
After the First Draft – Merely Written or Well-Written

OLLI Spring Term 2021

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After the First Draft

Course Dynamics

(All the following slides will be posted as a handout on the OLLI website.)

Today – a lecture on aspects of editing a first draft & class submission preparation

A. Aspects of Editing a Written Piece

1. Technical or Proofing
2. Wording
3. Content

B. Preparing your submissions

1. Your written submission
2. Your suggested input

Course Dynamics –

Remaining Weeks Assignments

- 4/27/21 – Divide into Group A & Group B.
- Group A submits & both groups input for class 2 - 5/4/21
 - Deadlines: Submission – Thurs 4/29, Input Sun. 5/2.
- Group B submits & both groups input for class 3 – 5/11.
 - Deadlines: Submission – Thurs 5/6, Input Sun 5/9.
- Group A submits revisions for class 4 – 5/18
 - Deadline: Sunday 5/16
- Group B submits revisions for class 5 – 5/25
 - Deadline: Sunday 5/24

Repeat Cycle

- Class 6 Group A submits new piece, all input.
- Class 7 Group B submits new piece, all input.
- Class 8 - Cover missed discussions.

Course Dynamics – Class Meeting Perspective

- Meeting 1 – Lecture on editing and submitting.
- Meeting 2 – Discuss input of Group A work.
- Meeting 3 – Discuss input of Group B work.
- Meeting 4 – Discuss Group A revisions.
- Meeting 5 – Discuss Group B revisions.

Repeat Cycle

- Meeting 6 - Discuss Group A new piece input.
- Meeting 7 – Discuss Group B new piece input.
- Meeting 8 - Cover missed discussions.

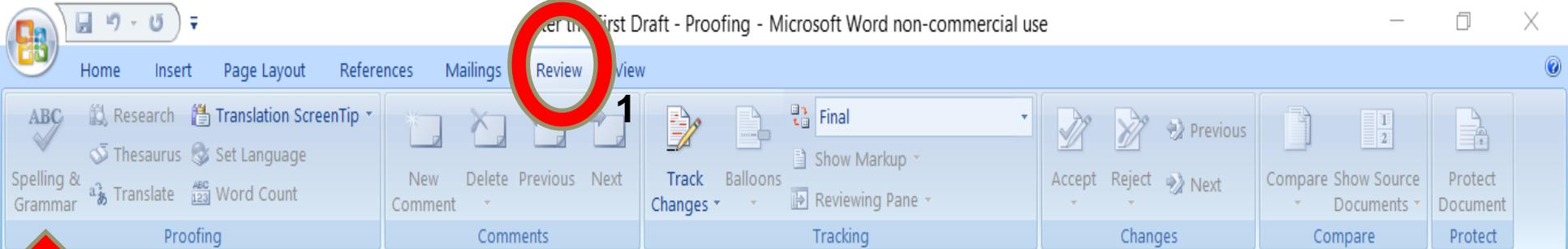
Level 1 Editing – Technical Proofing

(The “Tools & Rules”)

- A. Typos & Use of Spell Check
- B. Formatting
 - Fonts
 - Margins
 - Headers/Footers
 - Page Numbers
- C. Use of Grammar Check

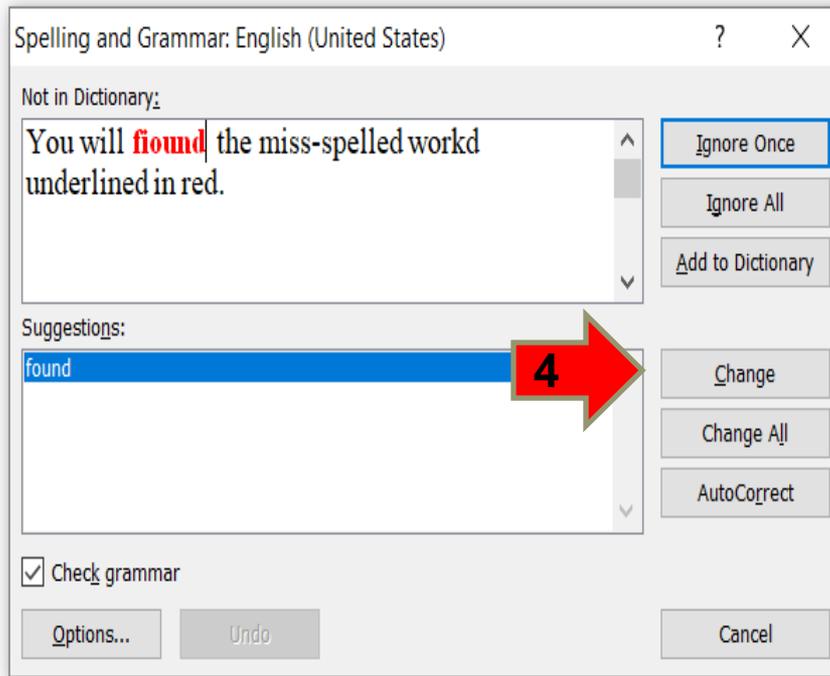
Tool - Accessing Spell Check – Removing typos

- All the following apply to MS (Microsoft) Word.
- Other versions of Word may vary slightly.
- Sorry Mac users, I can't help you much, but similarities exist.



Using Spell Check in MS Word

- Click on "Review" in top menu line - Click on ABC Spelling & Grammar. You will fiound the miss-spelled workd underlined in red. Click on the underlined word

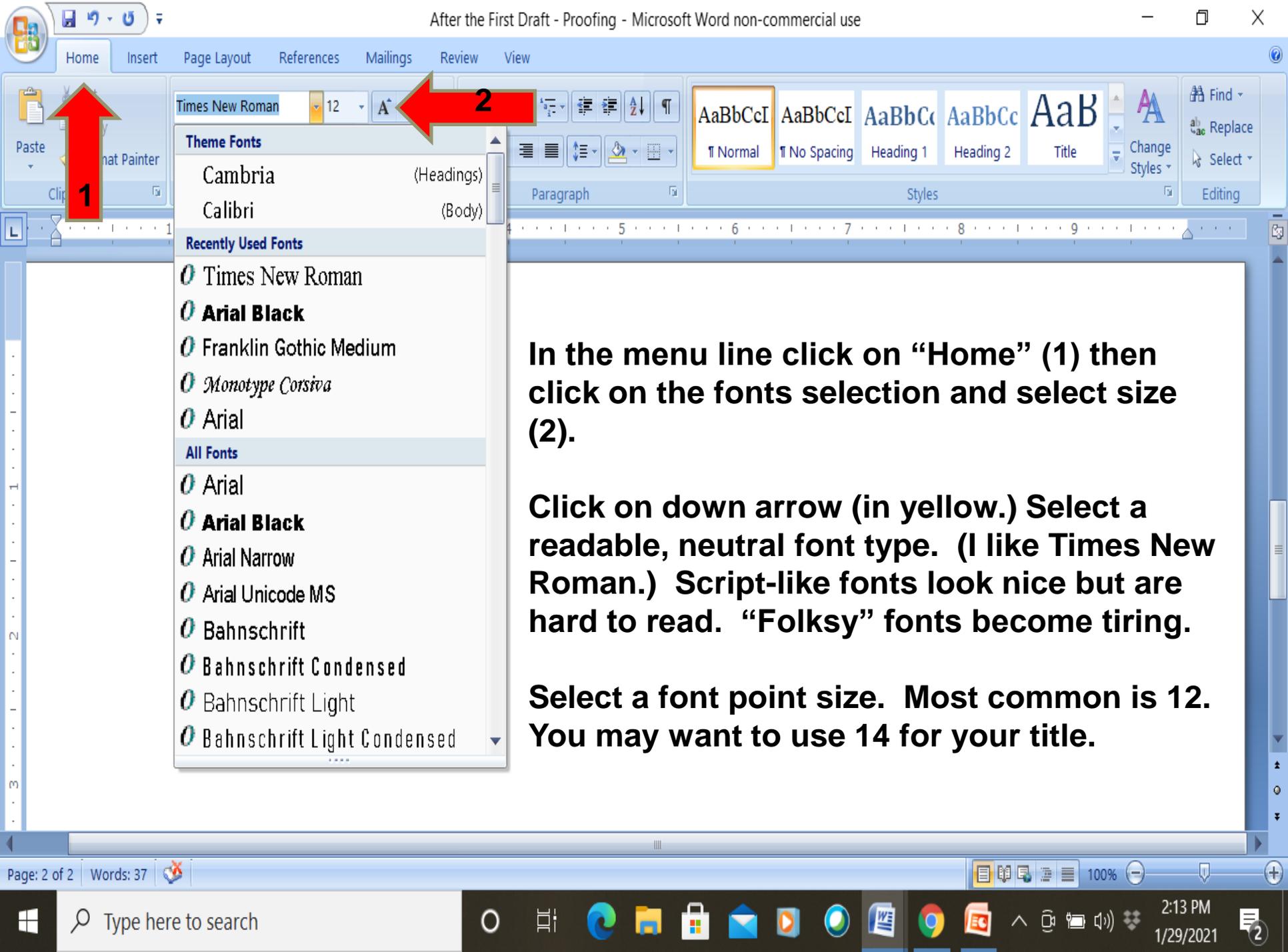


Select suggestion option (there may be several) for correction (3) and hit "Change" (4) and it will change in and move on to the next typo – e.g., workd. Caution – it may not catch all typos.

