as possible in describing our work and thought process. If you have any questions, please contact our group representative, William Gibbs, at gib11005@byui.edu. We appreciate all the help you have given us on the discussions, and we hope you find our editing helpful as you move forward to update the Foundation Humanities: Art and Propaganda in the Twentieth Century course.

Best regards,

William Gibbs   *Evi Figgat*   *Jessica DeLand*   *Skyler Meeks*