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APPENDIX A

Questionnaire before pre-test



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13 August 2009

Dear Editor,

I am currently enrolled for an MA in Language Practice at the North-West University's Vaal Triangle Campus, under the supervision of Ms Haidee Kruger and Dr Ayesha Bevan-Dye. The topic for my dissertation is *The development of professional standards for South African editors*.

The development of standards for the South African editing industry is becoming increasingly important. Standards are a way to regulate an industry, its practices and the training of its practitioners, and are vital for the professionalisation of an industry. The aim of my study is to identify which skills are central to the work of all editors (regardless of industry sector) in South Africa, and then to rework these skills into a set of core standards for South African editors.

The population for my study is defined as South African editors working within the various sectors of the industry. As an editor from this population, your participation in this study would be greatly appreciated.

The questionnaire below should not take more than 20 minutes to complete. In order to make it easier for you to answer questions, dropdown menus are provided. Instructions for using the dropdown menus can be found below.

The information you provide will be held in the strictest confidence. The data gathered from the questionnaire will be reported in the form of statistical aggregates only, which means that no individual will be identified.

Please return the completed questionnaire by e-mail to Aldine Oosthuizen (the North-West University's statistician) at Aldine.Oosthuizen@nwu.ac.za on or before 24 August 2009, 09:00.

Should you have any questions please do not hesitate to contact me on 072 344 0054 or 13090658@student.nwu.ac.za.

Thank you in advance for your cooperation in this regard.

Yours faithfully
Melanie Law

Instructions for completing the questionnaire

- Save the attachment onto your hard disk or flash disk.
- Complete the questionnaire. Use the drop-down menus to select your option. (Click on "select" to see the drop-down menu, and then click on your choice.)
- Remember to save once you have completed the questionnaire.
- Return the completed attachment to Aldine Oosthuizen at Aldine.Oosthuizen@nwu.ac.za.

SECTION A: BIOGRAPHICAL DETAILS

Please complete the text box or select an option from the dropdown menu.

A1 Industry sector in which you work **most frequently** (please select only one; see the box below for definitions)

Select

For the purposes of this study, four main industry sectors have been identified: editing for book publishing, editing for mass media, technical editing and academic editing.

- **Book publishing**

Editors working in the book-publishing sector work with manuscripts that will be published in book format.

The South African book-publishing industry has three main market segments: academic, education and trade. The academic sector publishes books and learning materials for the post-school tertiary market and includes the publication of tertiary textbooks, learning guides, study guides and theory-based books.

Educational book publishing is aimed at the school market (from pre-school to Grade 12) and publishes school textbooks, learning guides, teaching guides and support materials (such as posters). Trade publishing refers to all other types of books that are available for the public to purchase such as trade fiction and non-fiction books.

- **Mass media**

Editors working in the mass-media sector work with texts that are published frequently and to a mass audience (for example magazines or newspapers). Included in this sector are online editors who maintain and/or oversee a publication's website.

- **Technical editing**

The technical-editing sector is not defined based on the medium of the text (as is the case with editing for book publishing and mass media) but rather on the subject matter of the document. Technical editors work with documents that are technical in terms of their content, such as instruction manuals, proposals, reports, fact sheets, capacity statements, major policy documents, legal texts, financial documents and medical documents.

- **Academic editing**

Editors working in the academic-editing sector deal with texts that are produced from within the institutions of academe with the intention to further research and scholarship. Academic editors therefore work on dissertations and theses, academic and scientific articles, and papers and studies for publication.

A2 Number of years editing experience in the industry sector specified above

Select

A3 Language in which you mostly do editing

Select

A4 Are you an accredited editor (with either SATI or some other institute)?

Select

A5 Are you an in-house editor?

Select

SECTION B: TEXTUAL SKILLS FOR EDITORS

The textual dimension of editing involves the various types of editing that an editor may do, and the tasks that editors perform when working with texts.

Copyediting		
<i>Copyediting aims to bring a text into conformance with pre-set rules. These rules include generally recognised grammar and spelling rules, rules of good usage and house style.</i>		
Using the dropdown menus, please indicate how often you are responsible for performing the following tasks in your everyday work as an editor in the sector specified in Section A.		
BA1	Correcting spelling errors	Select
BA2	Correcting punctuation errors	Select
BA3	Correcting errors of grammar	Select
BA4	Correcting errors of syntax (sentence structure)	Select
BA5	Ensuring correctness of terminology usage	Select
BA6	Querying correctness of terminology usage	Select
BA7	Ensuring correctness of numbers, units and measurements	Select
BA8	Querying correctness of numbers, units and measurements	Select
BA9	Ensuring correct use of foreign languages	Select
BA10	Ensuring correctness of headings (particularly in numbering, levels, positions, etc.)	Select
BA11	Ensuring correctness in tables and lists (for example, ensuring that tables and lists are correctly formatted, that the content is accurate and correctly punctuated)	Select
BA12	Querying correctness of tables and lists (for example, querying whether tables and lists are correctly formatted, whether the content is accurate, and whether the tables and lists are punctuated correctly)	Select
BA13	Ensuring correctness of illustrations (for example, ensuring correct factual representation such as in maps)	Select
BA14	Querying correctness of illustrations	Select
BA15	Ensuring correctness of preliminary pages (such as contents lists, preface, acknowledgements, title page) and end matter (such as indexes, appendices, glossaries)	Select
BA16	Ensuring consistency of spelling	Select
BA17	Ensuring consistency of punctuation	Select
BA18	Ensuring consistency of grammar	Select
BA19	Ensuring consistency of syntax (sentence structure)	Select
BA20	Ensuring consistency of terminology usage	Select
BA21	Ensuring consistency in the use of numbers, units and measurements	Select
BA22	Ensuring consistent use of foreign languages (particularly in terms of typographical style)	Select
BA23	Ensuring consistency in headings (particularly in numbering, levels, positions, etc.).	Select
BA24	Ensuring consistency in tables and lists (for example, ensuring that tables and lists are consistently formatted and punctuated, and that information is presented consistently)	Select
BA25	Ensuring consistency of illustrations (in terms of the presentation of their content, formatting)	Select
BA26	Clarifying unexplained acronyms and abbreviations	Select
BA27	Ensuring completeness of preliminary pages (such as contents lists, preface, acknowledgements, title page) and end matter (such as indexes, appendices, glossaries)	Select

BA28	Ensuring that the text is in line with design specifications (such as layout, formatting, paragraph indentation)	Select
BA29	Querying irregularities with design specifications (such as the layout, formatting, paragraph indentation)	Select
BA30	Correlating parts of the text (such as checking cross-references, internal page references, footnote/endnote numbers and text, table of contents)	Select
BA31	Ensuring correctness of reference style of in-text references and reference lists	Select
BA32	Querying incorrect reference style for in-text references and reference lists	Select
BA33	Ensuring consistency of reference style for in-text references and reference lists	Select
BA34	Querying consistency of reference style for in-text references and reference lists	Select
BA35	Ensuring completeness of reference list (ensuring that all the references cited in the text appear in the reference list, and that all the items in the reference list appear in the text)	Select
BA36	Querying incomplete reference lists (querying instances where the references cited in the text do not appear in the reference list, or when references listed in the reference list do not appear in the text)	Select
BA37	Approving author's and proofreader's changes	Select
BA38	Collating author's and proofreader's changes for the typesetter	Select

Stylistic editing

Stylistic editing aims to tailor and improve the language of the text to suit the readership and to create a smooth-flowing text by addressing stylistic issues such as sentence connections and focus.

Using the dropdown menus, please indicate how often you are responsible for performing the following tasks in your everyday work as an editor in the sector specified in Section A.

BB39	Ensuring appropriate use of vocabulary for the readership	Select
BB40	Ensuring an appropriate register is used in the text, based on the type of text and the readership	Select
BB41	Querying instances of inappropriate register in the text, based on the type of text and the readership	Select
BB42	Tailoring sentences for the readers of the text and the use they will make of it by ensuring that the sentences are well structured and concise (for example, by ensuring that the appropriate sentence structure is used (such as active/passive or complex/simple), appropriate inter-sentence connections are used, and that the sentence is focused)	Select
BB43	Ensuring an appropriate level of readability in the text (for example, ensuring that the text is cohesive by ensuring that the text is well-structured, contains clearly related sentences and paragraphs, and that discourse markers are used appropriately)	Select
BB44	Ensuring an appropriate level of clarity within the text (for example, ensuring that the text is coherent by ensuring that the message of the text does not contain any slips in logic, such as self-contradictory statements, wrong organisation of events)	Select
BB45	Removing or correcting instances of verbosity	Select
BB46	Removing or correcting ambiguities	Select
BB47	Removing or correcting repetition and redundancies	Select

Structural editing		
<i>Structural editing aims to improve the presentation of the content of the text by restructuring the physical and conceptual elements of the text. Structural editing also aims to assist readers in conceptually organising the information in the text by signalling the relationships between the parts of the message.</i>		
Using the dropdown menus, please indicate how often you are responsible for performing the following tasks in your everyday work as an editor in the sector specified in Section A.		
BC48	Ensuring optimal structure of the argument or discussion (for example, by rearranging sentences, paragraphs or sections of material)	Select
BC49	Querying the less than optimal structure of an argument or discussion	Select
BC50	Ensuring logic of headings (for example, that a heading accurately reflects the content that follows, and that headings are arranged in a logical order)	Select
BC51	Ensuring logical sequence divisions	Select
BC52	Ensuring logical order of sections	Select
BC53	Ensuring logic in the relationships between text, tables and graphics	Select
BC54	Ensuring logical use of verbal signposts (such as the positioning of standfirsts, page turns)	Select
BC55	Correcting missing markers (such as the incorrect or inconsistent use of <i>firstly</i> , <i>secondly</i> , <i>thirdly</i>)	Select
BC56	Correcting or removing unfulfilled announcements (for example, correcting or removing instances where a writer has indicated that something specific will be discussed in a later section, and then does not do so)	Select
BC57	Correcting problems with backward and forward references (for example, correcting or removing instances where reference is made to previous or subsequent information that does not appear)	Select
BC58	Checking and imposing the correct physical structure for a text (for example, ensuring that a report published in a newspaper follows the <i>inverted pyramid</i> structure, or that an academic article follows the <i>introduction, discussion, conclusion</i> structure)	Select

Content editing		
<i>Content editing aims to improve the content of a text by correcting for accuracy and logic.</i>		
Using the dropdown menus, please indicate how often you are responsible for performing the following tasks in your everyday work as an editor in the sector specified in Section A.		
BD59	Correcting content for completeness	Select
BD60	Querying incomplete content	Select
BD61	Correcting content for appropriateness	Select
BD62	Querying inappropriate content	Select
BD63	Correcting content for accuracy	Select
BD64	Querying inaccurate content	Select
BD65	Correcting content for logic	Select
BD66	Querying illogical content	Select
BD67	Correcting content for any legal issues (such as bias, slander, libel, plagiarism, copyright infringement)	Select
BD68	Querying any legal issues associated with the content and artwork (such as bias, slander, libel, plagiarism, copyright infringement)	Select
BD69	Ensuring appropriateness of illustrations	Select
BD70	Querying appropriateness of illustrations	Select
BD71	Writing artwork briefs for the text	Select

BD72	Selecting illustrations and graphics for the text	Select
BD73	Cropping illustrations and graphics for the text	Select
BD74	Editing illustrations and graphics for the text	Select
BD75	Copyfitting the text for the publication	Select
BD76	Suggesting rewrites for sections of the text	Select
BD77	Writing/rewriting sections of the text	Select

Proofreading

For the purposes of this study, proofreading refers to the final phase of the editorial process, done either once the manuscript has been typeset, or before it is ready to go to print in another format. Proofreading aims to ensure that all the editor's and author's corrections have been incorporated into the final proof and that the proof does not contain any errors missed during the editing process.

