

CHRISTINE PLUMMER

**Editing Portfolio**

# INTRODUCTION

When I am editing, I value three traits the most: **consistent, thorough, and professional.** Professionalism in communication with the person I am editing for is almost equally important as the work itself. The way I present myself as an editor—precise and personable—is the same in person as in digital spaces. I am detail-oriented, and thorough work is something I value outside of the editing world. The skills I have as an editor bleed into my everyday lens. I pay more attention to how I speak and how I write. I pay more attention to how *others* speak and how they write.

# WHAT'S ON MY DESK...

## *Miss Thistlebottom's Hobgoblins*

For quick questions on grammar, this book is perfect for answering them in a comprehensive way. This is useful for me when I need an answer or help in how to describe a grammatical issue with the author.

## *Chicago Manual of Style*

*CMS* is my favorite style guide; while *MLA* or *APA* may not include all the small intricacies, you can often find them in *CMS*. There is a large amount of publishing companies that use Chicago style. Unless I am editing a more specific genre that uses *MLA* or *APA*, *CMS* is my go-to.

## *The Copyeditor's Handbook*

*TCH* has a many examples of rules, and elaborates further on the rules in *CMS*. Though editing is a passion, I am still growing. If I am ever at a loss, *TCH* covers many topics that may not be fully explained through a Google search.

## *Plant*

Starting in my junior year in college, I have always had a plant on my desk. Coming from a state that has long and harsh winters, green plants became a necessity—a reminder that the cold wouldn't last forever. Plants also produce oxygen and scientifically make people happier.

## *Coffee*

And, of course, the elixir of happiness, the nectar of the gods, the motivation to get through the worst days, potentially the most important item on my desk, coffee.

# CONSISTENT

Here I have included a piece that best reflects the value of consistency—copyedited citations. Whether it is the neatness of the marks or the errors that are caught, citations require a meticulous, steady hand.

## Reference Page :: Chicago Author-Date System

Helin Young. Re-Making the Real Middle Ages™. (9:05 AM) August 21, 2014. In the Middle (blog). <http://www.inthemedievalmiddle.com/2014/08/re-making-real-middle-ages.html>

Donavin, Georgiana. *Scribit Mater: Mary and the language arts in the literature of medieval England*. Catholic University of America Press. 2012.  
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PhD diss.,

Ryan, Patrick Joseph. *Master-servant childhood: a history of the idea of "childhood" in medieval English culture*. Houndsmills, Basingstoke, Hampshire: Palgrave Macmillan. 2013.

Heywood, Colin. 2013. *A History of Childhood Children and Childhood in the West from Medieval to Modern Times*. Oxford: Wiley.

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*Humanism and Education in Medieval and Renaissance Italy: Tradition and Innovation in Latin Schools From the Twelfth to the Fifteenth Century*. Cambridge, UK: Cambridge University Press. 2001. eBook Collection (EBSCOhost). EBSCOhost (accessed September 16, 2014).

John of Salisbury. "Metalogicon." (1159) In Copeland, Rita, and I. Sluiter, eds. 2009. *Medieval grammar and rhetoric: Language arts and literary theory, AD 300-1475*. Oxford: Oxford University Press.

edited by Rita Copeland and Ineke Sluiter.

Elizabeth P. Archibald. "Whose Line is it Anyway? Dialogue with Donatus in Late Antique and Early Medieval Schools." *The Journal of Med. Latin*, Volume 23. 2013: pgs. 185-199.  
Doi: 10.1484/J.JML.1.103775



## Bibliography :: Chicago Notes &amp; Bibliography System

Heft Young, Re-Making the Real Middle Ages™. (9:05 AM) August 21, 2014. In the Middle. <sup>ital</sup>  
 (blog) <http://www.inthemedievalmiddle.com/2014/08/re-making-real-middle-ages.html> <sup>nm</sup>

Donavin, Georgiana. *Scribit Mater: Mary and the language arts in the literature of medieval England*. Catholic University of America Press, 2012.  
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Dawson, Heidi Suzanne. 2011. Dissertation: *Unearthing late medieval children, health, status and burial practice in Southern England*. University of Bristol <sup>nm</sup>  
 2011

Ryan, Patrick Joseph. *Master-servant childhood: a history of the idea of "childhood" in medieval English culture*. Houndsmills, Basingstoke, Hampshire: Palgrave Macmillan, 2013. <sup>Q3</sup>

Heywood, Colin. 2013. *A History of Childhood Children and Childhood in the West from Medieval to Modern Times*. Oxford: Wiley. <sup>ital</sup>

Black, Robert.