Useful Formatting

(These are suggestions to make reading and organizing easier)

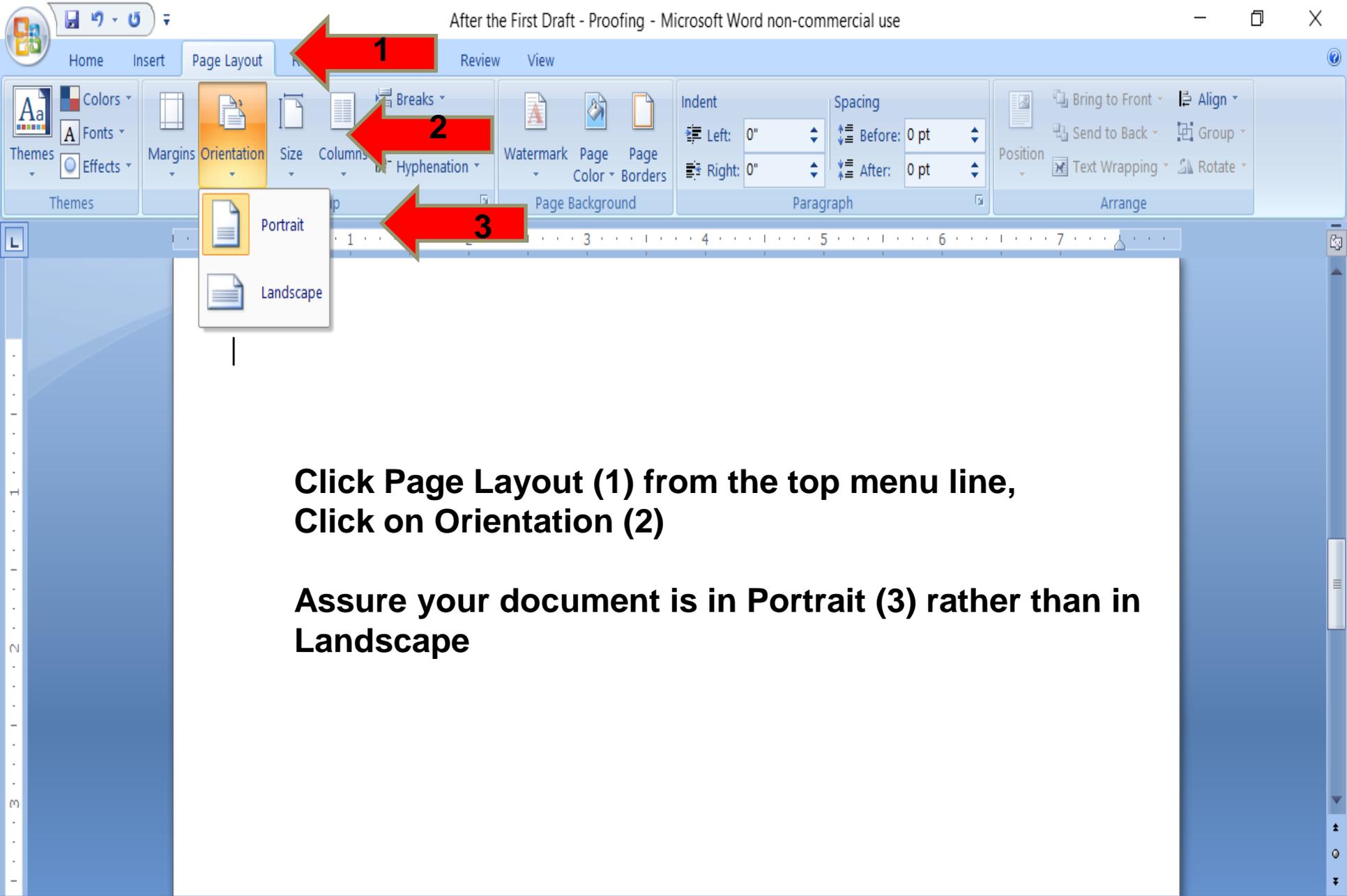
- Fonts
- Margins
- Headers/Footers
- Page numbering



In the menu line click on “Home” (1) then click on the fonts selection and select size (2).

Click on down arrow (in yellow.) Select a readable, neutral font type. (I like Times New Roman.) Script-like fonts look nice but are hard to read. “Folksy” fonts become tiring.

Select a font point size. Most common is 12. You may want to use 14 for your title.



**Click Page Layout (1) from the top menu line,
Click on Orientation (2)**

**Assure your document is in Portrait (3) rather than in
Landscape**

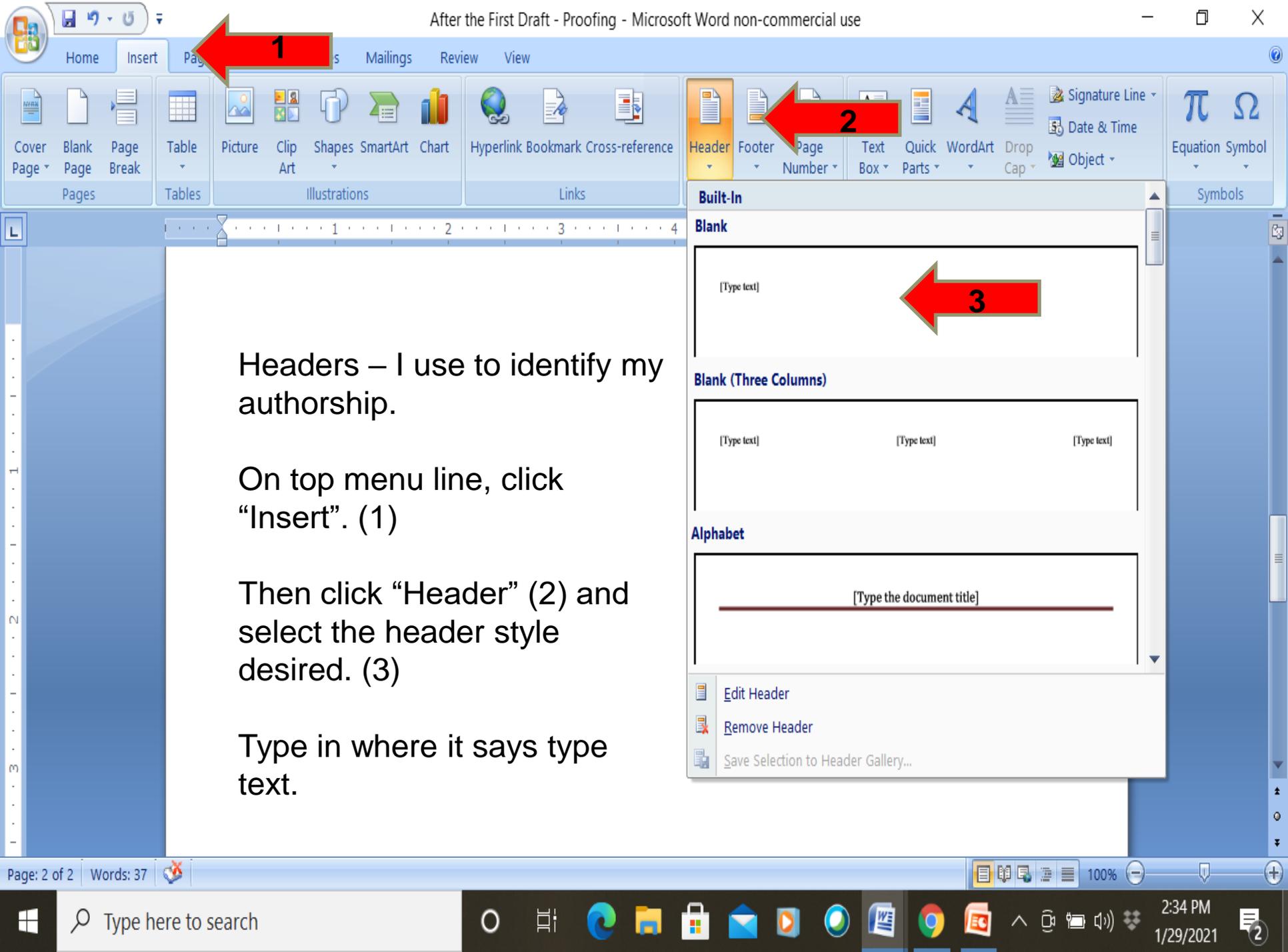
The screenshot shows the Microsoft Word interface with the Page Layout ribbon selected. The Margins dropdown menu is open, displaying several margin settings. The 'Narrow' setting is highlighted with a yellow border. The main text area contains three lines of bold black text.