Using the dropdown menus, please indicate how often you are responsible for performing the following tasks in your everyday work as an editor in the sector specified in section A.

BE78	Correcting spelling errors in proofs or print-ready pages	Select
BE79	Correcting inconsistent spelling in proofs or print-ready pages	Select
BE80	Correcting grammatical errors in proofs or print-ready pages	Select
BE81	Correcting punctuation errors and inconsistent punctuation use (for example, in abbreviations) in proofs or print-ready pages	Select
BE82	Correcting inconsistent punctuation use in proofs and print-ready pages	Select
BE83	Correcting errors in word breaks in proofs or print-ready pages	Select
BE84	Correcting errors of fact in proofs or print-ready pages	Select
BE85	Querying possible errors of fact in proofs or print-ready pages	Select
BE86	Correcting proofs or print-ready pages for correctness of type specifications	Select
BE87	Correcting incorrect format and layout in proofs or print-ready pages	Select
BE88	Checking that all the editor's and author's changes have been incorporated into the final/typeset document	Select

SECTION C: EXTRA-TEXTUAL SKILLS FOR EDITORS

The extra-textual dimension of editing comprises those skills that editors require in order to fulfil the textual function. It is divided into four sections: technical skills, personal and interpersonal skills, procedural skills and specialised knowledge.

Technical skills

Editors require technical skills in order to work productively. Technical skills include management skills (knowledge of sound business principles and management), technological skills (knowledge of and skills in using software and technology) and sourcing skills (the ability to source information effectively).

Using the dropdown menus, please indicate how important the following skills and knowledge are for your everyday work as an editor in the sector specified in Section A.

CA1	The ability to plan projects (conventional or online) effectively	Select
CA2	The ability to manage projects (conventional or online) efficiently within budgetary and time constraints	Select
CA3	Sound business and management skills	Select
CA4	Expertise in the latest word-processing software	Select
CA5	Expertise in the latest DTP-processing software	Select
CA6	Expertise in the correctly using track changes during electronic editing	Select
CA7	Expertise in correctly marking changes on hardcopy manuscript	Select
CA8	Expertise in website design, management and maintenance	Select

CA9	Expertise in the various methods of querying (for example, using the comments function in Microsoft Word)	Select
CA10	The ability to source information effectively (for example, reference guides, reliable information on specific topics, or previous articles/texts)	Select

Personal and interpersonal skills		
<i>Personal and interpersonal skills refer to specific character traits and personal qualities that editors need in order to work efficiently in changing environments.</i>		
Using the dropdown menus, please indicate how important the following skills are for your everyday work as an editor in the sector specified in Section A.		
CB11	Highly developed reading skills	Select
CB12	Intuitive language skills	Select
CB13	Dedication	Select
CB14	A good general knowledge and an interest in world news and events	Select
CB15	A desire to constantly learn	Select
CB16	A strong personal code of ethics and good judgement skills	Select
CB17	The ability to work under pressure and for long hours	Select
CB18	The ability to develop and maintain good working relationships with and between the various industry role-players (for example, journalists, authors, typesetters, designers, proofreaders)	Select
CB19	The ability to sensitively and diplomatically bring any issues and problems to an author's or client's attention	Select

Procedural skills		
<i>Procedural skills allow editors to work efficiently and productively in the various sectors of the industry and aid editors in understanding and making decisions during the publishing and editing process.</i>		
Using the dropdown menus, please indicate how important the following skills and knowledge are for your everyday work as an editor in the sector specified in Section A.		
CC20	Knowledge of the publishing process (for example, knowledge of the publishing process in its entirety, including planning, coordination, copy flow, marketing, design, printing)	Select
CC21	An awareness of the function of the various role-players in the publishing process	Select
CC22	Knowledge of the costs associated with the various stages of production	Select
CC23	General administration (such as following up queries, issuing invoices, managing finances, negotiating contracts, marketing)	Select

Specialised knowledge		
<i>Specialised knowledge refers to the knowledge that editors require in order to complete an edit successfully. Specialised knowledge includes subject-specific knowledge (such as familiarity with the Revised National Curriculum Statement for schoolbook editors, or knowledge of financial matters for technical editors working with financial documents).</i>		
Using the dropdown menus, please indicate how important the following skills and knowledge are for your everyday work as an editor in the sector specified in Section A.		
CD24	Knowledge of linguistic principles and linguistic sub-disciplines (such as text linguistics or normative linguistics)	Select
CD25	Knowledge of the various text types and structures and their purposes (for example knowing how an instruction manual will be read and used, and then understanding how the information needs to be presented for optimal understanding)	Select

CD26	Knowledge of design (for example, the use of colour and contrast in texts) and layout principles (such as formatting, paragraph indentation, heading levels)	Select
CD27	Knowledge of specialised subject matter (for example, knowledge of the RNCS if editing educational textbooks, or knowledge of South African civil affairs if editing a governmental policy document)	Select

Thank you for your input and participation.

APPENDIX B

Final questionnaire



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13 August 2009

Dear Editor,

I am currently enrolled for an MA in Language Practice at the North-West University's Vaal Triangle Campus, under the supervision of Ms Haidee Kruger and Dr Ayesha Bevan-Dye. The topic for my dissertation is *The development of professional standards for editing in South Africa*.

The development of standards for the South African editing industry is becoming increasingly important. Standards are a way to regulate an industry, its practices and the training of its practitioners, and are vital for the professionalisation of an industry. The aim of my study is to identify which skills are central to the work of all editors (regardless of industry sector) in South Africa, and then to rework these skills into a set of core standards for South African editors.

The population for my study is defined as South African editors working within the various sectors of the industry. As an editor from this population, your participation in this study would be greatly appreciated.

The questionnaire below should not take more than 20 minutes to complete. In order to make it easier for you to answer questions, drop-down menus are provided. Instructions for using the drop-down menus can be found below.

The information you provide will be held in the strictest confidence. The data gathered from the questionnaire will be reported in the form of statistical aggregates only, which means that no individual will be identified.

Please return the completed questionnaire by e-mail to Aldine Oosthuizen (the North-West University's statistician) at Aldine.Oosthuizen@nwu.ac.za on or before 24 August 2009, 09:00.

Should you have any questions please do not hesitate to contact me on 072 344 0054 or 13090658@student.nwu.ac.za.

Thank you in advance for your cooperation in this regard.

Yours faithfully
Melanie Law

Instructions for completing the questionnaire

- Save the attachment onto your hard disk or flash disk.
- Complete the questionnaire. Use the drop-down menus to select your option. (Click on "select" to see the drop-down menu, and then click on your choice.)
- Remember to save once you have completed the questionnaire.
- Return the completed attachment to Aldine Oosthuizen at Aldine.Oosthuizen@nwu.ac.za.

SECTION A: BIOGRAPHICAL DETAILS

Please complete the text-box or select an option from the drop-down menu.

A1 Industry sector in which you work **most frequently** (please see the box below for definitions)
Select

For the purposes of this study, four main industry sectors have been identified: editing for book publishing, editing for mass media, technical editing and academic editing.

- **Book publishing**

Editors working in the book-publishing sector work with manuscripts that will be published in book format. The South African book-publishing industry has three main market segments: academic, education and trade. The academic sector publishes books and learning materials for the post-school tertiary market and includes the publication of tertiary textbooks, learning guides, study guides and theory-based books. Educational book publishing is aimed at the school market (from pre-school to Grade 12) and publishes school textbooks, learning guides, teaching guides and support materials (such as posters). Trade publishing refers to all other types of books that are available for the public to purchase such as trade fiction and non-fiction books.

- **Mass media**

Editors working in the mass-media sector work with texts that are published frequently and to a mass audience (for example magazines or newspapers). Included in this sector are online editors who maintain and/or oversee a publication's website.

- **Technical editing**

The technical-editing sector is not defined based on the medium of the text (as is the case with editing for book publishing and mass media) but rather on the subject matter of the document. Technical editors work with documents that are technical in terms of their content, such as instruction manuals, proposals, reports, fact sheets, capacity statements, major policy documents, legal texts, financial documents and medical documents.

- **Academic editing**

Editors working in the academic-editing sector deal with texts that are produced from within the institutions of academe with the intention to further research and scholarship. Academic editors therefore work on dissertations and theses, academic and scientific articles, and papers and studies for publication.

A2 Number of years editing experience in the industry sector specified above
Select

A3 Language in which you mostly do editing
Select

A6 Are you an accredited editor (with either SATI or some other institute)?
Select

A7 Are you an in-house editor? (In other words, do you work as a full-time editor in a publishing house or at a publication?)
Select

SECTION B: TEXTUAL SKILLS FOR EDITORS

The textual dimension of editing involves the various types of editing that an editor may do, and the tasks that editors perform when working with texts.

Copyediting		
<i>Copyediting aims to bring a text into conformance with pre-set rules. These rules include generally recognised grammar and spelling rules, rules of good usage and house style.</i>		
Using the drop-down menus, please indicate how often you are responsible for performing the following tasks in your everyday work as an editor in the sector specified in Section A.		
BA39	Correcting spelling errors	Select
BA40	Correcting punctuation errors	Select
BA41	Correcting errors of grammar	Select
BA42	Correcting errors of syntax (sentence structure)	Select
BA43	Ensuring correctness of terminology usage	Select
BA44	Querying correctness of terminology usage	Select
BA45	Ensuring correctness of numbers, units and measurements	Select
BA46	Querying correctness of numbers, units and measurements	Select
BA47	Ensuring correct use of foreign languages	Select
BA48	Ensuring correctness of headings (particularly in numbering, levels, positions, etc.)	Select
BA49	Ensuring correctness in tables and lists (for example, ensuring that tables and lists are correctly formatted, that the content is accurate and correctly punctuated)	Select
BA50	Querying correctness of tables and lists (for example, querying whether tables and lists are correctly formatted, whether the content is accurate, and whether the tables and lists are punctuated correctly)	Select
BA51	Ensuring correctness of illustrations (for example, ensuring correct factual representation such as in maps)	Select
BA52	Querying correctness of illustrations	Select
BA53	Ensuring correctness of preliminary pages (such as contents lists, preface, acknowledgements, title page) and end matter (such as indexes, appendices, glossaries)	Select
BA54	Ensuring consistency of spelling	Select
BA55	Ensuring consistency of punctuation	Select
BA56	Ensuring consistency of grammar	Select
BA57	Ensuring consistency of syntax (sentence structure)	Select
BA58	Ensuring consistency of terminology usage	Select
BA59	Ensuring consistency in the use of numbers, units and measurements	Select
BA60	Ensuring consistent use of foreign languages (particularly in terms of typographical style)	Select
BA61	Ensuring consistency in headings (particularly in numbering, levels, positions, etc.).	Select
BA62	Ensuring consistency in tables and lists (for example, ensuring that tables and lists are consistently formatted and punctuated, and that information is presented consistently)	Select
BA63	Ensuring consistency of illustrations (in terms of the presentation of their content, formatting)	Select
BA64	Clarifying unexplained acronyms and abbreviations	Select
BA65	Ensuring completeness of preliminary pages (such as contents lists, preface, acknowledgements, title page) and end matter (such as indexes, appendices, glossaries)	Select

BA66	Ensuring that the text is in line with design specifications (such as layout, formatting, paragraph indentation)	Select
BA67	Querying irregularities with design specifications (such as the layout, formatting, paragraph indentation)	Select
BA68	Correlating parts of the text (such as checking cross-references, internal page references, footnote/endnote numbers and text, table of contents)	Select
BA69	Ensuring correctness of reference style of in-text references and reference lists	Select
BA70	Querying incorrect reference style for in-text references and reference lists	Select
BA71	Ensuring consistency of reference style for in-text references and reference lists	Select
BA72	Querying consistency of reference style for in-text references and reference lists	Select
BA73	Ensuring completeness of reference list (ensuring that all the references cited in the text appear in the reference list, and that all the items in the reference list appear in the text)	Select
BA74	Querying incomplete reference lists (querying instances where the references cited in the text do not appear in the reference list, or when references listed in the reference list do not appear in the text)	Select
BA75	Approving author's and proofreader's changes	Select
BA76	Collating author's and proofreader's changes for the typesetter	Select

Stylistic editing

Stylistic editing aims to tailor and improve the language of the text to suit the readership and to create a smooth-flowing text by addressing stylistic issues such as sentence connections and focus.