*Humanism and Education in Medieval and Renaissance Italy: Tradition and Innovation in Latin Schools From the Twelfth to the Fifteenth Century*. Cambridge, UK: Cambridge University Press, 2001. eBook Collection (EBSCOhost), EBSCOhost (accessed September 16, 2014). <sup>ital</sup> <sup>Q4</sup>

John of Salisbury. "Metalogicon." (1159) In Copeland, Rita, and I. Sluiter, eds. 2009. *Medieval grammar and rhetoric: Language arts and literary theory, AD 300-1475*. Oxford: Oxford University Press, 2009. <sup>Q4</sup> <sup>ital</sup>

<sup>Q4</sup> <sup>ital</sup> <sup>nm</sup>  
 Edited by Rita Copeland and Irene Sluiter.

Elizabeth P. Archibald. "Whose Line is it Anyway? Dialogue with Donatus in Late Antique and Early Medieval Schools." *The Journal of Med. Latin*, Volume 23, 2013, pgs. 185-199. <sup>Q4</sup> <sup>ital</sup>  
 Doi: 10.1484/J.JML.1.103775 <sup>Q4</sup> <sup>ital</sup> <sup>nm</sup>

**Author-Date System:**

- Q1. Please alphabetize by last name of the author.
- Q2. Dawson does not use her middle name professionally, only first and last.
- Q3. The book was technically published under Palgrave Pivot, which is under the umbrella of Palgrave Macmillan.

**Notes & Bibliography System:**

- Q1. Please alphabetize by last name of the author.
- Q2. Dawson does not use her middle name professionally, only first and last.
- Q3. The book was technically published under Palgrave Pivot, which is under the umbrella company of Palgrave Macmillan.
- Q4. Please add link to where the e-book was found on EBSCOhost.

# PROFESSIONAL

The following two memos are examples of communication with two different individuals: the first one, Katie, is an author with whom I worked with on her piece, “Hell.” The second is Sarah Gibbons, Director of Communications for the Young Authors’ Conference. I copyedited an ad for the conference, checking to see that all of the information was correct, and it was presented consistently.



# MEMO

**To:** Katie Grimes

**From:** Christine Plummer

**Date:** November 12, 2014

**Re:** First Round of Edits on “Hell”

## Overview

The research paper overall was well-tailored to your audience of language scholars. The word choice was not forced (a slippery slope to fall in when entering the world of academia), but there was intelligent primary research to be found in the content. Sentence structure was fairly sophisticated, though at times became quite complex and difficult to decipher. Your audience is going to value thoughtfulness above all else, and your paper does an excellent job of highlighting the usage of the term “hell” in today’s society. There were a few issues with punctuation and formatting, but this first round of edits produced mainly small changes.

## Examples of Specific Revisions

### Formatting

The most significant formatting issue I found was the lack of consistency with italicizing “hell” within quotes and phrases. To make it more clear for the reader, I italicized all of them. I was impressed with the formatting of your bibliography and footnotes; you clearly have a well-rounded knowledge of the *Chicago Manual of Style*.

### Punctuation

Most of the changes made on your paper were in regards to punctuation. The biggest change throughout the paper was inserting quotes around each usage of “hell” as a term. It became a bit trickier when you used the possessive form—“hell’s”—and CMS called for the quotation marks to encompass the word as a whole.

Another error (which was only made a couple times) was the use of a colon without an independent clause before it. Colons are obviously a significant piece of your style, and in most cases it works well to create a sophisticated sentence, but there were a few times when there was not a full sentence completed before the colon. I inserted queries with suggestions to draw your attention to them, but I encourage you to revise the sentences into what (correctly) suits your style best.