Margin Setting	Top	Bottom	Left	Right
Last Custom Setting	0.5"	0.5"	0.5"	0.5"
Normal	1"	1"	1"	1"
Narrow	0.5"	0.5"	0.5"	0.5"
Moderate	1"	1"	0.75"	0.75"
Wide	1"	1"	2"	2"
Mirrored	1"	1"	1.25"	1"

**Still in Page Layout -
Select your margin setting.**

**Most people use Normal but I use
Narrow. (I'll explain why later.)**

Use of Wide frustrates most readers.



Headers – I use to identify my authorship.

On top menu line, click "Insert". (1)

Then click "Header" (2) and select the header style desired. (3)

Type in where it says type text.

Built-In

Blank

[Type text]

Blank (Three Columns)

[Type text]

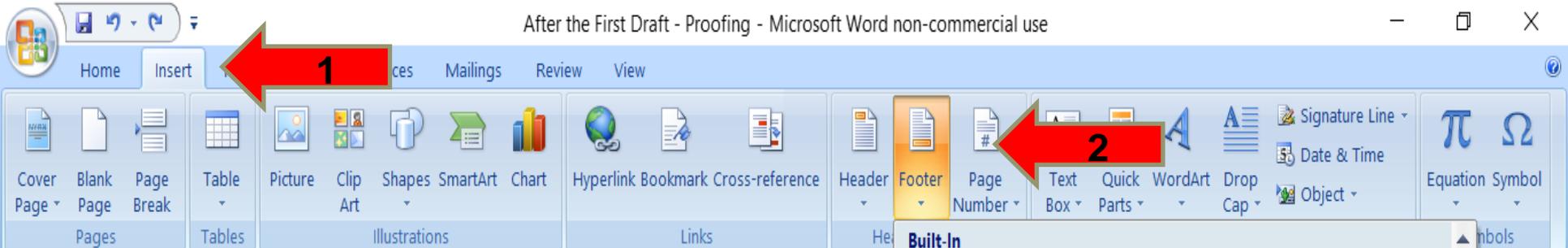
[Type text]

[Type text]

Alphabet

[Type the document title]

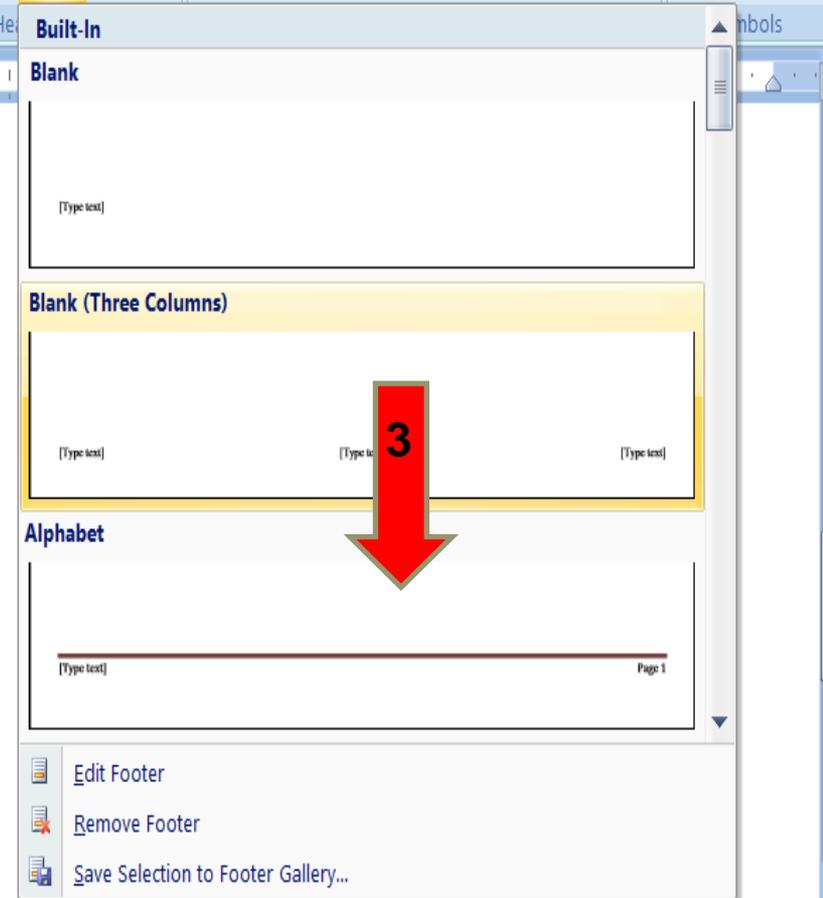
- [Edit Header](#)
- [Remove Header](#)
- [Save Selection to Header Gallery...](#)



For Footer & Page Numbering:

**Click the Insert tab (1).
Select the Footer button (2).**

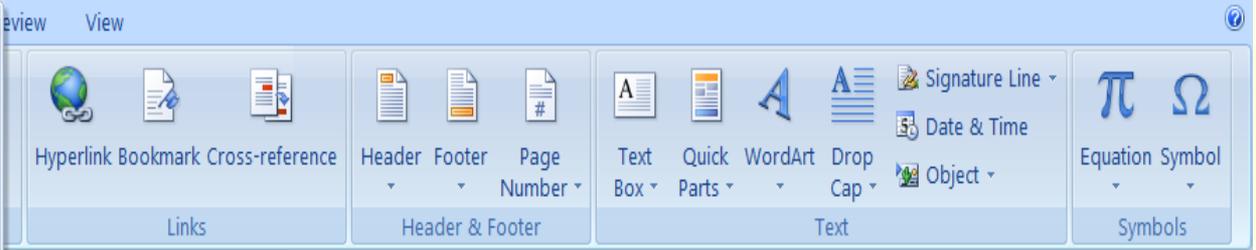
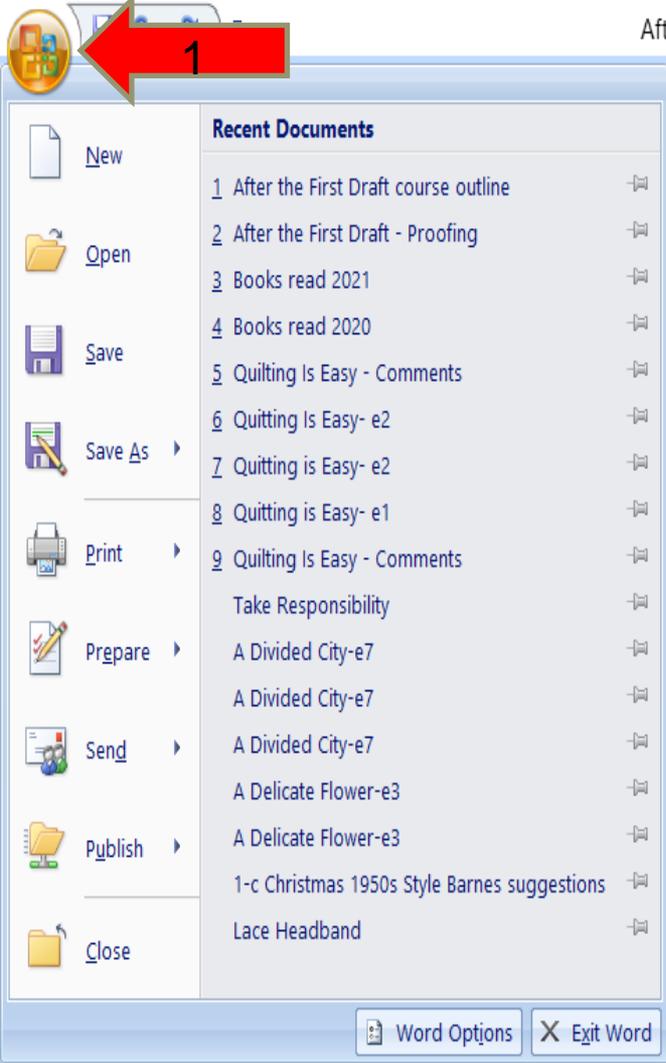
**Select the third option (3) on which you can put your file name & edit number and automatic page numbering.
(Remember to edit the footer with every new revision and rename the file.)**



