

ENGL 4670 (6950): Literary Editing & Publishing
Spring 2017
MW 4:00-5:15 p.m./ AH E259

Instructor: Anna Harris-Parker
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Office Hours: MW 1:30-3:30 p.m.,
& by appointment

Course Description

Basic instruction on literary magazine history and production. Students will read and research a variety of little magazines, as well as apply the knowledge they acquire and practice the skills they learn by soliciting, selecting, and editing creative works for publication in *Sand Hills*, which may be used in their professional portfolios.



Course Goals

This course is intended to provide practical experience in literary publishing through work on *Sand Hills*, the university's literary journal since 1973. Students will solicit and evaluate work for publication, as well as gain experience in editing, layout, and production of the journal. Additionally, this course will provide an introduction to the larger literary market, and instruction in preparing creative work for submission and publication.

Learning Objectives

By the end of this course, students will:

- Read a variety of literary magazines and explain their strengths and weaknesses through discussion and written responses.
- Develop publishing criteria and standards for a forthcoming issue of *Sand Hills* literary magazine.
- Propose a new print or online literary magazine and provide research that supports an audience and purpose for such a publication.

Pre-Requisites:

(ENGL1101 >= C or ENGL1113 >= C) and (ENGL1102 >= C or ENGL1114 >= C) and (ENGL2110 >= C) and (ENGL 3605 >= C or ENGL 3610 >= C or ENGL 3615 >= C) and (ENGL 3630 >= C or ENGL 3640 >= C or ENGL 3660 >= C) or permission of instructor.

Teaching Philosophy:

In my classes, I strive to establish an environment that fosters engaging conversation regarding essays and literature from class texts, while making connections to current events, history, or popular culture, and the fundamentals of writing. I often act as a moderator during class discussions; thus, students learn to communicate with and learn from one another. I want them to learn to think before speaking—to consider their audiences—as good communication skills will prove critical to their college careers as well as to

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their life achievements. I find that this method encourages students to assume more responsibility for their own education while providing me with insight into how I may reach them individually, and as a whole.

Expectations:

Attendance Policy:

According to the [Augusta University Catalog](#), “if the student has been absent for more than the equivalent of 10 percent of class time, regardless of cause, then the professor may withdraw the student from the class for excessive absences.” If you exceed **three absences**, for any reason, you will be withdrawn from the course with a grade of W (pre-Midterm) or a grade of WF (post-Midterm).

Continued tardiness can also affect your attendance in this course.

Classroom Demeanor:

Students are expected to attend each class meeting—on time, and prepared. While I empathize with students who are shy and hesitant to talk, discussion is key to success in this course. Often, in-class participation is the only tool I have for knowing whether or not students are keeping up with daily assignments. I expect students to be respectful of one another and of me. We are a diverse community of readers, writers, and thinkers, so follow [The Golden Rule](#).

Drinks are permitted in class; however, distracting food is not. Additionally, please silence and put away your cell phones prior to class. If your phone or other technologies (e.g., e-Readers, iPods, tablets, laptops) disrupt class, I will ask you to leave, and you will be marked absent for the day. If you have extenuating circumstances, please let me know prior to class time.

Texts and Resources

The Little Magazine in Contemporary America, Ian Morris and Joanne Diaz

A basic grammar handbook (e.g., from ENGL 1101/1102)

Folder/binder

Pens/pencils

A [Submittable](#) account

Subscription to [Journal of the Month](#) (Deadline to register: Wednesday, January 11):

Southern Review

The Georgia Review

The Gettysburg Review

Iowa Review

Evaluation

- Participation:
 - Daily participation: The majority of class time will be devoted to publishing a literary magazine. Thus, attendance and participation in various activities and discussions are essential.
 - Discussion leadership: Once during the semester, students will be responsible for leading a class discussion. This will require students to prepare an agenda (bring a hard copy) which includes a list of key points in the assigned reading or submitted works, and discussion questions. Facilitating the discussion will also require students to direct conversation by calling on speakers, asking follow-up questions when appropriate, and keeping the class on track to finish all pertinent conversation within a time limit (probably 35 minutes).

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- Reading event attendance and summary/reaction: Students are required to attend *at least* two creative writing events this semester, and for each, write two brief paragraphs, one summary and one evaluation/reaction. Summarize what was read/discussed and analyze the author's performance, the delivery itself as well as the material. These write-ups are due (via D2L) by the beginning of the class meeting immediately following the event you attend.
- Reading event planning: Near the end of the semester, students will be responsible for planning, organizing, and facilitating a reading and reception to mark the release of the new issue of *Sand Hills*.
- Midterm Project: Near midterm, each student will give a presentation (for ten minutes, individually or in pairs) or write an essay (1,300-1,500 words) on an existing or defunct literary magazine, print or online, but *not* a journal assigned for this class. Projects must discuss the journal in a historical context, include editor profiles, describe the publication's mission and published work, and identify its strengths and weaknesses. Details are forthcoming.
- Final Project: Near the end of the semester, each student will create and design an original print or online mock literary magazine with a clear mission, and editorial and aesthetic philosophies. Students will either present their magazines to the class (for fifteen minutes, individually or in pairs), or write an accompanying essay (1,800-2,000 words) that articulates their rationale/approach to the project—including the journal's name, mission statement, design description, submission guidelines, and sample "published" pieces. Details are forthcoming.
- Final Portfolio: At the end of the semester, each student will submit an electronic or hard copy portfolio of edited manuscripts accompanied by letters articulating individual editorial decisions.

