

Practicum in Writing, Editing, and Publishing

ENGL 334
Spring 2017
MWF 1100-1150
Merrifield 312

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Office Hours: MW 2:00 – 3:30 and by appt.

Course Description:

The students in the fall semester section of English 334 produced the rough draft of an anthology tentatively called *A Greater Grand Forks: Reflections on the Red River Flood Twenty Years Later*. The manuscript combines archival materials from the Chester Fritz Library, excerpts from publications by the North Dakota Museum of Art, and new written contributions from scholars, politicians, and Grand Forksers. All told, the anthology attempts to articulate the identity of Grand Forks through its long-term recovery. In this course, students will turn this manuscript into a finished book to be published by the Digital Press @ The University of North Dakota.

Once completed, we will next take the necessary steps to successfully release the book. This part of the process will teach students about the business side of the publishing industry. Students will develop familiarity with professional communication and advertising strategy by forging collaborative partnerships with local news media, the UND Public Relations department, and by designing a social media marketing campaign. Finally, students will plan and organize a release party for the book in accordance with the other twentieth anniversary events organized by the city of Grand Forks.

Texts:

Required Books (available in campus bookstore and online)

Lupton, Ellen. *Thinking With Type* (2010)
Saller, Carol Fisher. *The Subversive Copy-Editor* (2016)

Course Objectives

- Enable students to engage with the fundamental intellectual, technical and economic processes of the publishing industry.
- Model process-based learning strategies for the composition, organizing, revision, editing, publicizing, and publishing of print and digital media.
- Promote student literacy with Adobe InDesign, the industry-standard book design software.
- Encourage students to tinker with do-it-yourself and do-it-together strategies for creating, editing, and distributing print and digital media.
- Enrich student understanding of social media marketing and the economics of the contemporary publishing industry.
- Foster proficiency in a collaborative work environment to help students meet the evolving needs of graduate education and the workplace.

Assignments

- I. Professional Correspondence**
Short e-mails to contributors, requests for permissions
(15%)
- II. Obtaining, Copyediting and Proofreading Submissions**
(15%)
- III. Midterm: A Final(ish) Draft**
Students will work together to assemble a near final draft in of the book in InDesign before Spring Break.
(20%)
- IV. Press Releases**
Each student will be responsible to draft one press release tailored for a specific publication.
(20%)

- V. Final: Creating a Web Presence (15%)**
Students will work together to populate a web site for the book and add content to the DP@UND website.

Additional Grade Elements

- VI. Homework and Prewriting Assignments (5%)**

- VII. Class Participation and Various Presentations (10%)**

Attendance & Lateness

I expect all students to be prepared for class everyday; being prepared means paying close attention to scheduled assignments, doing the homework, and bringing relevant materials with you to class. Much of the reading for the class will be distributed on Blackboard. *If you do not bring the text we are reading to class, you will be considered absent for the day.*

You are allowed **five** absences without penalty— following your fourth absence, your grade in the class will begin to drop by a **half-a-letter grade** per absence. Plan ahead if you think you might miss class for religious holidays or for other scheduled events. Just because you inform me of an absence beforehand does not mean that it does not count towards your total. *I do not distinguish between excused and unexcused absences – you are allowed five absences – be they excused or unexcused – before your grade begins to decrease, unless other special arrangements have been made with me ahead of time.* For every two days you are late to class, you will be marked for one absence. If you are more than 15 minutes late to class, you will be marked absent for that day. If you miss a class meeting, you are responsible to contact your peers or **come to my office hours** for materials and information you've missed. Finally, you are responsible for keeping track of your own absences. A sign-in sheet will be used daily and absences will be thus recorded. Please be conscientious of your class participation – make sure you get the sign-in sheet, and please don't expect me to keep a running tally of your absences!