Value and Use of Grammar Check

- Points out grammatical errors.
- Can set it for the type of writing.
- Provides valuable statistics to improve work:
 - # of words in the file
 - Words/sentence
 - % Passive tense
 - Reading Ease
 - Reading Grade

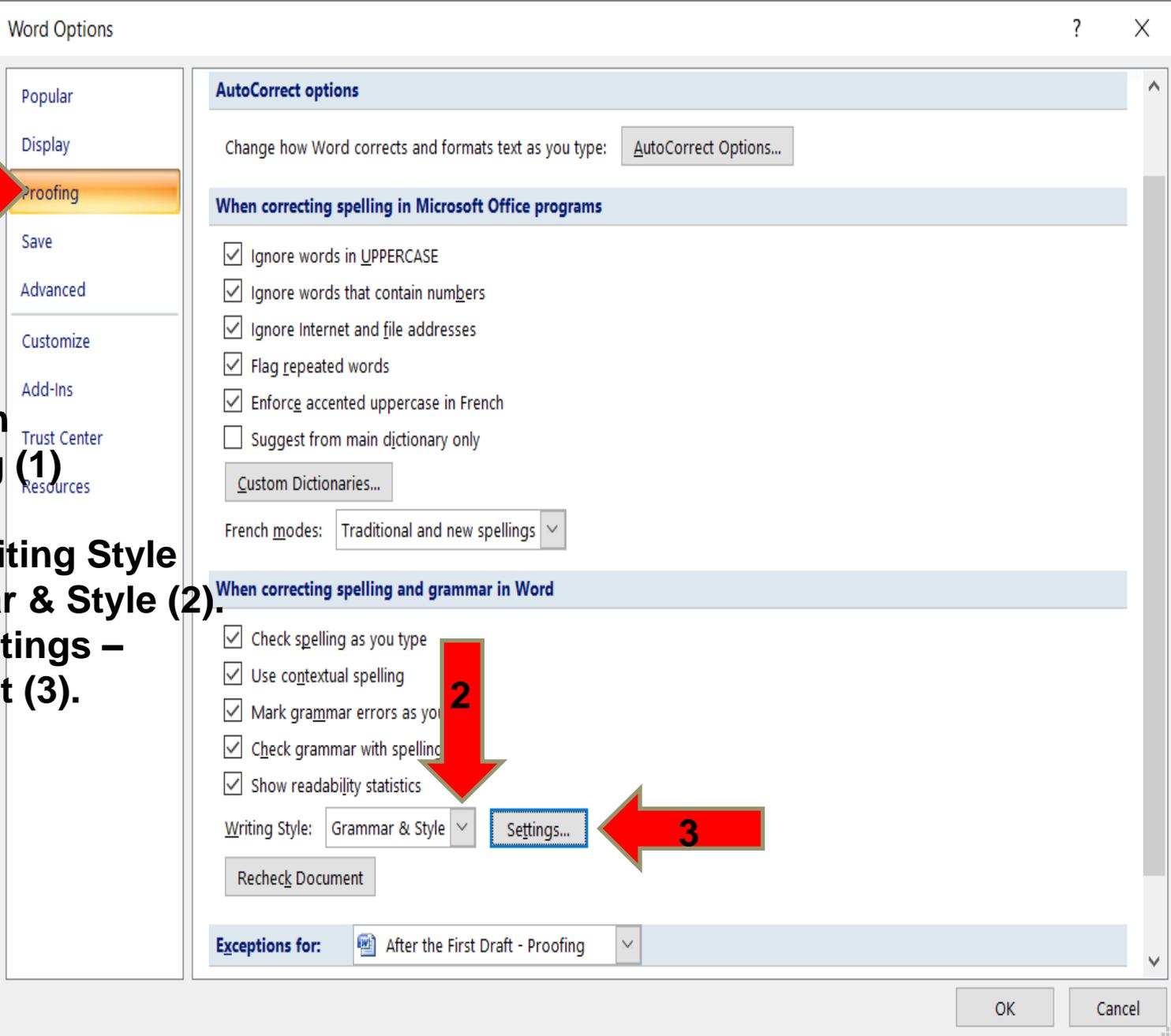
Tracking these values on each revision helps assessing improvements



Click on Microsoft Office button (1) at upper left to get this drop down menu

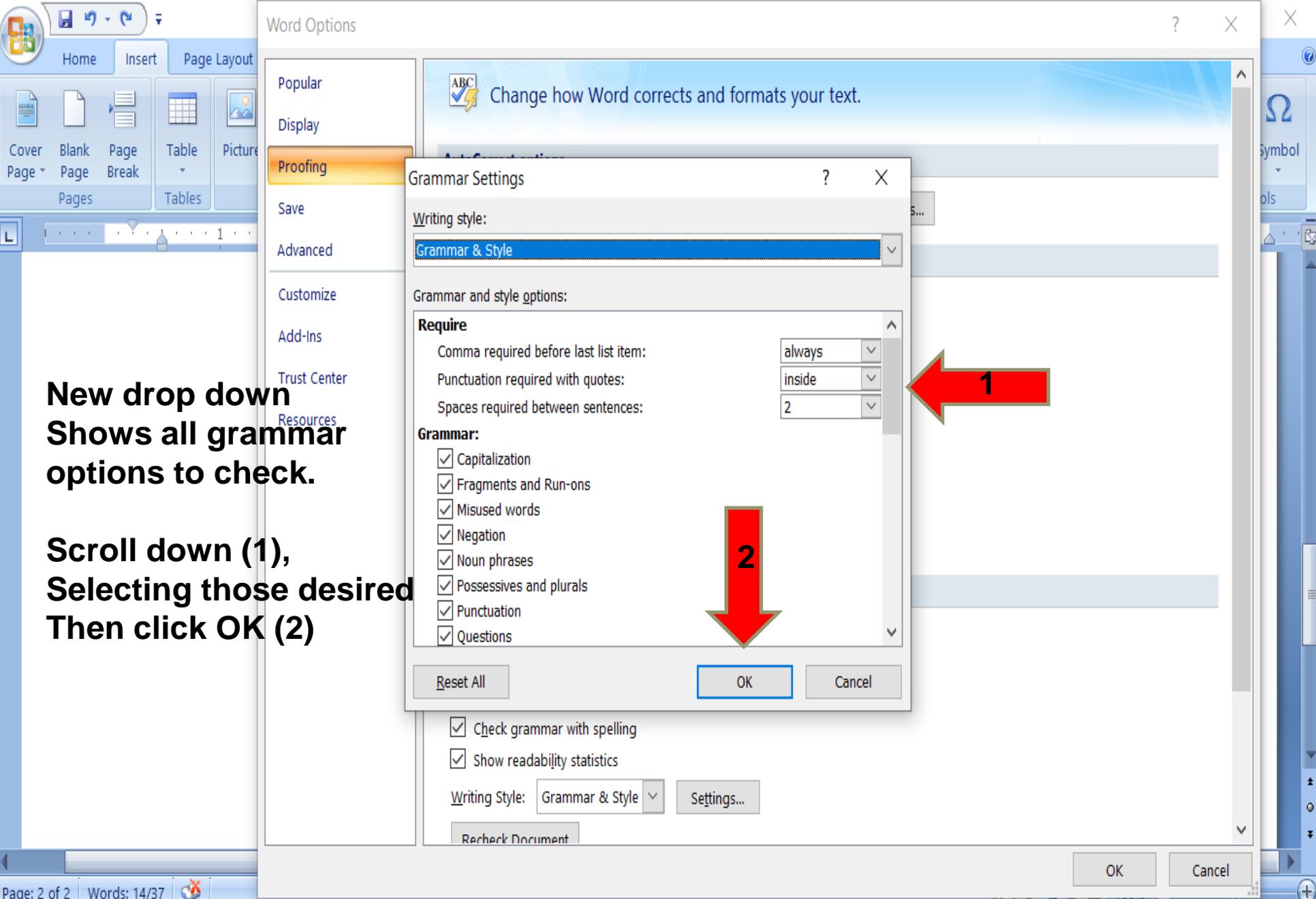
Select the “Word Options” button (2) at the bottom.





