

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL ¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT **ENGLISH** COLLEGE **ARTS AND LETTERS**

RECOMMENDED COURSE IDENTIFICATION (TO OBTAIN A COURSE NUMBER, CONTACT NMALDONADO@FAU.EDU)

PREFIX CRW COURSE NUMBER 6943 LAB CODE (L or C) _____

COMPLETE COURSE TITLE: **LITERARY PUBLISHING AND EDITING**

EFFECTIVE DATE
 (first term course will be offered)

 FALL 2016

CREDITS ²
3

TEXTBOOK INFORMATION
THE LITTLE MAGAZINE IN AMERICA; PAPER DREAMS.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES:
 THIS COURSE PROVIDES A COMBINATION OF THEORETICAL BACKGROUND AND PRACTICAL, HANDS-ON EXPERIENCE IN THE FIELD OF LITERARY MAGAZINE EDITING AND PUBLISHING. GRADUATE STUDENTS WILL MENTOR UNDERGRADUATES IN THE PRODUCTION OF *COASTLINES* LITERARY MAGAZINE AS WELL AS WORK ON *SWAMP APE REVIEW*, THE ONLINE NATIONAL LITERARY MAGAZINE OF FAU.

PREREQUISITES*	COREQUISITES*	REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)* INSTRUCTOR PERMISSION
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* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:
 MEMBER OF THE GRADUATE FACULTY OF FAU AND HAS A TERMINAL DEGREE IN THE SUBJECT AREA (OR A CLOSELY RELATED FIELD).

Faculty contact, email and complete phone number: Becka McKay rmckay3@fau.edu 319.321.6656	Please consult and list departments that might be affected by the new course and attach comments. ³
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Approved by: _____ Department Chair: _____ College Curriculum Chair: _____ College Dean: _____ UGPC Chair: _____ Graduate College Dean: _____ UFS President: _____ Provost: _____	Date: <u>2-12-16</u> _____ <u>2-12-16</u> _____ _____ _____	1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary)
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Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting.

CRW 6943: Literary Publishing and Editing (CRN 99037)
Fall 2015 Wednesdays 4:00-6:50 AL 240
(3 credits)

Professor Kate Schmitt (kschmit5@fau.edu)

Office: CU 328

Office Hours: M 11:00am – 3:00pm and W 1:00 – 3:00

Course Description

This course provides a combination of theoretical background and practical, hands-on experience in the field of literary magazine editing and publishing. Graduate students will mentor undergraduates in the production of *Coastlines* literary magazine as well as work on *Swamp Ape Review*, the online literary magazine of FAU. Duties involved in the production of both of these journals include soliciting and evaluating submissions, editing, proofreading, marketing, publicity, research, fundraising, web design, public relations, and more. **NOTE:** While this is a one-semester course, working on either *Coastlines* or *Swamp Ape Review* is a full-year commitment. When you are deciding how you want to be involved in the magazine, please keep this in mind.

Course Goals:

- To learn about all aspects of literary magazines: history, production, editorial processes, and more.
- To develop professional skills in literary publishing, and prepare for possible employment in publishing or arts administration.
 - To produce *Coastlines* and *Swamp Ape Review*, including the following duties: reading, tracking, and responding professionally to submissions of literary fiction, poetry, and nonfiction; working collaboratively with your team to make decisions regarding everything from data entry procedures to the aesthetic vision for the magazine; composing solicitation letters to writers you wish to publish in *Swamp Ape Review*; producing some content for the magazine, including a book review; identifying potential funding sources for *Swamp Ape Review* and writing proposal letters/grant proposal drafts.
- To contribute to the development of the course mission and goals, as they relate to the production of both magazines.

Required Texts:

1. *The Little Magazine in Contemporary America*, edited by Ian Morris and Joanne Diaz (ISBN 978-0-226-24055-8)
2. *Paper Dreams*, edited by Travis Kurowski (ISBN 978-0-984-04057-5)
3. Literary magazines from the MFA Program library, available in CU 311

Course requirements:

Participation (attendance, weekly discussion questions) (20% of grade)

This is a discussion-based class in which the participation of every single student will have an impact on the final product—the two literary journals. Therefore, we expect you to come to all classes, take

an active role on your team, and post weekly discussion questions on the week's assigned reading. More information about what comprises an appropriate discussion question will be found on our Blackboard site.

Presentation and written report on a large or small publishing house for fiction, poetry, or nonfiction; where and how to best submit a first-book manuscript (in a single genre of your choice) to this and other publication venues (20% of grade)

The website newpages.com is a treasure trove of information regarding just about every literary journal publishing in English today. We'd like everyone to choose a magazine from their extensive list and prepare a detailed report and class presentation. You'll receive a separate assignment sheet for this.

Three blog posts detailing the weekly progress of your team (15% of grade)

Because you'll be doing a lot of your work in smaller groups, in which you'll learn a particular aspect of literary editing and publishing in more depth, someone from each group will be responsible each week for summarizing the progress of your group and posting this information to our class blog. You will work with your graduate student supervisors on creating the content for your posts.

Write a 500-750 word review of a recently published book of fiction, nonfiction, or poetry (20% of grade)

This assignment will be considered for inclusion in the first issue of *Swamp Ape Review*. To complete this assignment successfully, you will need to read a selection of recently published book reviews and/or interviews; these should be included in a brief, annotated bibliography. You'll receive a separate assignment sheet for this.

End-of-semester report on your specific staff position (25% of grade)

At the end of the semester you will hand in a detailed, 2-3 page report about your positions at *Coastlines*. You'll receive a separate assignment sheet for this.