Scholastic Dishonesty

At UND, we trust in the excellence of our students and in the integrity of our academic programs. We also trust that your good ideas become better when you test them against the ideas of others. So for this course, feel free to discuss your ideas about the major writing assignments with other students. Collaborating on question/answer homework assignments or open-book quizzes, however, is not acceptable; these types of assignments are designed for me, your instructor, to monitor how you are handling specific parts of the course materials. Blatantly taking someone else's words, ideas or concepts, and using them without citing your source is plagiarism. So is using another student's essay, or part of his or her essay, as your own. In the world of writing (academic writing especially), this is a serious crime, and is treated as such. Anyone who uses non-documented

material from another source, including online sources, will receive a **failing grade** for the entire course and will be referred to the Dean's office for possible further disciplinary action.

Plagiarism, or any other form of scholastic dishonesty, is a serious offense and will be subject to official university policy and punitive action as found in the "Code of Student Life" available at <http://sos.und.edu/csl/index.php?main=1&pg=s3&subpg=3-3>.

If you have any questions, always feel free to ask me. It's been my experience that those writers who plagiarize are those who feel overwhelmed by the assignment and out of desperation, use someone else's work to stand in for their own. If you get so frustrated with an assignment that you feel like your only option is to plagiarize, come see me. My role as a teacher is to help students, not to punish them— *please* use me as a resource to help you write, brainstorm or work out your essays.

Deadlines

All written assignments must be submitted on the due date, and missing the class when the assignment is due doesn't mean your assignment isn't late. Turning in an assignment on time is part of doing the assignment, and late work will be graded down, regardless of how well it's executed.

Lateness penalties are as follows:

- Final drafts. For every day that a final draft is late, you will lose **five** points on the final grade.
- Short assignments. All late assignments may receive a maximum of **half-credit**, regardless of how late they are.

Using Recording Equipment in Class

If you need to tape or record classroom activities, you may do so for *personal* use or for all students presently enrolled in the class. However, you may not further copy, distribute, publish or otherwise use for any other purpose without my express written consent.

Technologies

For this class, we will have access to a cluster of new laptops owned by the English department. It should go without saying that these laptops are to be used for class-related work only. You will receive one warning about misuse. After that, you will be marked absent for the day. The same goes for personal computers, tablets, smartphones and any other technology.

Learning Disability

If you have a learning disability that could impair your progress in this course, please contact Disability Services on campus (<https://und.edu/disability-services/>) We can arrange to accommodate your learning style based on DSS recommendations. Please notify me at the semester's beginning of your learning needs--do not wait until the semester becomes overwhelming to acknowledge the problem.

General Guidelines For Submitting Assignments

- Please submit all assignments via submission links on Blackboard, unless otherwise noted in the syllabus.
- All papers, including daily assignments, must be typed, numbered, double-spaced, with 1” margins. (Note: The default spacing in MS Word is 1.25”)
- Carefully edit and proofread all texts to eliminate problems in grammar, spelling, and punctuation.
- Any time you cite an essay, film, or book in your main essays, you will need to include a Works Cited section of your essay that provides complete and accurate bibliographic information of the material mentioned in your essay. If you’re not sure how to cite sources, ask!

Documents that do not meet these and other assignment-specific requirements will not be graded. They will be returned to you and when resubmitted will be treated as late submissions. Pay attention to these details for handing in your final drafts. Superficial errors do not necessarily signify poor thinking, but they do indicate a lack of precision and nonchalance toward the task. When you write papers for your courses within your major, your professors will expect high quality, readable prose. Use this class as a stepping stone toward that end. You’ll have to plan your writing process to make time for proofreading—printing a just-written paper 10 minutes before class time will probably not yield terrific results.

On-Campus Writing Resources

I encourage all students to take advantage of the Writing Center in the basement of Merrifield Hall. All students are eligible for one-on-one tutoring, but you must make an appointment. Remember, though, that tutors are not editors. It is not their job to “correct” your work or simply edit it while you go on Facebook. Think of the writing tutors as supplementary instructors for the class. They can address some issues (from the lowest-level to the highest) in much greater detail than I can since are not responsible for teaching you academic argumentation. For those of you who feel anxious about the requirements of this class, I recommend that you establish a relationship with a tutor early in the semester and rely on their expertise regularly.