New drop down
Select Proofing (1)

Go down to Writing Style
Select Grammar & Style (2).
Then select settings –
Just to the right (3).

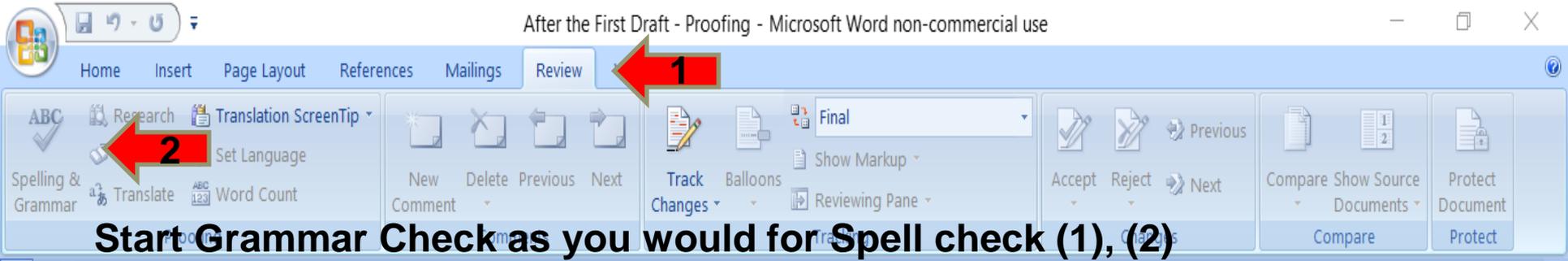


**New drop down
Shows all grammar
options to check.**

**Scroll down (1),
Selecting those desired
Then click OK (2)**

Applying Spell & Grammar Check

- **Original text**: Grammar check don't know when to easily make changes. Bob and me went to the store.
- **Modified text**: Grammar check does not know when to make changes easily. Bob and I went to the store.



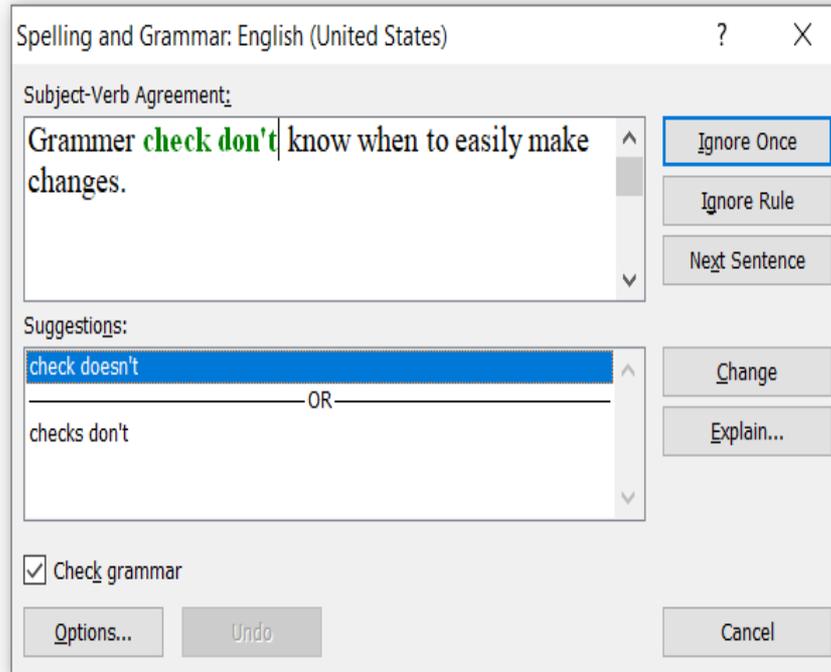
Start Grammar Check as you would for Spell check (1), (2)

Grammer check don't know when to easily make changes. Bob and me went to the store.

The Christmas Flags

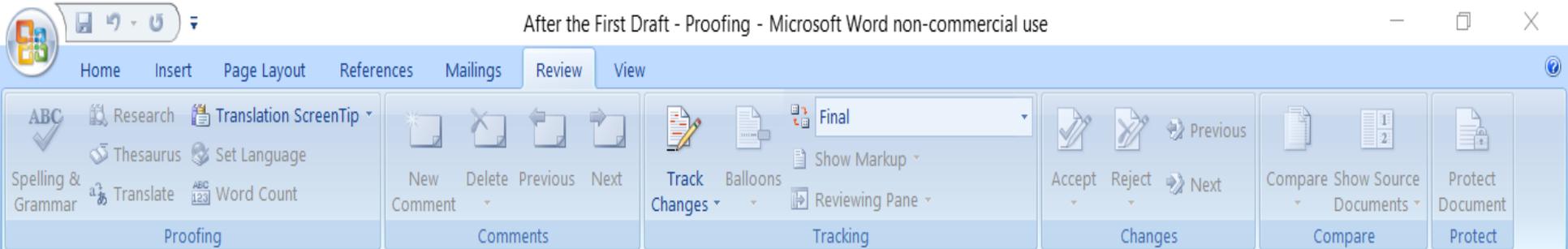
Misspelling flags underlined or highlights in red

Grammar flags underlined or highlights in green



Select from Suggestions and Click Change (3) or Use Ignore Once or Ignore Rule (applies to entire document.)





Grammer check does not know when to easily make changes. Bob and me went to the store.

**With a
(Consider Revising)
comment,
you can click on
Explain to get more
insight, but you
must supply the
correction.**

Spelling and Grammar: English (United States) ? X

Split Infinitive:

Grammer check does not know when to easily make changes.

Suggestions:

Split Infinitive (consider revising)

Check grammar

Options... Undo Close

Ignore Once
Ignore Rule
Next Sentence
Change
Explain...

**Or you have the
option of the two
Ignore choices.**



Home Insert Page Layout References Mailings Review View

Spelling & Grammar Research Translation ScreenTip Thesaurus Set Language Translate Word Count

New Comment Delete Previous Next

Track Changes Balloons Show Markup Reviewing Pane

Accept Reject Previous Next

Compare Show Source Documents Protect Document

Grammar check does not know when to make changes easily. **Bob and me** went to the store.

This grammar suggestion works like Spell Check.

Spelling and Grammar: English (United States) ? X

Pronoun Use:

Bob and **me** went to the store.

Ignore Once

Ignore Rule

Next Sentence

Suggestions:

I

Change

Explain...

Check grammar

Options... Undo Close

Type here to search

Taskbar icons: File Explorer, Mail, Photos, Word, Chrome, Edge, etc.

Readability Statistics

(When Grammar Check finishes the entire document you get your “score card.”)

After the First Draft - Proofing - Microsoft Word non-commercial use

Home Insert Page Layout References Mailings Review View

Spelling & Grammar Research Translation ScreenTip Thesaurus Set Language Translate Word Count

New Comment Delete Previous Next Track Balloons Show Markup Reviewing Pane

Accept Reject Previous Next Compare Show Source Documents Protect Document

Changes Compare Protect

Grammar check does not know when to make changes

Readability Statistics

Counts	
Words	49
Characters	220
Paragraphs	4
Sentences	4
Averages	
Sentences per Paragraph	2.0
Words per Sentence	9.5
Characters per Word	4.3
Readability	
Passive Sentences	0%
Flesch Reading Ease	88.1
Flesch-Kincaid Grade Level	3.3

OK

Page: 2 of 2 Words: 54 100% 3:18 PM 1/29/2021

The higher the Reading Ease, the easier and clearer the reading.