## **Potential Audience Misreads**

There were very few cases in which I felt the audience would have difficulty following your logic, and there are queries and suggestions noted for each one. The primary place is in the introduction paragraph after the *OED* definition when you bring up the two different quotes. Although I can assume the point you are making, it is difficult to see the correlation between the two and why you chose them.

## **Conclusion**

Your paper was an insightful look into the definitions and uses of the word “hell,” and I am especially impressed with how you covered so much content in such a small space. It can be difficult for writers to be concise yet effective, but you did a marvelous job incorporating this skill into your paper. The audience will appreciate your occasional sentence or two of humor and personality, especially with how “hell” is used less seriously in most conversation. You established your rhetoric well by creating a parallel in between the word and your voice.

# MEMO

**To:** Sarah Gibbons

**From:** Christine Plummer

**Date:** October 16, 2014

**Re:** Young Authors' Conference Ad Review

## Overview

The purpose of this memo is to further elaborate upon the editing choices I have made on the advertisement for Michigan State University's Young Authors' Conference. The goal of the ad is for the information about the event and how to register to be clearly articulated to those who will have it sent to them. My analysis will include specific examples in which I articulate why I made certain decisions and a list of author queries.

## Examples of Specific Revisions

### Formatting

There were a few places in which I changed formatting to be more consistent and readable. For example, I requested for "the" in "Save the Date" to be the same font size as "Save" and "Date" because it did not make rhetorical sense to have it smaller. Without making the font smaller, "the" is already in all lowercase letters because it is an article, giving it less emphasis; there is no need to make the font smaller as well.

The other place in which I noticeably changed the format was in the middle section on the second page that describes what the event will include. The entire section is supposed to be centered, but there is inconsistency with the top four lines and the bottom three. The bottom three do not look in line with the others, so I marked for it all to be centered the same.

In the second section on the second page, I changed "two" to the number 2 because all of the other numbers throughout the advertisement were not written out.

### Punctuation

According to the Chicago Manual of Style, an en dash is used in between dates in place of "to", so I changed the hyphen in between "July 10 - 11" to an en dash. On the following page, I changed the & to an en dash as well to be consistent. The same rule applies in between "5<sup>th</sup> - 12<sup>th</sup> grade."

The other major punctuation addition was in the second section on the second page. I added in commas after every un-bolded line to specify that they are separate things happening within the event. When there was nothing in between, even though they were on different lines, it was unclear and confusing to read.

Other changes were smaller. On the top of the second page, I switched the placement of the apostrophe and the 's' in "Author's" to be consistent with the other page and the official title of the event. I also included a colon after "website" in the second to last line on the second page. I took out the apostrophe and 's' after "University" on the first page because it is the only place in which it appears throughout the entire ad.

## **Capitalization**

Throughout the second page, there are quite a few words that are capitalized that do not need to be. "Third Annual" is not part of the title of the event, and according to the Chicago Manual of Style, does not constitute capitalization. Using the same rule, I changed "Professors" to being all lowercase as well. "Event" in the second paragraph calls for being all lowercase. In the second section, I edited "Special" and "Writing" to be lowercase in being consistent with the other line beginnings. "Writers" in "writers-in-residence" does not refer to a specific title, so it would be lowercase as well. "Publishing" in the last line of the section follows the same rule: it is not a specific title.

## **Additional Words**

On the second page in the second section, I removed the word "real" before "authors" because it may be seen as redundant to the reader. It is already implied that the authors are real; there is no need to restate it. However, I also included a query in case I was misinterpreting the meaning, suggesting that an alternative adjective is used.

## **Author Queries**

Q1: Who gave the grant?

Q2: Who took the picture being used? Even if it is someone within the organization, I would suggest giving them credit.

Q3: Match font size for "the" to be the same as "Save" and "Date."