Grading Breakdown:

Participation	20%
Presentation & Written Report	20%
Blog Posts	15%
Book Review	20%
Final Report	25%

Grade Scale:

total points	100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	<60
grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Useful Links:

Newpages: <http://www.newpages.com>
Coastlines: <http://www.fau.edu/coastlines>

Coastlines Magazine Facebook Page: <https://www.facebook.com/CoastlinesFAU>

Student Behavior Regulations:

I. The president or approved designee shall have the authority to order any student to cease and desist any activity which in the president's or designee's judgment disrupts the orderly operation of the institution.

II. Plagiarism: Plagiarism in any form, and from any source (whether oral, printed, electronic, etc.) is unacceptable, and is a serious breach of the academic honor code. *If you plagiarize or cheat in any way, you will receive an F for this course.* Plagiarism includes copying information off of internet websites. If you have any questions as to what constitutes plagiarism, discuss your concerns with me.

STATEMENT OF ACADEMIC INTEGRITY: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see <http://www.fau.edu/ctl/AcademicIntegrity.php>

From the Office for Student Accessibility Services: *In compliance with the Americans with Disabilities Act (ADA); students who require special accommodations due to a disability to properly execute coursework must register with the Office for Student Accessibility Services (SAS) located in Boca – SU 133 (561.297.3880), in Davie – LA 240 (954.236.1222), in Jupiter – SR 117 (561.799.8585), or at Treasure Coast – JU 312 (772.873.3441), and follow all SAS procedures.*

COURSE CALENDAR

All readings are from *The Little Magazine in Contemporary America* (TCA), unless otherwise stated. Any added reading assignments will be posted as PDF files or links will be provided on Blackboard.

- Class 1:** Introduction to course. History of *Coastlines* and staff positions and responsibilities. Creation of a new literary magazine: Team reports assigned.
For Class 2: Read introduction by Jeffery Lependorf, "The Sacred is Not Misplaced" by Dave Eggers, "This Being 2015" by Ander Monson. Create applications for desired position and written order of preference on entire staff list (handout).
- Class 2:** Assignment of Teams and discussion of/distribution of responsibilities within Teams. Blog post schedule created. Work priorities articulated in Teams and written up in first blog posts.
For Class 3: Read "Publishing is Personal" by Rebecca Wolff and "*Alaska Quarterly Review* and the Literary Tonic." Work on Literary Magazine Reports and read Team blog posts.
- Class 3:** Discussion of readings. Team meetings: discussion of responsibilities and task-oriented work on *Coastlines*. Communication Flow Chart (BB) discussed; e-mail communication list distributed.
For Class 4: Read "*Callaloo: A Journal of Necessity*" and "The Life of *Ontario Review* (1974 – 2008)" by Greg Johnson. Work on Team projects, and Literary Journal Reports, and Blog posts.
- Class 4:** Discussion of reading. First Reports/Presentations on Literary Magazines. Team meetings (content review, website updates, social media creation/updates, and planning of speaker series and *Coastlines* Fall Reading, etc.)
For Class 5: Read "Decent Company Between the Covers" by Cara Blue Adams and "War of the Words: Fighting for a Journal and a Genre" by Lee Gutkind. Work on Team projects and other ongoing tasks.
- Class 5:** Discussion of reading. Reports/Presentations. Work in Teams under the observation of professor.
For class 6: Read "Making a Living and a Life in Literary Magazines" by Carolyn Kuebler and "The Future of the Gatekeepers" by Jane Friedman. (Review her blog at janefriedman.com). Work on Team projects and other ongoing tasks.
- Class 6:** Discussion of reading. Reports/Presentations. Work in Teams under the observation of professor.
For class 7: Read "Summoning the Bard: The Twenty-First-Century Literary Magazine on the Web" and "The World Doesn't Stop for Derek Walcott, or: An Exchange Between Coeditors." Work on Team projects and other ongoing tasks.

- Class 7:** Discussion of *Coastlines* Web and social media presence; Reports/Presentations; Group discussion of Team activities, including updates on upcoming *Coastlines* event, related campus events, and upcoming speakers.
For Class 8: Prepare for Speaker Presentation 1: Upload research and questions on BB. Work on Team projects and other ongoing tasks.
- Class 8:** **Speaker 1 Presentation.** Post-discussion of presentation. Updates from all Teams, and progress toward upcoming events/Team plans.
For class 9: Read submissions to be discussed next class by all Teams (BB).
- Class 9:** Reports/Presentations. Discussion of content issues of magazine (see BB for sample Submission(s) to be discussed). Work in Teams under the observation of professor.
For Class 10: Read “The History of *BOMB*” by Betsy Sussler and “On *n+1*” by Keith Gessen. Work on Team projects and other ongoing tasks (especially re: NDOW).
- Class 10:** Discussion of reading and National Day on Writing (NDOW) events. Reports/Presentations. Work in Teams under the observation of professor.
- Class 11:** Updates from Teams, including progress toward upcoming *Coastlines* Fall Reading. Team planning under the observation of professor.
*“Soft” Deadline for *Coastlines* submissions.*
- Class 12:** Discussion of readings. Final Reports/Presentations. Work in Teams under the observation of professor. (Content Teams: discuss submissions.)
For Class 13: Prepare for Speaker Presentation 2: Upload research and questions on BB. Work on Team projects and other ongoing tasks.
- Nov. 11** **Veterans Day – No class**
- Class 13:** **Speaker 2 Presentation.** Post-discussion of presentation. Updates from all Teams, and progress toward upcoming events/Team plans. Content discussion re: issues re: submissions to *Coastlines*. In-class SPOTS.
- Class 14:** Wrap-up. Final Reports/Presentations (if any) and reflection on progress and future plans for the publication of *Coastlines*.
Applications for Spring 2017 positions due.
*Final deadline for *Coastlines* submissions.*
- Dec 2:** Exam Day: Final Reports Due.