**Desired Grade Levels:
Fiction and Memoir, shoot for ≈ 8 ,
Non-fiction depends on topic, $\approx < 12$**

Rules (Grammar) - Today's Most Common Errors

■ **Double negatives**

Example: It don't do you no never mind.

■ **Improper use of me vs. I**

Not - Me & Bob went to the store

Use - Bob & I went to the store.

Take away the other person in the sentence & you know if to use me or to use I. The other people always go first.

Not – My father asked me, my brother and my sister to . . .

Use - My father asked my brother, my sister, and me to . . .

■ **Split Infinitives** – a descriptor within a “to” verb phrase

Not – to easily write

Use - to write easily

Debatable Format Rules

- **Spelling out numbers**, ten or less, above use the numeric form.

- **Place periods, ?, ! within quotes or brackets**

- **Dash, colon, semicolon outside quotes or brackets**

- **Use of commas in a series**

Old school – use a comma before the “and” or “or” ending a series. e.g.,
Manhattan, the Bronx, and Staten Island too! Popular publishing – no comma
before “and” or “or.”

- **Use of a comma in a series of descriptors**

Use a comma between a series of descriptors, unless one descriptor describes
the next one.

e.g., Not – the old gray mare, Use - the old, gray mare. If there is no comma
between old & gray you are saying that the gray is old.

- **Number of spaces after a period**

Old school – two, for publication – one.

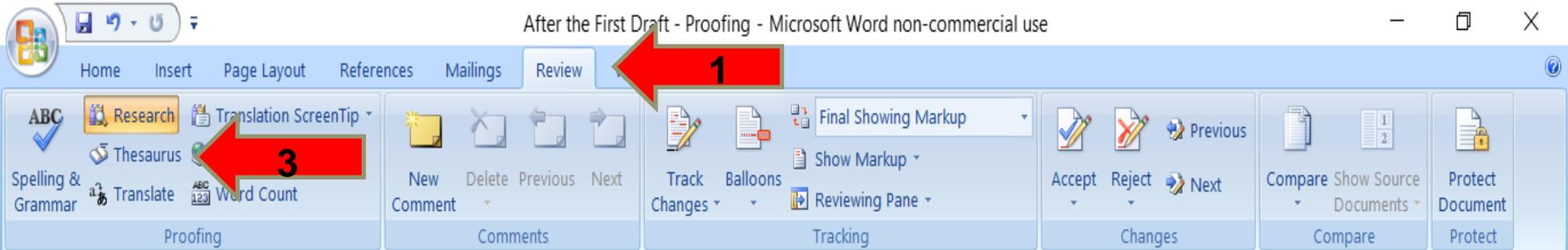
Level 2 Editing - Wording

(Less rules, more opinion)

- A. Word Options**
- B. Word Choice**
- C. Sentence Construction**

Level 2 Editing – A. Word Options

- Does the word really explain your meaning?
- Use of MS Word thesaurus.



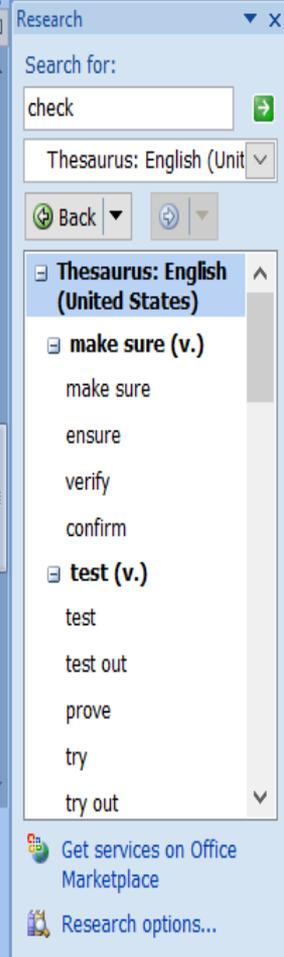
Grammar **check** does not know when to make changes easily. Bob and I went to the store.

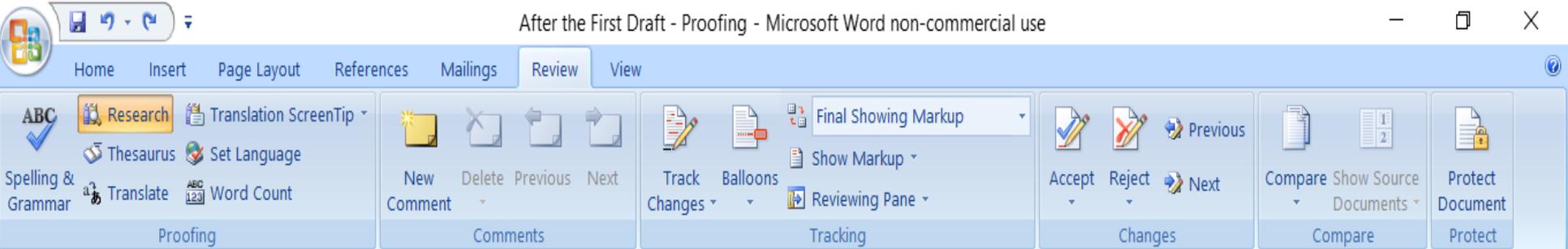
To activate the thesaurus - Click Review on upper Menu line (1)

Click in the center of or highlight the word for which you want to find alternatives – here I've highlighted “check” (2)

Click on Thesaurus (3)

Options pop up on the right (4) – Scroll down through possibilities





Home Insert Page Layout References Mailings Review View

ABC Research Translation ScreenTip

Spelling & Grammar Thesaurus Set Language

Translate Word Count

Proofing

New Comment Delete Previous Next

Comments

Track Changes Balloons

Final Showing Markup

Show Markup

Reviewing Pane

Tracking

Accept Reject Previous Next

Changes

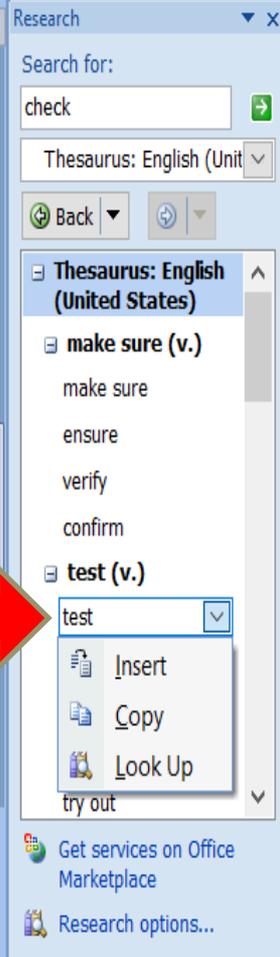
Compare Show Source Documents

Protect Document

Compare Protect

Grammar **check** does not know when to make changes easily. Bob and me went to the store.

If you see a word you would like to substitute for the highlighted word, bring your cursor over the desired substitute. A small down arrow will appear to the right of the word. Click on that and a new drop down menu appears. Merely click the first option – Insert – and Word will swap out the original and put in your selected substitute.



Research

Search for: check

Thesaurus: English (United States)

Back

Thesaurus: English (United States)

- make sure (v.)
 - make sure
 - ensure
 - verify
 - confirm
- test (v.)
 - test
 - Insert
 - Copy
 - Look Up
 - try out

Get services on Office Marketplace

Research options...

Level 2 Editing – A. Word Options

- ~~Does the word really explain your meaning?~~
- ~~Use of MS Word thesaurus.~~
- Use of internet thesaurus.

Google

🕒 Synonyms for check 🔊



Web Store

cincinnati bel...

HUUC

Customize

synonyms for check

ALL NEWS IMAGES VIDEOS MAPS SHOPPING

21,400,000 Results Any time

check

[CHek]

VERB

- 1. examine (something) in order to determine its accuracy, quality, or condition, or to detect the presence of something.

"customs officers have the right to check all luggage" · [\[more\]](#)

synonyms

examine · inspect · look at · look over · scrutinize · scan · survey · study · investigate · research · probe · dissect · explore · look into · enquire into · go into · go over with a fine-tooth comb · [\[more\]](#)

- verify or establish to one's satisfaction.

"she glanced over her shoulder to check that the door was shut" · [\[more\]](#)

synonyms

make sure · confirm · verify · corroborate · validate · substantiate

What is another word for check on? ▾

Feedback

Check Synonyms, Check Antonyms | Thesaurus.com

<https://www.thesaurus.com/browse/check> ▾

check. SEE DEFINITION OF check. noun inspection, examination. noun restraint, hindrance. noun symbol for ticking off. noun pattern of squares. verb inspect, examine. verb hinder, restrain.

