

Project	Editing
Number	Final Project
Title	Editing the Light Studio Instruction Sets
Origination	Instructions accompanying Julius Studio & LS Photography products
Origination Date	19 October 2016

The products involved in the instruction sets were a portable photography light from Julius Studio, and a photo studio tent, light stand, and tripod, all from LS Photography. The photography light from Julius Studio is a 9.5", 120V, 50W, GU10 lamp that has an even range of color temperature and can eliminate shadows well from surrounding objects. There are no reviews on either company's website to show a reputation. The photo tent, light stand, and tripod kit from LS Photography come in a variety of similar kits. Some kits have more than one light stand, some have differing tripods, and some are a bit taller than others. Based on the product description on the instructions I have edited for these products, it isn't 100% clear on which kit these instructions belong to, although all these similar kits have qualities in common. The light stand has a 5000k output. The photo box has high quality fabric to eliminate reflection and glare. The tripod is aluminum and steel, with skid reduction pads, and is fully adjustable.

Summary	<p>These companies for these products both have websites that are either translated to English or written by someone with a loose grasp of English, and therefore, has an interesting choice of adjectives and some incorrect conjunctions. They have similar descriptions of products, although do not mention that they are connected companies or even appear to be connected in any way. They both sell several hundred pieces of similar photography and lighting equipment. The most interesting thing about Julius Studio, is all the terrible reviews on other websites. They have been called a scam multiple times, in terms of not only having cheap quality products, but having absolute junk for products. Perhaps that is a reason for not having reviews on their website as previously mentioned. Another interesting fact is about LS Photography. They appear to be based out of California, and it was next to impossible to find any information about them besides their website (with no reviews). Perhaps because of the small size of their company, and a much bigger company with the same name based in the United Kingdom.</p>
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The instructions for these products from these companies were more than likely translated from another language to English, or written by someone with a very loose grasp of the English language, similar to the previously mentioned websites. Despite the translation issues, there were several other issues, with consistency and illustrations. We were given the instructions as a class at the beginning of our school quarter, and have been editing them multiple times in different ways to learn proper editing techniques, as well as how they differ. This class is part of a course called Editing in Technical Communication, which is part of the Technical Communication degree. The objectives include developing the principles and practices of technical editing. It helps students learn how to copy, edit, and proofread a variety of technical and professional documents, using standard symbols and conventions. Students also learn to use style sheets and track emendations, as well as gain the understanding of the responsibilities of an editor.

The documents given to us for this course consist of two pages of these previously mentioned instructions, and they are a shining representation of why different kinds of editors exist and why they are greatly needed. These instruction sets have problems with content, organization, visual design, style, and everything else that a comprehensive editor fixes. It has severe grammatical issues, which teaches us good copyediting skills. And finally, due to the mass amount of big-picture fixes, we proofread afterwards for final fixes, which teaches us the importance of a proofreading edit.

To begin, the purpose of these instructions is to assist with assembling a tabletop photography set, as well as a portable tabletop standing light and how to change it's lightbulb. The context is the assumption that the person using this equipment will have already seen or experienced products like this. The audience most likely has hobbies or a profession involving photography, or even if the audience is a novice, they will most likely be surrounded by experienced folks or teachers.

The skills I have performed on these documents include copyediting, comprehensive editing, and proofreading. While performing my copyedit, my main objectives were making the text correct, consistent, accurate, and complete, as well as checking page design. While making the text correct, I checked for spelling, grammar, and punctuation. While checking for consistency, I paid special attention to abbreviations, numbers (in numerals or spelled out), capitalizations, visual design, and documentation style. I took

into consideration the accuracy of the text, in regards to photos matching with text, the cautionary statements, and quantitative data. Finally, and equally as important as other aspects of copyediting, was the completeness. Making sure all the steps needed were present, all the necessary photos were in, and all the website links were included. During these objectives, I had to use clear and accurate symbols for specific functions, called markup language.

Rationale

Due to the incomprehensible nature of almost all of the text, I had to rewrite most of the steps, or make multiple grammatical fixes. Incorrect pluralizations ran amuck, as well as capitalizations among the terrible grammar. The verbiage was weak, and needed to be switched with some stronger, more imperative verbiage. There were inconsistent spacing issues between words and sentences to be made consistent, and links to websites needed to be inserted. Certain extra or overly-wordy steps and information were present and needed to be deleted or rephrased for the average short-term memory capacity. One cautionary statement needed to become a warning statement, due to possible personal injury. There were plenty of issues outside of the text, involving the photos, and switching them around or getting more accurate ones off of the companies website. Even the one and only list was very inaccurate, and missing very important quantitative numbers so the users know how many they received of which items.

While performing the comprehensive edit on the original documents, I remembered learning that even after a copyedit, a reader can still have overall comprehension issues. Therefore, I went about a process where I analyze and evaluate how well the content, organization, visual design, and style of the document supports user comprehension. It was now my job to make these documents clear and helpful. I had to determine where information was missing or organized in a misleading way, and modify it. I had to locate and fix the confusing styles and inappropriate information. For the final objectives portion of this edit, it was tough to keep in mind that I needed to leave behind my want for concentrating at a sentence level, and to regard the documents as a whole each time, and what was affecting the documents as a whole from becoming a great quality document.

Due to the nonsensical steps and grammar, there were times when I could not understand the flow and organization of the document because I literally could not understand the steps, and needed to rewrite the steps. Another reason for rewriting on a sentence level was for the sake of consistency and content. Some steps were much longer than others, and would totally throw off the organization and style. Even the smallest missing information pieces,

such a quantity of items, would fuzzy my overall expectations as a reader. Entire missing instructions for items included could make a probable use of these documents completely miss out on meeting my needs as a reader. Although more time consuming, it is a more satisfying edit, especially with these disasters of documents.

Finally, I had the job of proofreading. While proofreading and copyediting share symbols and have the goal of correctness, a final check of the document, separate from copyediting, provides good quality control. Normally, proofreading verifies that the copyediting specifications have been implemented. It also uses mostly marginal marks. Proofreaders compare an earlier version of a document (the “dead” copy) to the current version to ensure that the marked corrections have actually been taken care of and corrected.

As expected, it was similar and a bit more easy than the copyedit (almost no mistakes, since I wanted to do a perfect job the first time), but still very necessary, since I was able to catch a few final errors.