Using the drop-down menus, please indicate how often you are responsible for performing the following tasks in your everyday work as an editor in the sector specified in Section A.

BB48	Ensuring appropriate use of vocabulary for the readership	Select
BB49	Ensuring an appropriate register is used in the text, based on the type of text and the readership	Select
BB50	Querying instances of inappropriate register in the text, based on the type of text and the readership	Select
BB51	Tailoring sentences for the readers of the text and the use they will make of it by ensuring that the sentences are well structured and concise (for example, by ensuring that the appropriate sentence structure is used (such as active/passive or complex/simple), appropriate inter-sentence connections are used, and that the sentence is focused)	Select
BB52	Ensuring an appropriate level of readability in the text (for example, ensuring that the text is cohesive by ensuring that the text is well-structured, contains clearly related sentences and paragraphs, and that discourse markers are used appropriately)	Select
BB53	Ensuring an appropriate level of clarity within the text (for example, ensuring that the text is coherent by ensuring that the message of the text does not contain any slips in logic, such as self-contradictory statements, wrong organisation of events)	Select
BB54	Removing or correcting instances of verbosity	Select
BB55	Removing or correcting ambiguities	Select
BB56	Removing or correcting repetition and redundancies	Select

Structural editing		
<i>Structural editing aims to improve the presentation of the content of the text by restructuring the physical and conceptual elements of the text. Structural editing also aims to assist readers in conceptually organising the information in the text by signalling the relationships between the parts of the message.</i>		
Using the drop-down menus, please indicate how often you are responsible for performing the following tasks in your everyday work as an editor in the sector specified in Section A.		
BC59	Ensuring optimal structure of the argument or discussion (for example, by rearranging sentences, paragraphs or sections of material)	Select
BC60	Querying the less than optimal structure of an argument or discussion	Select
BC61	Ensuring logic of headings (for example, that a heading accurately reflects the content that follows, and that headings are arranged in a logical order)	Select
BC62	Ensuring logical sequence divisions	Select
BC63	Ensuring logical order of sections	Select
BC64	Ensuring logic in the relationships between text, tables and graphics	Select
BC65	Ensuring logical use of verbal signposts (such as the positioning of standfirsts, page turns)	Select
BC66	Correcting missing markers (such as the incorrect or inconsistent use of <i>firstly</i> , <i>secondly</i> , <i>thirdly</i>)	Select
BC67	Correcting or removing unfulfilled announcements (for example, correcting or removing instances where a writer has indicated that something specific will be discussed in a later section, and then does not do so)	Select
BC68	Correcting problems with backward and forward references (for example, correcting or removing instances where reference is made to previous or subsequent information that does not appear)	Select
BC69	Checking and imposing the correct physical structure for a text (for example, ensuring that a report published in a newspaper follows the <i>inverted pyramid</i> structure, or that an academic article follows the <i>introduction, discussion, conclusion</i> structure)	Select

Content editing		
<i>Content editing aims to improve the content of a text by correcting for accuracy and logic.</i>		
Using the drop-down menus, please indicate how often you are responsible for performing the following tasks in your everyday work as an editor in the sector specified in Section A.		
BD78	Correcting content for completeness	Select
BD79	Querying incomplete content	Select
BD80	Correcting content for appropriateness	Select
BD81	Querying inappropriate content	Select
BD82	Correcting content for accuracy	Select
BD83	Querying inaccurate content	Select
BD84	Correcting content for logic	Select
BD85	Querying illogical content	Select
BD86	Correcting content for any legal issues (such as bias, slander, libel, plagiarism, copyright infringement)	Select
BD87	Querying any legal issues associated with the content and artwork (such as bias, slander, libel, plagiarism, copyright infringement)	Select
BD88	Ensuring appropriateness of illustrations	Select
BD89	Querying appropriateness of illustrations	Select
BD90	Writing artwork briefs for the text	Select

BD91	Selecting illustrations and graphics for the text	Select
BD92	Cropping illustrations and graphics for the text	Select
BD93	Editing illustrations and graphics for the text	Select
BD94	Copyfitting the text for the publication	Select
BD95	Suggesting rewrites for sections of the text	Select
BD96	Writing/rewriting sections of the text	Select

Proofreading

For the purposes of this study, proofreading refers to the final phase of the editorial process, done either once the manuscript has been typeset, or before it is ready to go to print in another format. Proofreading aims to ensure that all the editor's and author's corrections have been incorporated into the final proof and that the proof does not contain any errors missed during the editing process.

Using the drop-down menus, please indicate how often you are responsible for performing the following tasks in your everyday work as an editor in the sector specified in section A.

BE89	Correcting spelling errors in proofs or print-ready pages	Select
BE90	Correcting inconsistent spelling in proofs or print-ready pages	Select
BE91	Correcting grammatical errors in proofs or print-ready pages	Select
BE92	Correcting punctuation errors and inconsistent punctuation use (for example, in abbreviations) in proofs or print-ready pages	Select
BE93	Correcting inconsistent punctuation use in proofs and print-ready pages	Select
BE94	Correcting errors in word breaks in proofs or print-ready pages	Select
BE95	Correcting errors of fact in proofs or print-ready pages	Select
BE96	Querying possible errors of fact in proofs or print-ready pages	Select
BE97	Correcting proofs or print-ready pages for correctness of type specifications	Select
BE98	Correcting incorrect format and layout in proofs or print-ready pages	Select
BE99	Checking that all the editor's and author's changes have been incorporated into the final/typeset document	Select

SECTION C: EXTRA-TEXTUAL SKILLS FOR EDITORS

The extra-textual dimension of editing comprises those skills that editors require in order to fulfil the textual function. It is divided into four sections: technical skills, personal and interpersonal skills, procedural skills and specialised knowledge.

Technical skills

Editors require technical skills in order to work productively. Technical skills include management skills (knowledge of sound business principles and management), technological skills (knowledge of and skills in using software and technology) and sourcing skills (the ability to source information effectively).

Using the drop-down menus, please indicate how important the following skills and knowledge are for your everyday work as an editor in the sector specified in Section A.

CA11	The ability to plan projects (conventional or online) effectively	Select
CA12	The ability to manage projects (conventional or online) efficiently within budgetary and time constraints	Select
CA13	Sound business and management skills	Select
CA14	Expertise in the latest word-processing software	Select
CA15	Expertise in the latest Desktop Publishing software (such as InDesign, PageMaker)	Select
CA16	Expertise in the correctly using track changes during electronic editing	Select
CA17	Expertise in correctly marking changes on hardcopy manuscript	Select
CA18	Expertise in website design, management and maintenance	Select

CA19	Expertise in the various methods of querying (for example, using the comments function in Microsoft Word)	Select
CA20	The ability to source information effectively (for example, reference guides, reliable information on specific topics, or previous articles/texts)	Select

Personal and interpersonal skills

Personal and interpersonal skills refer to specific character traits and personal qualities that editors need in order to work efficiently in changing environments.

Using the drop-down menus, please indicate how important the following skills are for your everyday work as an editor in the sector specified in Section A.

CB20	Highly developed reading skills	Select
CB21	Intuitive language skills	Select
CB22	Dedication	Select
CB23	A good general knowledge and an interest in world news and events	Select
CB24	A desire to constantly learn	Select
CB25	A strong personal code of ethics and good judgement skills	Select
CB26	The ability to work under pressure and for long hours	Select
CB27	The ability to develop and maintain good working relationships with and between the various industry role-players (for example, journalists, authors, typesetters, designers, proofreaders)	Select
CB28	The ability to sensitively and diplomatically bring any issues and problems to an author's or client's attention	Select

Procedural skills

Procedural skills allow editors to work efficiently and productively in the various sectors of the industry and aid editors in understanding and making decisions during the publishing and editing process.

Using the drop-down menus, please indicate how important the following skills and knowledge are for your everyday work as an editor in the sector specified in Section A.

CC24	Knowledge of the publishing process (for example, knowledge of the publishing process in its entirety, including planning, coordination, copy flow, marketing, design, printing)	Select
CC25	An awareness of the function of the various role-players in the publishing process	Select
CC26	Knowledge of the costs associated with the various stages of production	Select
CC27	General administration (such as following up queries, issuing invoices, managing finances, negotiating contracts, marketing)	Select

Specialised knowledge

Specialised knowledge refers to the knowledge that editors require in order to complete an edit successfully. Specialised knowledge includes subject-specific knowledge (such as familiarity with the Revised National Curriculum Statement for schoolbook editors, or knowledge of financial matters for technical editors working with financial documents).

Using the drop-down menus, please indicate how important the following skills and knowledge are for your everyday work as an editor in the sector specified in Section A.

CD28	Knowledge of linguistic principles and linguistic sub-disciplines (such as text linguistics or normative linguistics)	Select
CD29	Knowledge of the various text types and structures and their purposes (for example knowing how an instruction manual will be read and used, and then understanding how the information needs to be presented for optimal understanding)	Select

CD30	Knowledge of design (for example, the use of colour and contrast in texts) and layout principles (such as formatting, paragraph indentation, heading levels)	Select
CD31	Knowledge of specialised subject matter (for example, knowledge of the Revised National Curriculum Statement if editing educational textbooks, or knowledge of South African civil affairs if editing a governmental policy document)	Select

Thank you for your input and participation.

APPENDIX C

Sampling frame for the book-publishing sector

PASA's Directory of Members (2009)

	Publisher name	Website
1.	30° South Publishers (Pty) Ltd	http://www.30degreessouth.co.za
2.	Aardvark Press	http://www.aardvarkpress.co.za
3.	Actua Press	Unavailable
4.	Africa Ignite	http://www.africaignite.co.za
5.	Africa Institute of South Africa (AISA)	http://www.ai.org.za
6.	African Directory Services (Pty) Ltd	http://www.dotcomafrika.com
7.	Africa Sun Press	http://www.afsun.co.za
8.	Afro School Suppliers (Pty) Ltd	Unavailable
9.	AllCopy Publishers	http://www.allcopypublishers.co.za
10.	Anansi CC	http://www.anansibooks.co.za
11.	Artifact Publications and Training CC	Unavailable
12.	Awareness Publishing SA (Pty) Ltd	http://www.awarenesspublishing.co.za
13.	Bateleur Books (Pty) Ltd	Unavailable
14.	Bateleur Booksellers (Pty) Ltd	Unavailable
15.	BB Books	http://www.bb-books.co.za
16.	Berlut Books CC/Bercelle Books CC	http://www.berlutbooks.co.za
17.	Best Books	http://www.nb.co.za
18.	Bitabyte Publishing (Pty) Ltd	http://www.bitabyte.co.za
19.	Blue Weaver Marketing and Distribution	http://www.bluweaver.co.za
20.	Book Promotions/Horizon Books	Unavailable
21.	Book Data/SAPnet	http://bookdatasapnet.co.za
22.	Books24/7	Unavailable
23.	Booktalk (Pty) Ltd	Unavailable
24.	Brenthurst Press (Pty) Ltd	http://www.brenthurst.co.za
25.	Briza Publications	http://www.briza.co.za
26.	Cambridge University Press: African Branch	Unavailable
27.	CD Consultants	Unavailable
28.	Centre for the book	http://www.nisa.ac.za
29.	Chart Studio Educational Publishing Pty Ltd	http://www.chartstudio.com
30.	Classmart (Pty) Ltd	Unavailable
31.	Clever Books	Unavailable
32.	CLS Publishers	http://www.clspublishers.com
33.	Coastal Book Publishers	Unavailable
34.	Creative Learning	Unavailable