[Analyze Synonyms](#), [Analyze Antonyms](#) · [Check](#) · [Checkup](#)

Check Synonyms, Check Antonyms | Merriam-Webster Thesaurus

<https://www.merriam-webster.com/thesaurus/check> ▾

Some common synonyms of check are **bridle**, **curb**, and **restrain**. While all these words mean "to hold back from or control in doing something," check implies restraining or impeding a progress, activity, or impetus. trying to check government spending.

How does the verb 'check' contrast with its synonyms?
Some common synonyms of check are bridle, curb, and restrain. While all these words mean "to hold back from or control in doing something," check i...

In what contexts can 'bridle' take the place of 'check'?
While in some cases nearly identical to check, bridle implies keeping under control by subduing or holding in. // bridle an impulse to throw the b...

When can 'curb' be used instead of 'check'?
Although the words curb and check have much in common, curb suggests an abrupt or drastic checking. // learn to curb your appetite



Level 2 Editing – A. Word Options

- ~~Does the word really explain your meaning?~~
- ~~Use of MS Word thesaurus.~~
- ~~Use of internet thesaurus.~~
- When to repeat using the same word – the magical triple repeat or in poetry – otherwise, mix it up.

Level 2 Editing – B. Word Choice

Killing the Passive Voice

- Avoiding the passive, state of being sentences/verbs.
 - Was/were/would
 - Is
 - Be/became
 - Have/had/has
- Use passive sparingly, and for emphasis.
e.g., “He was dead.”
- Flip the sentence’s subject & object to make it active.
e.g., Not - That pastry is my favorite. Use - I love that pastry.

Level 2 Editing – B. Word Choice

- **Use descriptive verbs.**

e.g., Not - I walked, Use - I sauntered

- **Avoid the use of “ly” adverbs, select an action verb.**

e.g., Not - I walked slowly, Use - I ambled

- **Avoid unnecessary words such as:**

- That

- Then

- However

- Well

- Just

- **Avoid flat words such as “got” or “have.”**

e.g., Not – He got an A on the test, Use – He earned an A on the test.

Level 2 Editing – B. Word Choice

- **Don't start a sentence with But or However.**
Often the sentence works well without them.
- **Don't end a sentence with a preposition.**
e.g., Not - She's the girl I'm going to the dance with.
Use - She's the girl with whom I'm going to the dance.
- **Don't use "It" or "There" as the sentence subject, use a noun or proper noun.**
- **Avoid the use of "of" clauses, use the possessive**
e.g., Not - quality of the final work, Use - the work's final quality.
- **Avoid useless directions**
e.g. Not - he sat down, Use - he sat.
- **Keep the tenses constant within the piece**
i.e. all past tense or current tense
- **Keep the voice in first person, third person, etc.**

Level 2 Editing –

C. Sentence Construction

- **Avoid constant use of subject – verb – object sentence construction.**
- **Mix up the location of clauses within a sentence.**
e.g., Sometimes at the beginning, sometimes at the end.
(In the middle can be confusing to the reader. Use with caution.)
.
- **Keep the number of clauses/sentence length limited.**
I suggest that sentences be two lines or less in length.
(This is why I use the narrow margin format.)
 - Long sentences are not necessarily better, a reader can get lost.
 - All short sentences can tire a reader.
 - Mix up your sentence lengths.

Level 3 Editing - Content

(Mostly educated opinion)

- A. Subject
- B. Writing Style
- C. Flow of the Piece
- D. First and Last Paragraphs
- E. Reader's Viewpoint & Opinions

Level 3 Editing – Content

A. Subject

- **Appropriateness for intended audience and their needs.**
- **Purpose for writing.**
e.g., entertainment, historical documentation, educational.
- **Scope:**
How deep to get into the subject – combining audience and purpose components.

Level 3 Editing – Content

B. Writing Style

- **Appropriateness for intended audience & use.**
e.g., formal vs. casual, audience background – impacts word selection.
- **Use of long, lyrical sentences verses short, staccato sentences.**
- **Incomplete sentences allowed in Memoir and Fiction, not Non-fiction.**
- **Show don't tell.**
e.g., don't report a verbal exchange, make it a dialogue.
Not – Jack told me his story
Use – Jack began, “Now when I was six years old. . . .”
- **No grammar rules for dialogue.**

Level 3 Editing – Content

C. Flow

■ **Paragraph length.**

If the focus/subject changes then create a new paragraph.

Limit total paragraph length.

- 100 – 125 words maximum.
- Usually three to six sentences.
- No more than 1/3 of a page single spaced, ½ page double spaced.

■ **Transition from one paragraph into the subject of the next.**

■ **Pertinence of a comment or clause.**

If the comment or clause interrupts the reader's flow, remove it or place it elsewhere in the piece.

Level 3 Editing – Content

D. First and Last Paragraphs

- **Bring the piece full circle – intro concept and conclusion.**
- **In non-fiction:**
 - Tell'em what you are going to tell'em (intro paragraph)
 - Tell'em (body)
 - Tell'em what you told'em (conclusion)
- **Pull the reader in with the first paragraph**
 - What are you talking about?
 - Where is this going?
 - This is really unusual!

Level 3 Editing – Content

E. Reader's Viewpoint & Opinions

- **Can the reader see what you have in your mind's eye?**
- **Might the reader misinterpret what you've said? Need to clarify.**
- **Have you explained why you feel as you do in the piece?**

Course Dynamics

Today – a lecture on aspects of editing

~~A. Aspects of Editing~~

- ~~1. Technical or Proofing~~
- ~~2. Wording~~
- ~~3. Content~~

B. Preparing your submissions

1. Your written submission
2. Your suggested input

Creating Your Submission

Considerations on Content:

- Memoirs are “creative non-fiction” – feel free to embellish.
- Memoirs are your memories - not those of others.
- Memoirs – double check factual details
e.g., would a specific song you remember playing at a time and place actually occur. Was it released then? Google it.
- Fiction – keep “suspension of disbelief” within bounds.
Don’t extend beyond the bounds of logic – would a character actually do or say that in that way?
- Non-Fiction – for the purposes of this course, keep the subject within an understandable level of this group.
(e.g., no PhD dissertations.)

Confidentiality!

The content of each piece is considered confidential within our group unless otherwise specified by the author.

In light of this caveat, consider whether to submit highly sensitive topics if you are concerned about disclosure.

On the other hand, deeply revealing pieces often provide the best reads and a cathartic exercise for the author.

Preparing your written piece(s)

- **Number** submitted for the entire course depends on participation level - at least one, no more than three.
- **Content**: Memoir, Fiction, or Non-Fiction.
- **Length**: no more than four pages ~ 2,000 words, can be less.
- **Content**: must be stand-alone, not needing previous readings to understand or appreciate.

(Keep non-fiction at a level understood by an OLLI audience – i.e., not PhD physics or rocket science!)

- **Filename**: Use your last name, title, version
e.g., Barnes-After the First Draft-e1

Preparing your written piece(s)

■ **File format:**

- In MS Word (Mac users need to convert)
- Do not send PDFs or lock the copy – we need to modify.

■ **Starting your piece:**

- Author name
- Submission date
- Intended audience
- Title
- Content

Home Insert Page Layout References Mailings Review View

Clipboard: Cut, Copy, Paste, Format Painter

Font: Times New Roman, 12, Bold, Italic, Underline, Text Color, Background Color

Paragraph: Bullets, Numbering, Indentation, Line and Paragraph Spacing, Text Wrapping

Styles: Normal, No Spacing, Heading 1, Heading 2, Title

Editing: Find, Replace, Select

Filename = After the First Draft-e2, by Barbara Barnes

Author: Barbara Barnes

Submitted: January 25, 2021

Intended Audience/Purpose: Course Description for published OLLI course catalogue

Title: After the First Draft: Written or Well-Written

After the First Draft: Written or Well-Written

No one drips perfect prose in the wet ink on a first draft, not even Shakespeare. Collecting the first draft's initial words begins the creative battle, but editing fights to a well-written final piece. This course combines editing knowledge with practice. Following discussion of refinement tips, each participant suggests revisions to four-page or less, electronic, biweekly submissions (memoir, fiction, or non-fiction) from each classmate. Participants improve their editing abilities while polishing their own work. Be open to opinions, constructive criticism, and willing to critique up to 20 pages each session.