Q4: What are you conveying by using the word "real"? It is implied that the authors are real, but if you are distinguishing between these authors versus the *young* authors, I would recommend using an adjective like "professional" or even "adult."

Q5: All of the other lines begin with a noun of some sort. Perhaps change the phrasing of the line so that it begins with a noun as well: "Time dedicated to writing."

Q6: The alignment in this second section is not all centered, particularly the last three lines. Consider aligning all of it in the center so there is no confusion or inconsistency.

## **Conclusion**

While there were some smaller issues that needed to be addressed, the advertisement overall is effective. It includes all of the necessary information, and it is phrased in a way that would ignite young authors' excitement to participate in the event. The branding is clear; it is obvious which event it is and that it is established. I only really needed to edit for consistency and accuracy in regards to the Chicago Manual of Style.

# THOROUGH

There are two pieces included here. The first is a research piece of my own, explaining the grammar rule for when to use “lie” versus “lay.” The second piece is the first two pages of Katie Grimes’s paper “Hell,” with my track changes and comments (see separate document).



# **“Lie vs. Lay”**

**Christine Plummer**

Growing up, I have many memories sitting in elementary school grammar classes, learning the basics of “there,” “their,” and “they’re” or “its” and “it’s” or even the much-debated use of the Oxford comma. However, I have lived my entire life without the knowledge of when it is grammatically appropriate to use “lie” and when to use “lay.” In today’s society, I am not alone. After asking multiple friends and those with whom I come into contact, none of them could tell me the difference between the two. Social media and popular culture both reflect the same knowledge--or, rather, lack thereof. While some of the other grammar rules are used as a sort of social status when used correctly (see above), the usage of “lie” and “lay” is put on the backburner as an accepted gray area, where most people use what sounds okay in their head.

The *Modern American Usage* guide has a long, drawn-out explanation of all the possible ways to use “lay” and “lie,” but shortens the debate into one sentence: “What man does with his body is ‘lie,’ ‘lay,’ ‘lain’; what he does with objects is ‘lay,’ ‘laid,’ ‘laid.’”<sup>1</sup> Grammar Girl gives a similar explanation, clarifying that “lay” always takes an object.<sup>2</sup> For example, “She lays her phone on the desk.” “Lie,” on the other hand, stands on its own: “I lie down on the bed.” The confusion comes, as *Miss Thistlebottom’s Hobgoblins* points out, “of the identity of a present tense of the transitive verb to lay and the past tense of the intransitive verb to lie.”<sup>3</sup> One can almost make sense of the difference between the present tense of “lay” and “lie,” and then past tense comes into play. From there, it becomes a mess. It makes sense that most people would not pay much attention, but many do not even acknowledge that there is a difference between the two. These usage guides generally overlook this muddling of the two words, and focus solely on the prescriptive meanings behind them.

Upon searching the word “lay” on Twitter, I quickly discovered that a majority of people use it as the umbrella term over “lay” and “lie.” Twitter user @NETFLIXLUKE

writes, “too many photos of luke with children lately I need to *lay* down and count to ten.”<sup>4</sup> In this instance, the appropriate word is “lie” because she is using the present tense, and there is no direct object. Similarly, @GirlCode\_\_\_ tweeted, “I wanna sneak out in the middle of the night and drive to the middle of nowhere and *lay* on the roof of a car and stare at the stars.”<sup>5</sup> After observing this particular thread of tweets and drawing from my own everyday observations, it makes complete sense for “lay” to be found in contexts where “lie” is appropriate. It is more common to hear that someone is going to go “lay down” as opposed to “lie down” in conversation. Because we grow up hearing it so often and with no correction, we assume that it is grammatical. While scrolling through these tweets, there were a few examples of “lay” being used correctly: @horantypeofbf tweeted, “Niall’s the type of boyfriend to *lay* rose petals all over the bed and light 20 candles and surprise you by *laying* on the bed naked.”<sup>6</sup> If we ignore a majority of the grammar in this sentence, the first use of “lay” is correct; “rose petals” is a direct object of “lay.” What is interesting is “laying on the bed” also appears. In this user’s eyes, “lay” is grammatically correct in both contexts, and I would argue that assumption is common for most people when speaking informally.