35.	Crink	http://www.crink.co.za
36.	David Knut Publishing	http://www.davidknutpublishing.com
37.	David Philip (An imprint New Africa Books)	http://www.newafricabooks.co.za
38.	Divine Media	Unavailable
39.	Dramatic Artistic and Literary Rights Organisation (DALRO)	http://www.dalro.co.za
40.	DTP 2 Print CC	http://www.dtp2print.co.za
41.	Early Learning Resource Unit	Unavailable
42.	Eastern Sales cc	http://www.educationaltoycentre.com
43.	Eazi Study	http://www.eazistudy.com
44.	Ebony Books	Unavailable
45.	Edge Publishing	http://www.edgepublishing.co.za
46.	Effective Teaching Publishers (Pty) Ltd	Unavailable
47.	Elf Publishers	http://www.teachingtoread/www.readucate.com
48.	Essential Texts (Pty) Ltd	Unavailable
49.	Everybody's Books	http://www.ebbooks.co.za
50.	Flame Design	Unavailable
51.	Future Managers (Pty) Ltd	http://www.futuremanagers.net
52.	Guidelines Educational Publishers	http://www.guidelines.co.za
53.	Heinemann Educational Publishers	http://www.heinemann.co.za
54.	Hibbard Publishers (Pty) Ltd	http://www.hibbard.co.za
55.	HSRC Press	www.hsrcpress.ac.za
56.	Human & Rousseau	http://www.nb.co.za
57.	Humane Education	http://www.het.org.za
58.	Idasa	Unavailable
59.	Idem Smile	http://www.smilesa.co.za
60.	Ignite House	http://www.ignitehouse.com
61.	Ilitha Publishers	Unavailable
62.	Indwa Publishers	Unavailable
63.	Intelligent Media	Unavailable
64.	IO Publishing	Unavailable
65.	Iqula Publishing (Pty) Ltd	http://www.harrysprinters.com
66.	J.P Publishers	Unavailable
67.	Jacana Media	http://www.jacana.co.za
68.	JHC Publishers Pty Ltd	Unavailable
69.	Jonathan Ball Publishers	http://www.jonathanball.co.za

70.	Junior Student Publishers	www.juniorstudent.co.za
71.	Juta & Company Limited	http://www.juta.co.za
72.	Juta Academic	http://www.jutaacademic.co.za
73.	Juta Double Storey	http://www.doublestorey.com
74.	Juta Gariep	Unavailable
75.	Juta Health	http://www.jutahealth.co.za
76.	Juta Law	http://www.jutalaw.co.za
77.	Juta Learning	http://www.jutaacademic.co.za
78.	Kate McCallum (Publishing Consultant)	Unavailable
79.	Kenilworth Books	Unavailable
80.	Kidza Books	http://www.kidzabooks.co.za
81.	Knowledge Thirst Media	www.knowledgethirstmedia.co.za
82.	Kwela Books	http://www.nb.co.za
83.	Language Inc	http://www.vitabrevis.co.za or http://www.language-inc.org
84.	LAPA Publishers	http://www.lapa.co.za
85.	Learning Channel	http://www.learn.co.za
86.	Lectio Publishers	Unavailable
87.	Leprechaun Productions	Unavailable
88.	Lets Look / Raptor Publishers	http://www.wallcahrts.biz
89.	Litera Publications	Unavailable
90.	Lovedale Press	Unavailable
91.	LSM Logistics (Pty) Ltd	Unavailable
92.	Macmillan South Africa (Pty) Ltd	http://www.macmillan.co.za
93.	Macrat Publishing cc	http://www.macrat.co.za
94.	Malato Publishers	Unavailable
95.	Mandala Publishers	Unavailable
96.	Marumo Publishing	http://www.marumo.co.za
97.	Maskew Miller Longman	http://www.mml.co.za
98.	McGillivray Linnegar Associates	http://www.editandtrain.com
99.	Missing Link Education CC	http://www.mle.co.za
100.	Modlin e-learning (Pty) Ltd	http://www.info@modlin.org
101.	Monica Seeber (Publishing Consultant)	www.monicaseeber.com
102.	Mthombothi Studios (Pty) Ltd	http://www.themba.net
103.	Mumba Book Distributors	http://www.mumbabooks.co.za
104.	N F Saliwa Publishing cc	http://www.nfsaliwa.co.za

105.	Nam Publishers CC	Unavailable
106.	Nasou Via Afrika	Unavailable
107.	NB Publishers	http://www.nb.co.za
108.	New Africa Books (Pty) Ltd	http://www.newafricabooks.co.za
109.	New Africa Education (An imprint of New Africa Books)	http://www.newafricabooks.co.za
110.	New Generation Publishers	Unavailable
111.	New Holland Publishing SA	http://www.booksite.co.za
112.	New Leaf Publications	Unavailable
113.	New Readers Publishers	http://www.newreaders.org.za
114.	Nielsen BookData	http://www.nielsenbook.co.uk
115.	Nu Nation Books	Unavailable
116.	Nutrend Publishers	http://www.nutrend.co.za
117.	OBE Publishers cc	http://www.eduobe.co.za
118.	On the Dot Distribution	http://www.onthedot.co.za
119.	Oxford University Press	http://www.oxford.co.za
120.	Pan Macmillan SA	www.panmacmillan.co.za
121.	Pearson Education SA	Unavailable
122.	Penguin Group (SA)	www.penguinbooks.co.za
123.	Phambili Agencies	Unavailable
124.	Pharos Dictionaries	http://www.nb.co.za
125.	Platinum	Unavailable
126.	Pretoria University Law Press (PULP)	http://www.pulp.up.ac.za
127.	Prince Ndabuko Publishers	Unavailable
128.	Printing and Publishing Company Botswana (Pty) Ltd	http://www.ppcb.co.bw
129.	Protea Bookhuis	http://www.proteabookhuis.co.za
130.	Publishing Print Matters (Pty) Ltd	http://www.printmatters.co.za or http://www.readersforumbooks.co.za
131.	Pulse Education Services cc	http://www.pulse-education@mweb.co.za
132.	Qualibooks Publishers	http://www.qualibooks.co.za
133.	Quartet Sales and Marketing (Pty) Ltd	Unavailable
134.	R.I.C. Publications	Unavailable
135.	Random House Struik (Pty) Ltd	www.randomstruik.co.za
136.	Read Hill Publishing	http://www.publishbooks.co.za
137.	Reading Matters	Unavailable
138.	Reference Works	Unavailable

139.	Rosebank Publishing Services cc	Unavailable
140.	SAADA (South African ABET Development Agency)	http://www.saada-r.co.za
141.	Sappi	http://www.sappi.com
142.	Sasavona Publishers & Booksellers	Unavailable
143.	Scholastic Inc	http://www.scholastic.com
144.	Schools Development Unit	Unavailable
145.	SeiKlo Publishers	http://www.seiklo.co.za
146.	Seyfferdt Publishers Trust	http://www.eduobe.co.za
147.	Shofar Publishing	http://www.shofaronline.org
148.	Shuter & Shooter Publishers (Pty) Ltd	http://www.shuters.com
149.	SMILE (St Mary's Interactive Learning Experience)	Unavailable
150.	Solo Collectives cc	Unavailable
151.	Songololo Books	Unavailable
152.	South African Library for the Blind	www.blindlib.org.za
153.	Southern African Directory Company (Pty) Ltd	http://www.sadc.info
154.	Spearhead (An imprint of New Africa Books)	http://www.newafricabooks.co.za
155.	STE Publishers	http://www.ste.co.za
156.	Stimela Publishers	Unavailable
157.	Street Book Publishers	Unavailable
158.	Study Opportunities	www.studyopportunities.co.za
159.	Tafelberg	http://www.nb.co.za
160.	TESS Publishing cc	Unavailable
161.	The African Moon Press	Unavailable
162.	The Answer	http://www.theanswerseries.co.za
163.	The Maths Centre for Professional Teachers	http://mcpt.org
164.	Troupant Publishers (Pty) Ltd	Unavailable
165.	Trumpeter Publishers	www.trumpeterpublishers.co.za
166.	Two Dogs (an imprint of SchreiberFord Publications)	http://www.twodogs.co.za or http://www.sfpublications.com
167.	Umfundi Educational Books	http://www.umfundibooks.co.za
168.	Umsini Press	http://www.umsini.com
169.	Umtapo Publishers and Booksellers	Unavailable
170.	Umuzi	http://www.umuzi-randomhouse.co.za
171.	Unisa Press	http://www.unisa.ac.za/press

172.	University of Cape Town Press	http://www.uctpress.co.za
173.	University of KwaZulu-Natal Press (UKZN Press)	http://www.ukznpress.co.za
174.	University of Pretoria: Department of Information Science (Publishing Studies Programmes)	http://is.up.ac.za
175.	Van Schaik Publishers	http://www.vanschaiknet.com
176.	VIVa Books	Unavailable
177.	Vivlia Publishers and Booksellers (Pty) Ltd	http://www.vivlia.co.za
178.	Voices in Africa	Unavailable
179.	Western Cape School Suppliers	Unavailable
180.	Wild Dog Press	Unavailable
181.	Wits University Press	http://www.witspress.wits.ac.za
182.	Wordsmiths Publishing Services	http://www.wordsmiths.co.za
183.	World Books (Pty) Ltd	Unavailable
184.	Zachen Publishers (Pty) Ltd	Unavailable

APPENDIX D

Sampling frame for the mass-media sector

SAARF AMPS 2008B Average Issue Readership (2008)

DAILY NEWSPAPERS	
1.	Beeld
2.	Burger
3.	Business Day
4.	Cape Argus
5.	Cape Times
6.	Citizen
7.	Daily Dispatch
8.	Daily News
9.	Daily Sun
10.	Daily Voice
11.	DFA
12.	Herald
13.	Isolezwe
14.	Kaapse Son
15.	Mercury
16.	Pretoria News
17.	Sowetan
18.	The Star
19.	The Times
20.	Volksblad
21.	The Witness
WEEKLY NEWSPAPERS	
22.	Beeld Naweek
23.	Burger
24.	Citizen
25.	City Press
26.	Ilanga Langesonto
27.	Independent on Saturday
28.	Mail & Guardian
29.	Naweek Son
30.	Oos Son
31.	Post
32.	PTA News Weekend
33.	Rapport
34.	Saturday Dispatch

35.	Saturday Star
36.	Soccer Laduma
37.	Sondag
38.	Sunday Independent
39.	Sunday Sun
40.	Sunday Times
41.	Sunday Tribune
42.	Sunday World
43.	Umafrika
44.	Volksblad
45.	Weekend Argus Saturday
46.	Weekend Argus Sunday
47.	Weekend Witness
48.	The Weekender
49.	Weekendpost
BI-WEEKLY NEWSPAPERS	
50.	Ilanga
MONTHLY NEWSPAPERS	
51.	The teacher
WEEKLY MAGAZINES	
52.	Auto Trader
53.	Drum
54.	Farmer's Weekly
55.	FM (Financial Mail)
56.	Finweek
57.	Heat
58.	Huisgenoot
59.	Landbou Weekblad
60.	Mense
61.	Move!
62.	People
63.	Time
64.	Vrouekeur
65.	You
66.	Zoo Weekly/Weekliks
FORTNIGHTLY MAGAZINES	