Grading:

Participation (50%)

- Daily participation: 25%
- Discussion leadership: 10%
- Reading event attendance and summary/reaction: 10%
- Reading event planning: 5%

Midterm Project (15%)

Final Project (25%)

Final Portfolio (10%)

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

To pass this course, students must receive a grade of C (70) or higher *and* submit a correctly assembled and complete final portfolio. An Incomplete grade may be given for the following reason: "a student [is] doing satisfactory work but, for non-academic reasons beyond his/her control, [is] unable to meet the full requirements of the course" (Augusta University Catalog).

The grades you earn reflect your effort, progress, and professionalism. While you may strive for an A or B, know that a C does not indicate "average" work; a C signifies you are meeting expectations.

Upon receipt of graded work, I ask that students wait 24 hours before contacting me to discuss my evaluation. If you ever have any questions about your standing in the class, or about my grading policy, please do not hesitate to ask. I am here to help you succeed.

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Work Format

The format utilized by the English discipline comes from the *MLA Handbook* and *MLA Style Manual*. All work, unless otherwise specified, should be typed (12 pt. Times New Roman), double-spaced, and utilize one-inch margins and standard MLA headers and headings. All writing assignments should also include an original title.

All typed writing assignments, including drafts, should be composed in Google Drive and shared with the instructor (profannacharris@gmail.com or aharri31@augusta.edu). Final drafts must also be submitted to the appropriate D2L assignment folder (in PDF format) by the beginning of class time on the assigned due dates.

Make-up and Late Work Policies:

Because I do not distinguish between excused and unexcused absences, **I do not accept or give make-up work for credit. I also do not accept late work.** If you feel that you have extenuating circumstances, speak with me individually; *do not* try to make special arrangements via email.

Academic Honor

The Augusta University Catalog states, “Plagiarism is the failure to acknowledge indebtedness to the authors/creators of works used to complete such assignments and/or other course requirements. It is always assumed that the work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgment should occur whenever one quotes another person’s actual words; whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased; and whenever one borrows facts, statistics, or other illustrative materials, unless the information is common knowledge. Further, it is expected, in the production of creative work, that the student’s work products are original, and that any images, sounds, or other intellectual properties that are not the original work of the student will be used fairly and with acknowledgement of the original source(s).” Please consult the Catalog for more information on the university’s academic honesty policy.

Student Needs

If you have a disability that requires accommodation in this course, please contact Testing and Disability Services in Galloway Hall as soon as possible for information on the documentation procedure. Call (706) 737-1469 or email tds@augusta.edu. Without this documentation, I cannot provide special accommodations.

Additional Support for your Learning

The Augusta University Writing Center: The Writing Center is a safe space for students of all majors and disciplines to discuss their writing. Our friendly staff offers support for student writers at any stage in the writing process, including brainstorming, drafting, and revising. By offering free, one-on-one peer consultations, the Writing Center empowers students to make well-informed decisions about their texts while helping them to develop an individualized writing process.

Online and in-person appointments can be made at <https://aug.mywconline.com/>. The Writing Center is located in Allgood Hall, room N204. Our hours are Monday-Thursday, 8:00 AM - 8:00 PM and Friday 8:00 AM - 1:00 PM.

Other Course Policies

All other aspects of this course will follow the Pamplin Course Policies posted online at this URL: www.AU.edu/colleges/pamplin/docs/coursepolicies.pdf. Please read them carefully, as they include additional important information about Academic Honesty, Disruptive Behavior, Accommodations for Disabilities, Withdrawals, and other topics. **By remaining in this course, you agree to abide by these policies.**

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Abbreviated Course Schedule:

The following schedule is subject to change, but provides a fairly reliable indication of the pace, assignments, and major deadlines that you will need to plan for during the first half of the semester. Because this course is an experiential learning opportunity, students will receive an agenda (via D2L) prior to each class period.

***Note: Reading and paper assignments appear next to the date in which they are due.*

Week 1: Jan. 9 & 11

Course Overview/History of the Literary Magazine & of *Sand Hills*
Read & discuss Preface and Introduction from *The Little Magazine in Contemporary America*

Week 2: Jan. 18

Discussion re: Criteria for Good Art & Writing
Read & discuss Part I of *The Little Magazine in Contemporary America* + select readings on D2L

Week 3: Jan. 23 & 25

Read & discuss Part II of *The Little Magazine in Contemporary America* + select issues of *Sand Hills*
Designation of Staff Positions

Week 4: Jan. 30 & Feb. 1

Read & discuss *Southern Review*
Submittable tutorial

Week 5: Feb. 6 & 8

Read & discuss Parts 3 & 4 of *The Little Magazine in Contemporary America*

Week 6: Feb. 13 & 15

Read & discuss *The Georgia Review*

Week 7: Feb. 20 & 22

Read & discuss *The Gettysburg Review*

Week 8: Feb. 27 & Mar. 1

Midterm Projects Due

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