Looking up “lie” on Twitter produced vastly different findings. The most important thing to note is most users use “lie” in the context of not telling the truth. In the few tweets that used it as a synonym for to recline, they were always the correct forms. @Mollyrobss wrote, “I’ve ate so much that I need to go lie down was so good though, worth it,”<sup>7</sup> and @brixxie\_bear tweeted, “New possibilities lie all around you.”<sup>8</sup> There were no examples of “lie” being used in the wrong context that I found; if they exist, they are not common enough to be considered a trend. After searching both “lay” and “lie,” I searched “laying” and “lying,” which yielded near-identical results.<sup>9 10</sup>

However, it is not only the Twitter users of the world that misuse “lay” and “lie.” Popular culture as a whole is also unable to interchange the two successfully. In songs like “Chasing Cars” by Snow Patrol, the (fairly well known) chorus goes, “if I lay here, if I

just lay here, would you lie with me and just forget the world?”<sup>11</sup> Both are used consistently throughout the song, but only the last of the three is correct. “Stay With Me” by Sam Smith has the line “but you can lay with me so it doesn’t hurt.”<sup>12</sup> Sam Smith released this song recently, showing that it is happening right now. The mistake is so common that it is almost never called out, and it is instead accepted as correct. Although there are specific rules, descriptively, it seems that “lay” is undergoing a change in meaning in our language. “Lay” is already widely accepted without an object, and it is more commonly understood that way. There is not much discussion to be found about this shift in written or online grammar guides, yet there is no clear distinction in the way a the general population uses these words.

This shift to “lay” being accepted where “lie” is grammatically supposed to be used has essentially finished in regard to everyday language. However, recent usage guides do not express this change. Although it is important for them to see “lay” and “lie” prescriptively, it is not relevant for most people. When writing for a more informal audience, there is no reason to correct or spend time explaining the difference between the two. In some cases, it may even appear as strange or incorrect to an audience that has adjusted to using “lay” without an object. If this language shift were researched further, the next step would be to look at academic writing and analyze if the majority use “lay” and “lie” correctly or if they too are unaware of the separation and use “lay” as the umbrella term for both. It is so under-emphasized in common speech that it would not be surprising if the shift is happening in the academic field as well, particularly within communities that do not include language scholars.

## Notes

1. William Follett, *Modern American Usage: A Guide* (New York: Hill and Wang, 1998).
2. "Lay Versus Lie," Grammar Girl, accessed October 20, 2014, <http://www.quickanddirtytips.com/education/grammar/lay-versus-lie>
3. Theodore Bernstein, *Miss Thistlebottom's Hobgoblins: The Careful Writer's Guide to the Taboos, Bugbears and Outmoded Rules of English Usage* (USA: Centro Books, 2006).
4. Kaitlyn ! Pls Calum?, Twitter post, October 26, 2014, <http://www.twitter.com/NETFLIXLUKE>.
5. Girl Code, Twitter post, October 26, 2014, <http://www.twitter.com/GirlCode>.
6. Niall the Type of BF, Twitter post, October 26, 2014, <http://www.twitter.com/horantypof>.
7. Molly Roberts, Twitter post, October 26, 2014, <http://www.twitter.com/mollyrobss>.
8. Bri, Twitter post, October 26, 2014, [http://www.twitter.com/brixxie\\_bear](http://www.twitter.com/brixxie_bear).
9. "Results for Laying," Twitter, accessed October 26, 2014, <https://twitter.com/search?q=laying&src=typd>.
10. "Results for Lying," Twitter, accessed October 26, 2014, <https://twitter.com/search?q=lying&src=typd>.
11. "Snow Patrol Lyrics," A-Z Lyrics, accessed October 26, 2014, <http://www.azlyrics.com/lyrics/snowpatrol/chasingcars.html>.
12. "Sam Smith Lyrics," A-Z Lyrics, accessed October 26, 2014, <http://www.azlyrics.com/lyrics/samsmith/staywithme.html>.