67.	Kickoff
68.	TV Plus
MONTHLY MAGAZINES	
69.	Africa Geographic
70.	Amakhosi
71.	Animal talk
72.	Baba & Kleuter
73.	Bike SA Magazine
74.	Bona
75.	Car
76.	Caravan and Outdoor Life
77.	Cleo
78.	Complete Golfer Magazine
79.	Computeractive
80.	Conde Nast House & Garden
81.	Cosmopolitan
82.	Drive 2.0
83.	Elle
84.	Enterprise
85.	Entrepreneur
86.	Essentials
87.	Fairlady
88.	Femina
89.	FHM
90.	Finesse
91.	Food & Home Ent.
92.	Getaway
93.	Glamour
94.	Go!
95.	Go! / Weg!
96.	Golf Digest
97.	GQ SA
98.	Home
99.	Home/Tuis
100.	House and Leisure
101.	Ideas (Woman's Value/Idees)

102.	Leef met Hart & Siel
103.	Leisure Wheels
104.	Lig Gesinstydskrif
105.	Living and Loving
106.	Longevity
107.	Man Magnum
108.	Manwees
109.	Marie Claire
110.	Max Power
111.	Men's Health
112.	Men's Health Bestlife
113.	NAG
114.	National Geographic
115.	O' The Oprah Mag SA
116.	PC Format
117.	Popular Mechanics
118.	Property: The Property Magazine
119.	Reader's Digest
120.	Real
121.	Real Simple SA
122.	Rooi Rose
123.	Runner's World
124.	SA 4x4 Magazine
125.	SA Country Life
126.	SA Garden
127.	SA Garden & Home
128.	SA Home Owner
129.	SA India
130.	SA Tuin Paleis
131.	SACM (SA Computer Magazine)
132.	Sarie
133.	Shape
134.	SL
135.	Soccerlife fourfourtwo
136.	Soul Magazine
137.	Speed & Sound Magazine

138.	Sports Illustrated
139.	Stywe Lyne/Tight Lines
140.	Succeed
141.	The Gardner magazine
142.	Topbilling Magazine
143.	Topbike
144.	Topcar
145.	Topmotor
146.	Tribute
147.	True Love
148.	True Love Babe
149.	Tuis
150.	Weg!
151.	Wiel
152.	Wine Magazine
153.	Woman & Home
154.	Y Mag
155.	Your Baby
156.	Your Family
157.	Your Pregnancy
ALTERNATE MONTHLY MAGAZINES	
158.	Africa Birds & Birding
159.	Avocade
160.	Bicycling
161.	De Kat
162.	Drive out/Wegry
163.	Elle Deocration
164.	Fitpregnancy
165.	Good Taste
166.	Habitat
167.	Hustler
168.	Hype
169.	Loslyf
170.	Men's Health Living
171.	Psychologies Magazine SA
172.	SA Dance & Music

173.	Saltwater Girl Magazine
174.	Taste (Woolworths)
175.	Threads & Crafts
176.	Vuk'uzenkele
177.	Zigzag Surf Magazine
QUARTERLY MAGAZINE	
178.	AA Traveller
179.	Personal Finance
180.	Fulltime
181.	Visi
182.	Wegsleep
183.	You Pulse/Huisgenoot Pols
SUBSCRIBER MAGAZINES	
184.	Aplus Club magazine
185.	Clicks Clubcard
186.	Club (Foshini Group)
187.	Club (Lewis Best Electric)
188.	Dish/Skottle (DSTV guide)
189.	Edgards Club Magazine
190.	IN House Club
191.	Jet Club
192.	Magic (M-Net TV guide)
193.	M (M-Net TV Gids)
194.	VodaWorld Magazine

APPENDIX E

Groups of tasks and skills for descriptive and statistical analyses

TEXTUAL TASKS**COPYEDITING****Group 1: Correcting for pre-set rules****(Rules of grammar, spelling, punctuation, good usage and 'house style') (Mossop, 2007:27)**

BA77	Correcting spelling errors
BA78	Correcting punctuation errors
BA79	Correcting errors of grammar
BA80	Correcting errors of syntax (sentence structure)
BA81	Ensuring correctness of terminology usage
BA.6.	Querying correctness of terminology usage
BA.7.	Ensuring correctness of numbers, units and measurements
BA.8.	Querying correctness of numbers, units and measurements
BA.9.	Ensuring correct use of foreign languages
BA.10.	Ensuring correctness of headings (particularly in numbering, levels, positions, etc.)
BA.11.	Ensuring correctness in tables and lists (for example, ensuring that tables and lists are correctly formatted, that the content is accurate and correctly punctuated)
BA.12.	Querying correctness of tables and lists (for example, ensuring that tables and lists are correctly formatted, that the content is accurate and correctly punctuated)
BA.13.	Ensuring correctness of illustrations (for example, ensuring correct factual representation such as in maps)
BA.14.	Querying correctness of illustrations (for example, ensuring correct factual representation such as in maps)
BA.15.	Ensuring correctness of preliminary pages (such as contents lists, preface, acknowledgements, title page) and end matter (such as indexes, appendices, glossaries)
BA.26.	Clarifying unexplained acronyms and abbreviations
BA.28.	Ensuring that the text is in line with design specifications (such as layout, formatting, paragraph indentation)
BA.29.	Querying irregularities with design specifications (such as layout, formatting, paragraph indentation)
BA.31.	Ensuring correctness of reference style of in-text references and reference lists
BA.32.	Querying incorrect reference style for in-text references and reference lists
BA.37.	Approving author's and proofreader's changes for the typesetter

Group 2: Correcting for consistency**(Done by a copyeditor to ensure consistency in matters such as terminology, usage, positioning, numbering, etc.) (Mossop, 2007:27).**

BA.16.	Ensuring consistency of spelling
BA.17.	Ensuring consistency of punctuation
BA.18.	Ensuring consistency of grammar

BA.19.	Ensuring consistency of syntax (sentence structure)
BA.20.	Ensuring consistency of terminology usage
BA.21.	Ensuring consistency in the use of numbers, units and measurements
BA.22.	Ensuring consistent use of foreign languages (particularly in terms of typographical style)
BA.23.	Ensuring consistency in headings (particularly in numbering, levels, positions, etc.).
BA.24.	Ensuring consistency in tables and lists (for example, ensuring that tables and lists are consistently formatted and punctuated, and that information is presented consistently)
BA.25.	Ensuring consistency of illustrations (in terms of the presentation of their content, formatting)
BA.33	Ensuring consistency of reference style for in-text references and reference lists
BA.34.	Querying consistency of reference style for in-text references and reference lists
Group 3: Correlating parts	
(Cross-checking parts of the text, such as the content pages against chapters, numbering of footnotes and endnotes, tables and figures, alphabetisation of the bibliography or reference list, and reading the footnote, endnote, or in-text citations against the bibliography) (Einsohn, 2006:12).	
BA.27.	Ensuring completeness of preliminary pages (such as contents lists, preface, acknowledgements, title page) and end matter (such as indexes, appendices, glossaries)
BA.30.	Correlating parts of the text (such as checking cross-references, internal page references, footnote/endnote numbers and text, table of contents)
BA.35	Ensuring completeness of reference list (ensuring that all the references cited in the text appear in the reference list, and that all the items in the reference list appear in the text)
BA.36	Querying incomplete reference list (querying instances where the references cited in the text appear in the reference list, and that all the items in the reference list appear in the text)
BA.38.	Collating author's and proofreaders changes for the typesetter
STYLISTIC EDITING	
Group 4: Tailoring the language	
(Tailoring the language and sentence structure to the particular readers of a text and the use they will make of it) (Mossop, 2007:61)	
BB57	Ensuring appropriate use of vocabulary for the readership
BB58	Ensuring an appropriate register is used in the text, based on the type of text and the readership
BB.41.	Querying instances of inappropriate register in the text, based on the type of text and the readership
BB.45.	Removing or correcting instances of verbosity
BB.47.	Removing or correcting repetition and redundancies

Group 5: Smoothing the text

(Creating a smooth-flowing text by fixing problems such as poor inter-sentence connections, wrong focus within sentences, confusing verbosity and awkward sentence structures) (Mossop, 2007:61)

BB.42.	Tailoring sentences for the readers of the text and the use they will make of it by ensuring that the sentences are well structured and concise (for example, by ensuring that the appropriate sentence structure is used (such as active/passive or complex/simple), appropriate inter-sentence connections are used, and that the sentence is focused)
BB.43.	Ensuring an appropriate level of readability in the text (for example, ensuring that the text is cohesive by ensuring that the text is well-structured, contains clearly related sentences and paragraphs, and that discourse markers are used appropriately)
BB.44.	Ensuring an appropriate level of clarity within the text (for example, ensuring that the text is coherent by ensuring that the message of the text does not contain any slips in logic, such as self-contradictory statements, wrong organisation of events)
BB.46.	Removing or correcting ambiguities

STRUCTURAL EDITING

Group 6: Editing the physical structure

(Reorganising and editing the physically distinct structural elements of a text such as the headings, sequence of paragraphs, argument structure, etc.) (Mossop, 2007:75)

BC70	Ensuring logic of headings (for example, that a heading accurately reflects the content that follows, and that headings are arranged in a logical order)
BC71	Ensuring logical sequence divisions
BC72	Ensuring logical order of sections
BC.53.	Ensuring logic in the relationships between text, tables and graphics
BC.54.	Ensuring logical use of verbal signposts (such as the positioning of standfirsts, page turns)
BC.58.	Checking and imposing the correct physical structure for a text (for example, ensuring that a report published in a newspaper follows the <i>inverted pyramid</i> structure, or that an academic article follows the <i>introduction, discussion, conclusion</i> structure)

Group 7: Editing the conceptual structure

(Reorganising the text to achieve a better presentation of the material, or to help the readers signalling the parts of the message) (Mossop, 2007:28)

BC.48.	Ensuring optimal structure of the argument or discussion (for example, by rearranging sentences, paragraphs or sections of material)
BC.49.	Querying the less than optimal structure of an argument or discussion
BC.55.	Correcting missing markers (such as the incorrect or inconsistent use of <i>firstly, secondly, thirdly</i>)
BC.56.	Correcting or removing unfulfilled announcements (for example, correcting or removing instances where a writer has indicated that something specific will be discussed in a later section, and then does not do so)

BC.57.	Correcting problems with backward and forward references (for example, correcting or removing instances where reference is made to previous or subsequent information that does not appear)
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CONTENT EDITING

Group 8: Micro-level content editing

(Small scale editing that requires editors to check and correct the text for ideas, facts, logic, etc.) (Mossop, 2007:80)

BD97	Correcting content for completeness
BD.60.	Querying incomplete content
BD.61.	Correcting content for appropriateness
BD.62.	Querying inappropriate content
BD.63.	Correcting content for accuracy
BD.64.	Querying inaccurate content
BD.65.	Correcting content for logic
BD.66.	Querying illogical content
BD.67.	Correcting content for any legal issues (such as bias, slander, libel, plagiarism, copyright infringement)
BD.68.	Querying any legal issues associated with the content and artwork (such as bias, slander, libel, plagiarism, copyright infringement)
BD.69.	Ensuring appropriateness of illustrations
BD.70	Querying appropriateness of illustration

Group 9: Macro-scale content editing

(When the editor suggests or makes major changes in the coverage of the document's topic) (Mossop, 2007:80)

BD.71.	Writing artwork briefs for the text
BD.72.	Selecting illustrations and graphics for the text
BD.73.	Cropping illustrations and graphics for the text
BD.74.	Editing illustrations and graphics for the text
BD.75.	Copyfitting the text for the publication
BD.76.	Suggesting rewrites for sections of the text
BD.77.	Writing/rewriting sections of the text