Preparing your written piece(s)

- **The submission should NOT be a “wet ink first draft.”**
The first draft writes the story only, then edit before submitting.
- **After your first draft, allow it to ferment before editing.**
Look at proofing, reading statistics, format rules, sentence structure, flow, first/last paragraphs, viewpoints.
AFTER multiple edit drafts, send a first, submitted copy.
- **For multiple drafts, save to different file names enders.**
e.g., Barnes After the First Draft-e1, Barnes After the First Draft-e2.
- **I suggest changing filenames in the footer.** – tracks edits.
- **For revisions, mark up a hard copy with an erasable red pen & hash mark the margin where changes exist**
- **Read your nearly final version out loud.**
This catches forgotten words or clumsy phrases.

Preparing your input to other's work

- Download the submission and save to a folder for class submissions.
- Open file and save to a new file name – e.g.,
 - Original filename: Barnes–After the First Draft,e2
 - New filename: Barnes-After the First Draft,e2 Jones input
- In the new file, click on “Review” on the top menu line and click “Track Changes”.

1

2

After (1) & (2), if you delete anything it over-scores and puts your additions in red (3). Make comments in brackets (4).

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Title: After the First Draft: Written or Well-Written

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No one drips perfect prose in the wet ink on a first draft, not even ~~Shakespeare~~ Hemmingway. Collecting the first draft's initial words begins the creative battle, but editing fights to a well-written final piece. This course combines editing knowledge with practice. Following discussion of refinement tips, each participant suggests revisions to four-page or less, electronic, ~~(Does this include Mac?)~~ biweekly submissions (memoir, fiction, or non-fiction) from each classmate. Participants improve their editing abilities while polishing their own work. Be open to opinions, constructive criticism, and willing to critique up to 20 pages each session.

4

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Preparing your suggestions

- Make comments in the spirit of helping the author create a more polished, readable, and entertaining piece appropriate to the audience and purpose.
- Do not attack the author.
(Even if their position is significantly different than your own.)
- Provide constructive criticism, not just correcting of typos, grammar, or “I liked it.”

Positive reinforcement is good for the ego but not necessarily for learning or improving the final work’s quality.

- Explain your suggestions, viewpoint.

Preparing your suggestions

- Look for words, phrases, clauses that trip up reading flow. Explain why they stopped you.
- What sub-points distracted you and why?
Maybe the author needs to add description or clarification. Maybe the sub-point should lie elsewhere in the piece or eliminated.
- If you didn't like something, politely explain, offer alternatives.
e.g., Not – You sound like a Nazi here. Use – Some readers may consider this phrase offensive because . . . you might want to rework it as follows.
- Try to distinguish between style and execution concerns. Input should stem from a disconnect with the piece's intent, goal, or readability (i.e., execution.) Otherwise, leave style alone.
- Explain your opinions, good or bad.
Emphasis on why and suggest better alternatives for negatives.

Using suggested inputs

- **FIRST**, remember all suggestions are opinions.
We all have opinions. Not all suggestions are perfect. Some are totally “off-base.” Before blowing the input off, consider if you were not initially clear in your intent or if your phrasing was misinterpreted. Both form ground for modifications.
- **SECOND**, you are in control of your piece.
You choose to accept or reject any suggested edits. Take it or leave it, you are in charge!
- **THIRD**, if you are disheartened, irritated, or frustrated by suggestions, put them away for a day or two before reviewing again.
Time has a way of providing a new perspective.
- **Last**, ask the editor to explain their position in class.

Overwhelmed with suggestions?

- Many suggestions in a “track changes” critique? Don’t re-type it, copy it to a new document to apply all the suggested changes.

Overwhelmed with suggestions?

(another method)

- Using multiple screens to apply edits.
 - Open your original copy and save to a new file name.
 - Open the file containing suggested edits (don't close the first one.)
 - Click View (1) on the menu line.
 - Click Arrange All (2).

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Home Insert Page Layout References Mailings Review View

Print Layout Full Screen Reading Layout Web Layout Outline Draft Document Views

Ruler Document Map Gridlines Thumbnails Message Bar Show/Hide

Zoom 100% One Page Two Pages Page Width

New Window Arrange All Split Synchronous Scrolling Reset Window Position Window

Side Switch Windows Macros

What had I done?! Had I cast my lot in life with gangsters running syndicates out of offices above sweatshops? I didn't think so when I first joined the commercial laundry industry right out of college. I blow off stereotypes as literary contrivances of minor, personal characteristics. Over the course of my career, the laundry business proved me wrong when it comes to associations with the Mafia. There may be some truth to it, at least in the

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Home Insert Page Layout References Mailings Review View

Cut Copy Paste Format Painter Clipboard

Times New Roman 12 Font

Paragraph

Styles

Normal No Spacing Heading 1 Heading 2 Title

Find Replace Select Change Styles Editing

What had I done?! Had I cast my lot in life with gangsters running syndicates out of offices above sweatshops? I didn't think so when I first joined the commercial laundry industry right out of college. But once seasoned in the business, I began to wonder. [Tweak the timeframe a little here to show more of in retrospect] I blow off stereotypes as literary contrivances of minor, personal characteristics. Over the course of my career, however, the laundry business proved me wrong when it comes to associations with the Mafia. There may be some truth

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Deadlines for Class 2: May 4

- Group A submits to Barb - scubagoddess@fuse.net by **Thurs 4/29 5 pm.**
- Barb distributes to all that evening.
- Entire class suggested input to Barb - scubagoddess@fuse.net by **Sun, 5/2 5 pm.**
- Barb distributes suggestions by that evening.

Due to time constraints, late work cannot simply jump into the next week's submissions. If you miss a submission &/or suggestions deadline, your work may not be distributed to the group and the work shifts into the last position.

Respect us all by respecting the deadlines!

Application of Drop Deadline

Due to time constraints, late work cannot simply jump in front of the next week's submissions. If you miss a submission &/or suggestions deadline, your work may not be distributed to the group and the work shifts into the last position.

Respect us all by respecting the deadlines!

Format for Class 2: May 5

- A mini-lecture on edit/input themes found in submissions.
- We discuss each submitted work for 10 min.
 1. The author can discuss their work and ask questions of the suggesting readers.
 2. Submitting readers can question or comment.
 3. Participants who did not submit input in writing have the lowest discussion priority.
- If the author cannot complete discussion in the prescribed time, they can email the readers with whom they have questions.

Questions and Next Steps

- Any questions?
- Next steps
 - Division of class into A & B.
 - Submissions Group A due: Thurs. 4/29, 5 pm – send them to Barb at scubagoddess@fuse.net.
 - Barb will bundle them and send them to all that evening.
 - Suggested input from all due: Sun. 5 pm 5/2 – send them to Barb scubagoddess@fuse.net.
 - Barb will return them to the authors by that evening.

Sun	Tues	Thurs
Send all submissions to: scubagoddess@fuse.net	<u>4/27</u> – Class 1 2:15 pm Divide into Group A & B	<u>4/29</u> Group A submit by 5 pm
<u>5/2</u> All edits of Group A submissions due by 5 pm	<u>5/4</u> – Class 2 2:15 pm – discuss Group A submissions	<u>5/6</u> Group B submit by 5 pm
<u>5/9</u> All edits of Group B submissions due by 5 pm	<u>5/11</u> – Class 3 2:15 pm – discuss Group B submissions	<u>5/13</u> No assignment
<u>5/16</u> Group A revision due by 5 pm	<u>5/18</u> – Class 4 2:15 pm – discuss Group A revisions	<u>5/20</u> No assignment
<u>5/23</u> Group B revision due by 5 pm	<u>5/25</u> – Class 5 2:15 pm- discuss Group B revisions	<u>5/27</u> Group A submit 2 nd piece by 5 pm
<u>5/30</u> All A edits due by 5 pm	<u>6/1</u> – Class 6 discuss Group A 2 nd submission	<u>6/3</u> Group B submit 2 nd piece by 5 pm
<u>6/6</u> All B edits due by 5 pm	<u>6/8</u> – Class 7 discuss Group B 2 nd submission	<u>6/10</u> Submit Any extra pieces – Groups A or B by 5 pm
<u>6/13</u> Extra edits due by 5 pm	<u>6/15</u> – Last class 8 discuss excess and extras	