Writing Center, web address: <http://und.edu/academics/writing-center/>

ESL Resource Center, Merrifield Hall, Room 112. The ESL Resource Center arranges tutoring and/or conversation partners for multilingual speakers seeking more practice with the English language. Contact Mary Monette for more information: mary.monette@UND.edu or call 701-777-3624.

Student Success Center, Memorial Union, Second Floor. The Student Success Center offers advising, learning services, and specific program to help students meet their educational goals. Individualized assistance and assessments are available. <http://und.edu/student-affairs/studentservices/>

Grading Policy and Scale

- A Exceptional. Assignment criteria met with creativity, rigor, and insight. Rich theoretical, historical, and creative analysis of the objects grounded within the larger academic context. Ideas articulated with convincing detail and display careful planning. Research and writing is lucid. Errors in style in grammar are rare and never prevent easy comprehension.
- B Good work. Displays sustained analysis, concentration and effort, although mainly recapitulated from class discussion and/or directly from class sources. Minor style problems never completely obscure writer's meaning.
- C Acceptable, but uninspired. There may be a glaring conceptual or execution problems. Work mostly descriptive with little to no historical, critical, or theoretical analysis. Serious issues with validity and/or depth of research. (Note: this is the median grade in the university system)
- D Unsatisfactory work. Ideas never move beyond generalizations. No analysis of any kind. Lacking research and focus. Work displays little to no grasp of the goals of the assignment.
- F Fail. Student does not submit complete work and/or shows no attempt to meet the expectations of the assignment and course.

Expectations for Class Conduct and Reading

This class will be different for many other college courses. First, we have a strict deadline—April 19, 2017. Second, we will all need to work together to produce the final product to meet that deadline. Let's imagine that for this semester we are a small publishing house. We are all responsible to each other. Moreover, the writing we will produce this semester will be shared by the rest of the company to make the best decisions about our final product. Keep that in mind as you write your own work and read your peers'.

Much of the reading for this class will come from handouts distributed via Blackboard. You are required to closely read these articles. Furthermore, you are required to bring a version of each article to class. I prefer that you bring a printed copy, but I understand that many of you prefer to read on media devices. I will allow you to bring copies on your devices, but with a caveat. If, at anytime in the semester, I get the feeling that people are not reading the articles or that they are using their devices for non-class related activities, I will revoke this privilege and require everyone bring printed copies of the articles to class.

Class Participation

Class time is yours; never forget that. We need to use our time together efficiently in order to give you all what you deserve. Making your voice heard during class discussion and brainstorming is the best way to ensure that we accomplish this together.

In terms of logistics, your in-class participation grade falls to my discretion and can nudge a borderline grade higher or lower. When you contribute to class discussion, be sure that your comments are helpful and constructive. You should be ready to participate in general class discussion at least once a week, and you should always be prepared to generate thoughtful input in small-group discussions and peer review work. Be sure to be supportive of your peers' ideas, even when you disagree with them.

We are producing collaborative work here, so you need to find a way to encourage the best work out of each other. I imagine that the decorum in class should be thought of in similar ways as to a creative writing workshop. Do your best to articulate your grounds for disagreeing with the text itself rather than with your peers personally. Of course, all discussion should refrain from language and tone that could be considered inappropriate or offensive.

If you have questions about the policies of this class, review the syllabus first, and then contact me.

I reserve the right to make any alterations, additions, or subtractions I see fit.



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Course Schedule

UNIT I: The State of the Project

Week 1

Wednesday, January 11: Introductions and course preview.

Friday, January 13: Read: Look over the materials from last semester in the Google Drive account.

Week 2

Monday, January 16: No class; MLK Jr. Day.

Homework: “The State of the Project.” One Page reflection about what you learned from the work of students last semester, where we are now, and what we still need to do.