PROOFREADING

Group 10: Correcting errors in proofs or print-ready pages

(Proofreaders make corrections and amendments by comparing the proofs to the manuscript or previous proofs) (Mackenzie, 2004:124; Anderson, 2006:ix-x; Einsohn, 2006:11)

BE100	Correcting spelling errors in proofs or print-ready pages
BE101	Correcting inconsistent spelling in proofs or print-ready pages
BE102	Correcting grammatical errors in proofs or print-ready pages

BE103	Correcting punctuation errors and inconsistent punctuation use (for example, in abbreviations) in proofs or print-ready pages
BE104	Correcting inconsistent punctuation use in proofs and print-ready pages
BE105	Correcting errors in word breaks in proofs or print-ready pages
BE106	Correcting errors of fact in proofs or print-ready pages
BE107	Querying possible errors of fact in proofs or print-ready pages
BE108	Correcting proofs or print-ready pages for correctness of type specifications
BE109	Correcting incorrect format and layout in proofs or print-ready pages
BE110	Checking that all the editor's and author's changes have been incorporated into the final/typeset document

EXTRA-TEXTUAL SKILLS

TECHNICAL SKILLS

Group 11: Project management

(Brooks *et al.*, 2005:36; Liebenberg, 2008:14; Mackenzie, 2004:2)

CA21	The ability to plan projects (conventional or online) effectively
CA22	The ability to manage projects (conventional or online) efficiently within budgetary and time constraints
CA23	Sound business and management skills

Group 12: Skills relating to technology

(Brooks *et al.*, 2005:36; Liebenberg, 2008:14; Mackenzie, 2004:2)

CA24	Expertise in the latest word-processing software
CA25	Expertise in the latest Desktop Publishing software (such as InDesign, PageMaker)
CA26	Expertise in the correctly using track changes during electronic editing
CA27	Expertise in correctly marking changes on hardcopy manuscript
CA28	Expertise in website design, management and maintenance
CA29	Expertise in the various methods of querying (for example, using the comments function in Microsoft Word)
CA30	The ability to source information effectively (for example, reference guides, reliable information on specific topics, or previous articles/texts)

PERSONAL AND INTERPERSONAL SKILLS

Group 13: Personal traits

(Brooks *et al.*, 2005:36; Liebenberg, 2008:14; Mackenzie, 2004:2)

CB29	Highly developed reading skills
CB30	Intuitive language skills
CB31	Dedication
CB32	A good general knowledge and an interest in world news and events
CB33	A desire to constantly learn

CB34	A strong personal code of ethics and good judgement skills
CB35	The ability to work under pressure and for long hours
CB36	The ability to develop and maintain good working relationships with and between the various industry role-players (for example, journalists, authors, typesetters, designers, proofreaders)
CB37	The ability to sensitively and diplomatically bring any issues and problems to an author's or client's attention
PROCEDURAL SKILLS	
Group 14: Project coordination and industry knowledge (Brooks et al., 2005:36; Liebenberg, 2008:14; Mackenzie, 2004:2)	
CC28	Knowledge of the publishing process (for example, knowledge of the publishing process in its entirety, including planning, coordination, copy flow, marketing, design, printing)
CC29	An awareness of the function of the various role-players in the publishing process
CC30	Knowledge of the costs associated with the various stages of production
CC31	General administration (such as following up queries, issuing invoices, managing finances, negotiating contracts, marketing)
SPECIALISED KNOWLEDGE	
Group 15: Expertise (Brooks et al., 2005:36; Liebenberg, 2008:14; Mackenzie, 2004:2)	
CD32	Knowledge of linguistic principles and linguistic sub-disciplines (such as text linguistics or normative linguistics)
CD33	Knowledge of the various text types and structures and their purposes (for example knowing how an instruction manual will be read and used, and then understanding how the information needs to be presented for optimal understanding)
CD34	Knowledge of design (for example, the use of colour and contrast in texts) and layout principles (such as formatting, paragraph indentation, heading levels)
CD35	Knowledge of specialised subject matter (for example, knowledge of the Revised National Curriculum Statement if editing educational textbooks, or knowledge of South African civil affairs if editing a governmental policy document)

APPENDIX F

Coding of questionnaire items

Section A: Demographic data

Question	Code	Variable	Values assigned to responses
Question 1	A1	Main working sector	Editing for book publishing (1); Editing for mass media (2); Technical editing (3); Academic editing (4)
Question 2	A2	Years' editing experience	0-5 (1); 6-10 (2); 11-15 (3); 16-20 (4); 21+ (5)
Question 3	A3	Main working language	English (1); Afrikaans (2); Zulu (3); Xhosa (4); Ndebele (5); South Sotho (6); Tswana (7); Pedi (8); Swati (9); Venda (10); Tsonga (11)
Question 4	A4	Accreditation status	Yes (1); No (2)
Question 5	A5	Working context	Yes (1); No (2)

Section B: Textual skills

Question	Code	Variable	Values assigned to responses
Question 1	BA1	Copyediting	Very often (1); Often (2); Rarely (3); Almost never (4)
Question 2	BA2		
Question 3	BA3		
Question 4	BA4		
Question 5	BA5		
Question 6	BA6		
Question 7	BA7		
Question 8	BA8		
Question 9	BA9		
Question 10	BA10		
Question 11	BA11		
Question 12	BA12		
Question 13	BA13		
Question 14	BA14		
Question 15	BA15		
Question 16	BA16		
Question 17	BA17		
Question 18	BA18		
Question 19	BA19		
Question 20	BA20		
Question 21	BA21		
Question 22	BA22		
Question 23	BA23		
Question 24	BA24		
Question 25	BA25		
Question 26	BA26		

Question 27	BA27		
Question 28	BA28		
Question 29	BA29		
Question 30	BA30		
Question 31	BA31		
Question 32	BA32		
Question 33	BA33		
Question 34	BA34		
Question 35	BA35		
Question 36	BA36		
Question 37	BA37		
Question 38	BA38		
Question 39	BB39	Stylistic editing	Very often (1); Often (2); Rarely (3); Almost never (4)
Question 40	BB40		
Question 41	BB41		
Question 42	BB42		
Question 43	BB43		
Question 44	BB44		
Question 45	BB45		
Question 46	BB46		
Question 47	BB47		
Question 48	BC48	Structural editing	Very often (1); Often (2); Rarely (3); Almost never (4)
Question 49	BC49		
Question 50	BC50		
Question 51	BC51		
Question 52	BC52		
Question 53	BC53		
Question 54	BC54		
Question 55	BC55		
Question 56	BC56		
Question 57	BC57		
Question 58	BC58		
Question 59	BD59	Content editing	Very often (1); Often (2); Rarely (3); Almost never (4)
Question 60	BD60		
Question 61	BD61		
Question 62	BD62		
Question 63	BD63		
Question 64	BD64		
Question 65	BD65		
Question 66	BD66		
Question 67	BD67		

Question 68	BD68		
Question 69	BD69		
Question 70	BD70		
Question 71	BD71		
Question 72	BD72		
Question 73	BD73		
Question 74	BD74		
Question 75	BD75		
Question 76	BD76		
Question 77	BD77		
Question 78	BE78	Proofreading	Very often (1); Often (2); Rarely (3); Almost never (4)
Question 79	BE79		
Question 80	BE80		
Question 81	BE81		
Question 82	BE82		
Question 83	BE83		
Question 84	BE84		
Question 85	BE85		
Question 86	BE86		
Question 87	BE87		
Question 88	BE88		
Section C: Extra-textual tasks			
Question	Code	Variable	Values assigned to responses
Question 1	CA1	Technical skills	Very important (1); Important (2); Slightly important (3); Unimportant (4)
Question 2	CA2		
Question 3	CA3		
Question 4	CA4		
Question 5	CA5		
Question 6	CA6		
Question 7	CA7		
Question 8	CA8		
Question 9	CA9		
Question 10	CA10		
Question 11	CB11	Personal and interpersonal skills	Very important (1); Important (2); Slightly important (3); Unimportant (4)
Question 12	CB12		
Question 13	CB13		
Question 14	CB14		
Question 15	CB15		
Question 16	CB16		
Question 17	CB17		
Question 18	CB18		

Question 19	CB19		
Question 20	CC20	Procedural skills	Very important (1); Important (2); Slightly important (3); Unimportant (4)
Question 21	CC21		
Question 22	CC22		
Question 23	CC23		
Question 24	CD24	Specialised knowledge	Very important (1); Important (2); Slightly important (3); Unimportant (4)
Question 25	CD25		
Question 26	CD26		
Question 27	CD27		

APPENDIX G

Tabulation of responses to Sections B and C of the questionnaire

	Editing for book publishing				Editing for the mass media				Technical editing				Academic editing			
SECTION B: TEXTUAL TASKS																
Scale item	Very often 1	Often 2	Rarely 3	Almost never 4	Very often 1	Often 2	Rarely 3	Almost never 4	Very often 1	Often 2	Rarely 3	Almost never 4	Very often 1	Often 2	Rarely 3	Almost never 4
BA1	20	5	0	0	16	2	2	0	15	3	0	0	15	8	0	0
BA2	21	4	0	0	16	3	1	0	15	3	0	0	20	2	1	0
BA3	20	4	1	0	15	5	0	0	13	4	1	0	18	5	0	0
BA4	21	2	1	1	16	3	1	0	13	4	1	0	18	4	1	0
BA5	9	11	5	0	13	5	2	0	13	2	3	0	4	14	4	1
BA6	4	14	6	1	9	8	3	0	6	7	5	0	4	15	3	1
BA7	8	8	6	3	10	6	4	0	6	6	5	1	5	10	7	1
BA8	2	8	11	4	8	7	4	1	5	7	5	1	4	9	8	2
BA9	0	6	12	7	2	4	10	4	0	2	9	6	2	6	10	5
BA10	17	2	5	1	10	5	5	0	10	5	1	1	13	8	2	0
BA11	15	5	3	2	6	6	8	0	11	5	1	1	13	8	1	0
BA12	10	6	6	3	5	2	9	4	9	4	4	1	6	10	7	0
BA13	7	7	8	3	6	4	5	5	3	2	10	3	3	5	10	5
BA14	4	8	11	2	6	2	6	6	2	4	9	3	1	8	9	5
BA15	15	8	1	1	9	1	3	7	9	5	3	1	15	5	3	0
BA16	23	2	0	0	17	3	0	0	16	2	0	0	19	4	0	0
BA17	23	3	0	0	17	2	1	0	14	4	0	0	19	4	0	0
BA18	22	3	0	0	16	4	0	0	13	4	1	0	18	4	0	1
BA19	18	6	1	0	15	4	1	0	13	3	2	0	18	4	0	1
BA20	18	6	1	0	14	5	1	0	14	3	1	0	15	5	2	1
BA21	12	8	5	0	12	3	4	1	8	5	3	0	16	3	3	1

BA22	7	6	9	3	8	1	5	6	1	3	7	7	7	8	3	5
BA23	19	3	2	1	11	1	7	1	12	5	1	0	20	2	1	0
BA24	16	5	1	2	8	3	7	2	10	6	2	0	16	6	0	0
BA25	10	8	6	1	8	4	4	4	5	6	6	1	9	5	7	2
BA26	8	12	5	0	8	6	6	0	7	6	4	1	14	5	2	2
BA27	18	5	1	1	9	1	2	8	5	8	5	0	14	5	4	0
BA28	14	7	3	1	12	4	2	2	6	8	3	1	10	8	5	0
BA29	9	8	8	0	8	6	4	2	5	8	5	0	7	9	6	1
BA30	15	5	5	0	7	8	1	4	7	5	5	1	7	10	5	1
BA31	12	6	6	1	7	3	2	8	3	7	5	3	17	4	1	1
BA32	7	8	7	3	5	1	6	8	2	8	5	3	12	9	1	1
BA33	11	7	6	1	7	2	3	8	3	7	6	2	17	4	1	1
BA34	7	6	8	3	5	1	6	8	2	8	6	2	11	6	4	2
BA35	11	6	4	5	7	0	2	11	4	3	8	3	13	5	4	1
BA36	8	7	5	4	5	1	3	11	3	5	7	3	12	5	6	0
BA37	7	10	5	3	10	4	3	3	5	4	3	6	1	7	9	6
BA38	11	6	5	3	9	2	4	5	3	4	3	8	4	1	6	12
BB39	11	11	2	1	19	1	0	0	12	3	2	1	11	6	4	1
BB40	9	10	4	1	16	2	2	0	9	5	3	1	9	7	4	1
BB41	5	14	5	1	8	8	4	0	7	4	5	2	9	6	4	2
BB42	11	12	1	1	16	4	0	0	12	4	1	1	17	3	1	1
BB43	13	9	2	1	19	1	0	0	12	4	2	0	15	6	0	1
BB44	14	10	1	0	18	1	0	0	13	3	2	0	17	4	0	1
BB45	12	9	3	1	17	1	2	0	8	9	0	1	15	4	2	1
BB46	12	10	2	1	15	3	2	0	8	7	3	0	16	4	1	1
BB47	13	9	3	0	18	2	0	0	10	7	0	1	17	3	1	1

BC48	5	7	12	1	11	7	2	0	8	4	4	2	8	9	4	2
BC49	4	7	13	1	6	4	10	0	5	7	4	2	6	9	6	2
BC50	10	9	4	2	11	6	3	0	5	7	6	0	11	8	3	1
BC51	6	13	4	2	12	5	3	0	3	9	4	2	5	13	5	0
BC52	7	11	5	2	12	6	2	0	1	11	6	0	5	13	4	1
BC53	9	9	5	2	7	8	2	4	4	10	3	1	9	11	2	1
BC54	5	7	7	5	7	6	2	5	0	3	10	5	5	7	6	5
BC55	9	6	7	3	6	7	5	1	5	9	4	0	11	7	3	2
BC56	6	10	6	3	6	6	7	1	3	8	4	3	8	9	5	1
BC57	7	8	7	3	5	6	7	2	4	8	4	2	8	8	7	0
BC58	2	3	13	6	4	5	8	3	0	8	8	2	2	13	5	3
BD59	7	7	8	3	10	9	1	0	6	7	4	1	5	6	7	5
BD60	8	10	6	1	9	6	4	1	4	8	6	0	7	7	6	3
BD61	5	7	11	2	9	9	2	0	5	8	5	0	4	6	7	6
BD62	4	10	10	1	8	6	6	0	4	7	7	0	7	6	6	4
BD63	7	8	7	3	9	10	1	0	9	8	1	0	6	8	6	3
BD64	6	12	6	1	12	4	4	0	5	11	2	0	6	10	5	2
BD65	5	7	11	2	8	8	4	0	7	7	3	1	2	12	7	2
BD66	4	7	12	2	7	6	7	0	4	11	2	1	2	11	10	0
BD67	2	11	9	3	4	1	13	1	0	4	9	5	2	5	9	7
BD68	5	10	8	2	3	3	10	4	0	3	10	5	3	5	9	6
BD69	6	9	7	3	4	8	5	3	2	4	8	4	1	7	11	4
BD70	3	7	12	3	4	4	10	2	0	6	8	4	0	8	11	4
BD71	3	3	10	9	3	4	6	7	1	2	5	10	0	0	4	19
BD72	2	3	8	12	2	4	7	7	1	4	1	12	0	1	3	19
BD73	2	4	4	15	1	3	8	8	0	2	6	10	1	1	4	17

BD74	1	7	6	11	2	3	9	6	2	3	9	4	1	6	8	8
BD75	3	5	4	13	8	7	1	4	0	0	8	10	1	2	3	17
BD76	6	7	7	5	4	7	8	1	2	8	3	5	5	8	6	4
BD77	6	7	8	4	8	9	2	1	5	8	2	3	4	8	7	4
BE78	16	7	1	1	10	5	1	4	9	4	4	0	8	3	5	7
BE79	15	7	2	1	13	3	0	4	9	4	4	0	8	2	6	6
BE80	12	8	3	2	9	5	2	4	8	5	4	0	6	7	3	6
BE81	16	5	3	1	9	6	1	4	8	6	3	0	6	4	6	6
BE82	15	6	3	1	9	4	3	4	7	6	4	0	7	3	6	6
BE83	13	7	4	1	8	3	4	5	7	5	4	1	6	4	4	8
BE84	6	0	18	1	8	1	6	5	5	2	8	2	2	2	8	10
BE85	6	5	10	4	6	3	4	7	3	6	4	4	1	3	10	8
BE86	8	6	8	3	5	3	5	6	5	2	7	3	2	2	9	9
BE87	7	7	8	3	5	2	7	6	4	6	4	3	3	3	8	8
BE88	11	3	5	6	11	5	0	4	8	4	3	2	4	4	4	10

SECTION C: EXTRA-TEXTUAL SKILLS

	Very important 1	Important 2	Slightly important 3	Unimportant 4	Very important 1	Important 2	Slightly important 3	Unimportant 4	Very important 1	Important 2	Slightly important 3	Unimportant 4	Very important 1	Important 2	Slightly important 3	Unimportant 4
CA1	11	10	3	1	6	8	4	2	11	5	1	1	8	6	3	5
CA2	14	7	2	2	9	8	1	2	9	6	1	2	8	7	3	5
CA3	5	14	3	3	5	9	5	1	5	6	7	0	4	10	4	5
CA4	11	5	7	2	6	9	5	0	7	7	4	0	7	10	5	1
CA5	3	7	6	9	7	4	6	3	2	4	4	8	0	4	9	10
CA6	17	5	1	2	3	7	7	3	14	2	0	2	12	9	1	1
CA7	21	3	0	1	6	8	2	4	9	4	3	2	14	2	2	5

CA8	2	1	6	16	0	5	7	8	1	3	4	10	0	3	4	16
CA9	11	8	5	1	1	3	8	8	15	1	1	1	10	7	5	1
CA10	15	8	2	0	14	3	2	1	15	3	0	0	14	4	2	3
CB11	21	4	0	0	20	0	0	0	17	1	0	0	22	1	0	0
CB12	21	4	0	0	19	1	0	0	17	0	1	0	22	1	0	0
CB13	19	6	0	0	13	7	0	0	16	2	0	0	19	4	0	0
CB14	16	7	2	0	12	7	1	0	13	4	0	1	10	11	2	0
CB15	17	6	1	1	10	10	0	0	11	5	2	0	13	10	0	0
CB16	19	5	1	0	15	5	0	0	16	1	1	0	21	2	0	0
CB17	21	4	0	0	14	6	0	0	14	4	0	0	17	6	0	0
CB18	22	2	1	0	14	6	0	0	9	7	2	0	11	10	1	1
CB19	21	3	1	0	12	6	2	0	14	2	2	0	16	7	0	0
CC20	13	12	0	0	9	7	3	1	5	3	7	3	5	5	6	7
CC21	13	11	1	0	10	7	2	1	4	7	5	2	4	7	8	4
CC22	9	10	5	1	4	4	8	4	3	5	5	5	3	4	9	7
CC23	8	11	6	0	2	9	3	6	6	5	3	3	7	8	5	3
CD24	5	6	7	6	4	7	5	4	6	6	3	3	7	9	4	3
CD25	7	11	4	3	3	7	6	4	9	6	2	1	6	10	3	4
CD26	11	12	1	1	4	9	5	2	6	6	5	1	6	6	4	7
CD27	10	10	3	2	7	5	5	3	10	5	2	1	10	8	4	1

APPENDIX H

**First draft:
Core standards for South African editors**

Core standards for South African editors

The standards contained in this document are a reflection of the core tasks and knowledge shared by editors working within all sectors of the South Africa editing industry. However, each editor's working environment will determine the relevance and applicability of the various standards. These standards are therefore applicable to all editors in South Africa in varying degrees of importance.

The standards are divided into two main categories: textual tasks, which describe the various types of editing and editorial tasks that editors are responsible for; and extra-textual skills, which outline the various skills and knowledge South Africa editors require to successfully complete their work. Each category contains groups of tasks that differentiate the various levels of editing and types of knowledge. The categories and groups of standards are as follows:

Section 1: Textual tasks for editors

- 1.1 Copyediting
- 1.2 Stylistic editing
- 1.3 Structural editing
- 1.4 Content editing
- 1.5 Proofreading

Section 2: Extra-textual skills for editors

- 2.1 Technical skills and industry knowledge
- 2.2 Personal and interpersonal skills
- 2.3 Specialised knowledge

Section 1: Textual skills for editors

Textual skills refer to the various types and levels of editing and include skills that are applicable while editing.

1.1 Copyediting

The aim of copyediting is to bring a text into conformance with pre-set rules and to ensure consistency and correctness within the text. In order to meet these aims an editor must be able to:

- 1.1.1 Correct a text for errors in spelling, punctuation, grammar, syntax, terminology usage and the treatment of numbers, units and measurements.
- 1.1.2 Query the correctness of terminology usage.
- 1.1.3 Ensure consistency in spelling, punctuation, grammar, syntax, terminology usage and the treatment of numbers, units and measurements.
- 1.1.4 Clarify unexplained acronyms and abbreviations.
- 1.1.5 Correct headings (and captions) with regard to their style, numbering, levels and positions.
- 1.1.6 Ensure consistency in the treatment of headings (and captions) with regard to their style, numbering, levels and positions.
- 1.1.7 Ensure correctness of tables and lists (for example, ensuring that tables and lists are correctly formatted, that the content is accurate and correctly punctuated).
- 1.1.8 Ensure consistency in tables and lists (for example, ensuring that tables and lists are correctly formatted, that the content is accurate and correctly punctuated).
- 1.1.9 Ensure consistency of illustrations (in terms of the presentation of content, formatting).
- 1.1.10 Ensure the correctness of preliminary pages (contents lists, preface, acknowledgements, title page) and end matter (indexes, appendices, glossaries) specifically with regard to layout, formatting and overall presentation.
- 1.1.11 Ensure the completeness of preliminary pages (contents lists, preface, acknowledgements, title page) and end matter (indexes, appendices, glossaries) specifically with regard to layout, formatting and overall presentation.
- 1.1.12 Ensure that the entire text is in line with design specifications.
- 1.1.13 Query any irregularities with design specifications.
- 1.1.14 Correlate parts of the text (such as checking cross-references, internal page references, footnote/endnote numbers, table of contents).
- 1.1.15 Ensure the correct use of reference style for in-text references and reference lists.

1.2 Stylistic editing

Stylistic editing aims to revise the vocabulary and sentence structure of a text to suit the reader. In addition, stylistic editing endeavours to create a smooth-flowing text to ensure a high level of readability and clarity. In order to meet these aims an editor must be able to:

- 1.2.1 Ensure appropriate vocabulary is used for the reader of the text.
- 1.2.2 Correct inappropriate register and ensure that the register is suited to the reader of the text.
- 1.2.3 Query the use of inappropriate register within the text.
- 1.2.4 Correct or remove instances of repetition and redundancy.
- 1.2.5 Correct or remove all instances of ambiguity within the text.
- 1.2.6 Correct or remove verbose sentences.
- 1.2.7 Ensure that all sentences are well-structured, focused, concise and clearly connected.
- 1.2.8 Maintain a suitable level of readability within the text (for example, by ensuring that all sentences and paragraphs are clearly related, and discourse markers are used appropriately).
- 1.2.9 Ensure an appropriate level of clarity is maintained in the text (for example, by removing all slips in logic, self-contradictory statements).