Wednesday, January 18: Lupton, introduction, 10-21, 84 – 104.

Friday, January 20: Lupton, 22-37.

Week 3

Monday, January 23: Watch Terry White “How to Get Started with InDesign” YouTube Clip. Link on the Blackboard Site. Note: The video is 45 minutes long but watching it will make your life so much easier!

InDesign Workday.

Wednesday, January 25: Woll, “C³ Commitment, Consistency, Credibility” (BB) and Business Writer’s Companion Inquiry Writing (BB)

Assign contacts and start drafting e-mails.

Friday, January 27: Stadler, “The Ends of the Book: Reading, Economics & Publics” (BB).

UNIT II: Editing, Copyediting, Proofreading, and Typesetting

Week 4

Monday, January 30: Lupton, 38-72.

Wednesday, February 1: Lupton, 148-194.

Friday, February 3: **DUE: E-mail Submissions. BCC me for grading purposes.**
Read: Lupton, “Appendix.”

Workday.

Week 5

Monday, February 6: Watch: Placing and Formatting Text in Adobe InDesign” YouTube Clip (BB).
Workday.

Wednesday, February 8: Norton, Chapter 9. (BB)

Friday, February 10: Norton, Chapter 10. (BB)

Week 6

Monday, February 13: Saller, 1-36.

Wednesday, February 15: Saller, 101-136.

Friday, February 17: Workday.

Week 7

Monday, February 20: **No Class; President’s Day.**

Wednesday, February 22: **Read:** Lupton, 199-207.

Friday, February 24: **Due: Proofreading and copyediting for Submissions. Submit final drafts via Blackboard.**

Unit III: The Final Product

Week 8

Monday, February 27: Woll, “Sales” excerpt.(BB)

Wednesday, March 1: Woll, “Direct Response Marketing: Internet 101.” (BB)

Friday, March 3: Workday.

Week 9

- Monday, March 6: Watch: “How to Design a Book Cover” YouTube Clip. (BB)
Workday.
- Wednesday, March 8: Watch “Table of Contents” YouTube Clip. (BB)
Workday.
- Friday, March 10: **Midterm “Final” draft work due by end of class**

Week 10

- Monday, March 20: Work day. Respond to my comments.
- Wednesday, March 22: **No class; UND Writers Conference.**
- Thursday, March 23: **I’ll be moderating the “Voices” Panel at 12 Noon in the Ballroom of the Memorial Union.**

Jeff Shotts, editor of Graywolf Press. Presentation 2PM, Ballroom.

Please do your best to attend both events. You will receive extra-credit for doing so.
- Friday, March 24: Toor, “Write a Book and Become an Employee of your Former Self.” (BB)

Unit IV: Publicity

Week 11

- Monday, March 27: Cutler, “8 Tips for Writing a Great Press Release.” (BB)
- Wednesday, March 29: “Digital Press Celebrates” (BB).
- Friday, March 31: Dubois, “How to Write a Social Media Release” (BB)

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Week 12

Monday, April 3: Work Day.

Due: Rough Draft of Press Releases. Submit via Google Drive.

Wednesday, April 5: Germano, “Publicizing Your Work” (BB).

Friday, April 7: Work Day

Week 13

Monday, April 10: **Due: Final Draft of Press Releases. Submit Via Google Drive.**

Wednesday, April 12: Work Day.

Friday, April 14: No class.

Week 14

Monday, April 17: No class.

Wednesday, April 19. **No class; BOOK RELEASE!**

Unit V: Web Presence

Friday, April 21: Draft thank you e-mails. High five one another. Take a breath.

Week 15

Monday, April 24: Woll, “Electronic Publishing and Marketing” (BB)

Wednesday, April 26: Germano, “Chapter 13.” (BB).

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Friday, April 28: Web work day.

Week 16

Monday, May 1:

Web work day.

Please check your e-mail for a short survey about the class.

Wednesday, May 3:

Course wrap-up. Course Evaluations.

Friday, May 12

Final Web Presence Materials Due.