1.3 Structural editing

The aim of structural editing is to optimise the physical and conceptual structure of the text to achieve better presentation of the material and to clearly relate the parts of the message. In order to meet this aim an editor must be able to:

- 1.3.1 Enhance the structure of the argument or discussion by rearranging sentences, paragraphs and sections of the text.
- 1.3.2 Query the less than optimal structure of the argument or discussion with regard to the arrangement of sentences, paragraphs and sections of the text.
- 1.3.3 Ensure logic in the presentation and ordering of headings and sequence divisions.
- 1.3.4 Ensure a logical relationship between text, tables and graphics.
- 1.3.5 Correct or remove missing marks, remove unfulfilled announcements, and empty forward and backward references.

1.4 Content editing

The aim of content editing is to ensure that the text's content is accurate and complete. There are two level of content editing: micro-level content editing which involves correcting factual, mathematical and logical errors; and macro-level content editing where the editor corrects or suggests changes to the overall coverage of the document's topic. In order to meet these aims an editor must be able to:

- 1.4.1 Correct incomplete, inaccurate and illogical content (such as factual errors or contradictory statements)
- 1.4.1 Query incomplete, inappropriate, inaccurate and illogical content.
- 1.4.1 Write or rewrite sections of the text that are incomplete, inappropriate, inaccurate and illogical.

1.5 Proofreading

Proofreading aims to ensure that all the editor's and author's corrections have been accurately rendered in type. Proofreading also involves correcting all major errors that the editor and author missed. Proofreading is not done on manuscripts, but on proofs or print-ready pages. In order to meet these aims an editor must be able to:

- 1.5.1 Correcting errors in spelling, grammar and punctuation in proofs or print-ready pages.
- 1.5.2 Correcting inconsistencies in spelling and punctuation in proofs or print-ready pages.

Section 2: Extra-textual knowledge for editors

Extra-textual knowledge refers to the various knowledge and abilities that editors require in order to work efficiently.

2.1 Technical skills and industry knowledge

Technical skills and industry knowledge are vital for editors and refer to certain technology-related abilities and procedural skills that aid the editor during the editing process. To meet this standard an editor must demonstrate:

- 2.1.1 Familiarity with the function of the various role-players in the publishing industry.
- 2.1.2 Good project management and planning skills.
- 2.1.3 Sound business management skills.
- 2.1.4 Knowledge of the use and applications of the latest word-processing software
- 2.1.5 Expertise in correctly marking changes on hardcopy or electronic documents.
- 2.1.6 The ability to source reliable information (such as various reference materials).

2.2 Personal and interpersonal skills

Personal and interpersonal skills refer to specific character traits and personal qualities that editors need in order to work efficiently within changing environments. This standard also includes the skills required to work effectively within a team or individually. In order to meet this standard an editor must demonstrate:

- 2.2.1 Highly-developed reading and language skills.
- 2.2.2 Dedication and the ability to work under pressure and for long hours.
- 2.2.3 A good general knowledge and an interest in world news and events.
- 2.2.4 The desire to constantly learn.
- 2.2.5 A strong personal code of ethics and good judgement skills.
- 2.2.6 The ability to develop and maintain good working relationships with and between the various industry role-players.
- 2.2.7 The ability to sensitively and diplomatically bring any issues and problems to an author's or client's attention.

2.3 Specialised knowledge

Specialised knowledge refers to the knowledge editors require to guide them through and facilitate the editing process. More specifically, specialised knowledge is used supplement the tasks related to the textual dimension of editing. In order to meet this standard an editor must demonstrate:

- 2.3.1. Knowledge of the various text types and structures and their purposes.
- 2.3.2. Knowledge of design (the use of colour and contrast in texts) and layout (formatting, indentation, levels) principles.
- 2.3.3. Knowledge of specialised subject matter, specifically with regard to the content of the document being edited.

APPENDIX I

Final draft of core standards for South African editors

Core standards for South African editors

The standards contained in this document are a reflection of the core tasks and skills shared by editors working within all sectors of the South Africa editing industry.¹ These standards have been developed in consultation with South African editors and are therefore aimed at South African editors specifically. Each editor's working environment will determine the relevance and applicability of the various standards and these standards are therefore applicable to all editors in South Africa to varying degrees of importance.

The standards are divided into two main categories: **textual tasks**, which describe the various types of editing and editorial tasks for which editors are responsible; and **extra-textual skills**, which outline the various skills and types of knowledge South African editors require to complete their work successfully within the industry. Each category contains groups of tasks that differentiate the various levels of editing and types of knowledge. The categories and groups of standards are as follows:

Section 1: Textual tasks for editors

- 1.1 Copyediting
- 1.2 Stylistic editing
- 1.3 Structural editing
- 1.4 Content editing
- 1.5 Proofreading

Section 2: Extra-textual skills for editors

- 2.1 Technical skills and industry knowledge
- 2.2 Personal and interpersonal skills
- 2.3 Specialised knowledge

¹ The term "editor" (and its related parts of speech) refers to the person who makes amendments to a text's language, content, style and structure to ensure that the text optimally communicates its message to the target readers.

Section 1: Textual tasks for editors

'Textual tasks' refers to the various types and levels of editing and comprises skills that are applicable while editing.

1.1 Copyediting

The aim of copyediting is to ensure that a text conforms to pre-established rules, is consistent, clear and correct. In order to meet these aims an editor must be able to –

- 1.1.1 correct a text for errors in spelling, punctuation, grammar, syntax, terminology usage and the treatment of numbers, units and measurements;
- 1.1.2 ensure consistency in spelling, punctuation, grammar, syntax, terminology usage and the treatment of numbers, units and measurements;
- 1.1.3 query the correctness of terminology usage;
- 1.1.4 clarify unexplained acronyms and abbreviations;
- 1.1.5 correct headings and captions with regard to their style, numbering, levels and positions;
- 1.1.6 ensure consistency in the treatment of headings and captions with regard to their style, numbering, levels and positions;
- 1.1.7 ensure correctness of tables and lists (for example ensuring that tables and lists are correctly formatted and that the content is accurate, complete and correctly punctuated);
- 1.1.8 ensure consistency in tables and lists (for example ensuring that tables and lists are consistently formatted, that the content is consistently presented and punctuated);
- 1.1.9 ensure consistency of illustrations (in terms of the presentation of content and formatting);
- 1.1.10 ensure the correctness of preliminary pages (contents lists, preface, acknowledgements, title page) and end matter (indexes, appendices, glossaries);
- 1.1.11 ensure the completeness of preliminary pages (contents lists, foreword, preface, acknowledgements, title page) and end matter (index, appendices, glossary, bibliography);
- 1.1.12 ensure that the entire text is in line with the design specifications;
- 1.1.13 query any irregularities with or gaps in relation to design specifications;
- 1.1.14 correlate parts of the text (such as checking cross-references, internal page references, footnotes and footnote/endnote numbers, table of contents); and
- 1.1.15 ensure the correct use of reference style for in-text references and reference lists.

1.2 Stylistic editing

Stylistic editing aims to revise the vocabulary and sentence structure of a text to suit the target reader. In addition, stylistic editing attempts to create a smooth-flowing text to ensure a high level of readability and clarity. In order to meet these aims an editor must be able to –

- 1.2.1 ensure appropriate vocabulary is used for the target reader of the text;
- 1.2.2 correct inappropriate register and ensure that the register is suited to the target reader of the text;
- 1.2.3 query the use of inappropriate register within the text;
- 1.2.4 correct or remove instances of repetition and redundancy within the text;
- 1.2.5 correct or remove all instances of ambiguity within the text;
- 1.2.6 correct or remove verbose sentences;
- 1.2.7 correct or remove all instances of bias, stereotypes and other inappropriate language;
- 1.2.8 ensure that all sentences are well-structured, focused, concise and clearly connected;
- 1.2.9 ensure a suitable level of readability is maintained within the text (for example by ensuring that all sentences and paragraphs are related clearly and discourse markers are used appropriately); and
- 1.2.10 ensure an appropriate level of clarity is maintained in the text (for example by removing all slips in logic and self-contradictory statements, etc.).

1.3 Structural editing

The aim of structural editing is to optimise the physical and conceptual structure of the text to achieve better presentation of the material and to relate the different parts of the message clearly and allow the reader to navigate smoothly through the text. In order to meet this aim an editor must be able to –

- 1.3.1 query the poor structure of an argument or discussion in respect of the arrangement of sentences, paragraphs and sections of the text;
- 1.3.2 enhance the structure of an argument or discussion by rearranging sentences, paragraphs and sections of the text;
- 1.3.3 ensure logic in the presentation and ordering of headings and sequence divisions;
- 1.3.4 ensure a logical relationship between text, tables and graphics;
- 1.3.5 correct missing markers;
- 1.3.6 correct or remove unfulfilled announcements; and
- 1.3.7 correct or remove empty forward and backward references.

1.4 Content editing

The aim of content editing is to ensure that the text's content is accurate and complete. There are two levels of content editing: micro-level content editing, which involves correcting factual and mathematical errors and errors of logic; and macro-level content editing, where the editor corrects or suggests changes to the overall coverage of the topic dealt with in the document. In order to meet these aims an editor must be able to –

- 1.4.1 correct incomplete, inaccurate and illogical content (such as factual errors or contradictory statements);
- 1.4.2 query incomplete, inappropriate, inaccurate and illogical content; and
- 1.4.3 write or rewrite sections of the text that are incomplete, inappropriate, inaccurate and illogical.

1.5 Proofreading

Proofreading involves correcting all major errors that the editor and author missed. Proofreading is not done on manuscripts, but on proofs or print-ready pages. In order to meet these aims an editor must be able to –

- 1.5.1 correct errors in spelling, grammar and punctuation in proofs or print-ready pages; and
- 1.5.2 correct inconsistencies in spelling and punctuation in proofs or print-ready pages.

Section 2: Extra-textual skills for editors

'Extra-textual skills' refers to the various types of knowledge and abilities that editors require in order to work efficiently within the editing industry.

2.1 Technical skills and industry knowledge

Technical skills and industry knowledge are vital for editors. They refer to certain technology-related abilities and procedural skills that aid the editor during the editing process. To meet this standard an editor must demonstrate –

- 2.1.1 familiarity with the functions of the various role-players in the publishing industry;
- 2.1.2 excellent project management, organisational and planning skills;
- 2.1.3 sound business management skills;
- 2.1.4 knowledge of the use and applications of the latest word-processing software;
- 2.1.5 expertise in correctly marking changes on hardcopy or electronic documents; and
- 2.1.6 an ability to source reliable information (such as various reference materials).

2.2 Personal and interpersonal skills

Personal and interpersonal skills refer to specific character traits and personal qualities that editors need in order to work efficiently within changing environments. This standard comprises the skills required to work effectively both within a team or individually. In order to meet this standard an editor must demonstrate –

- 2.2.1 highly-developed reading and language skills;
- 2.2.2 dedication and the ability to work under pressure and for long hours;
- 2.2.3 a good general knowledge and an interest in world news and events;
- 2.2.4 the desire to learn continually and a hunger for knowledge;
- 2.2.5 strong personal ethics, good judgement and a positive self-image;
- 2.2.6 the ability to develop and maintain good working relationships with and between the various industry role-players; and
- 2.2.7 the ability to sensitively and diplomatically bring any issues and problems to an author's or client's attention.

2.3 Specialised knowledge

Specialised knowledge refers to the knowledge editors require to guide them through and facilitate the editing process. More specifically, specialised knowledge is used to supplement the tasks related to the textual dimension of editing. In order to meet this standard an editor must demonstrate –

- 2.3.1 knowledge of the various text types and structures and their purposes;
- 2.3.2 knowledge of the principles of design (the use of colour and contrast in texts) and layout (formatting, indentation, levels); and
- 2.3.3 knowledge of specialised subject-matter, specifically with regard to the content of a particular document being edited.