



Savannah State University
New Programs and Curriculum Committee
Summary Page – Form I

1. **Submitting College:** CLASS
2. **Department(s) Generating The Proposal:** Liberal Arts
Choose an item. (if needed)
3. **Proposal Title:** Literary Editing, Publishing, and Marketing
4. **Course Number(s):** ENGL 3430
5. **Course Title(s):** Literary Editing, Publishing, and Marketing
6. **Effective Date:** Fall **Year:** 2013
7. **Brief Summary of Proposal:** A sign of a strong and thriving undergraduate English program is the quality of its student magazine. While Savannah State has a strong undergraduate program, the student magazine, Estuary, has not had the resources or consistency to be a competitive undergraduate literary magazine. Currently, a student group publishes the journal. They have insufficient time and resources (as do the faculty advisors) to create a quality journal in a consistent manner. Since there are very few (almost none) quality literary journals at HBCU's, Estuary should be a strong recruiting tool and represent the quality and progressiveness of our program. Schools that do have strong undergraduate magazines, such as Georgia State and West Georgia University, have courses in Literary Publishing and Editing for their undergraduate magazine. By providing such a course, we can help improve the quality and consistency of Estuary, so that it can become one of the top undergraduate journals (and the top of any HBCU journal) in the nation and give students experience in literary publishing and editing. Many students in English and other majors are interested in pursuing editing and publishing careers. This course will provide them hands-on experience which they can then use to gain future internships and entry-level jobs. This course will also be important for the envisioned writing program and eventually a creative writing minor.

This course will primarily be a practicum, with the primary goal being to edit, publish and promote Estuary Literary Review. We will focus on different topics related to publishing, which the class will explore through discussion and analysis of other magazines in terms of content, strategies, and approaches. By bringing in outside speakers (and having possible field trips) students will also see the "real world" possibilities in publishing and editing. They will also be engaging in reading and selecting student work, which will also provide discussions on establishing criteria for selecting quality pieces. They will also be introduced to the larger literary market and have a better understanding of the submission and publication process. Currently, English does not have an equivalent course on the books. The Mass Communications has publishing courses, but the focus is not on literary publication and does not produce a group product or national distribution.
8. **Type of Proposal:** New Course If other, please describe: [Click here to enter text.](#)
9. **Impact on Library Holdings**
Existing: none
Additional: none
Deletions: none
10. **Impact on Existing Programs:** none



Savannah State University
New Programs and Curriculum Committee
Course Addition Page – Form II

1. **Course Number:** ENGL 3430
2. **Course Title:** Literary Editing, Publishing, and Marketing
3. **Catalogue Description:** Practical experience in literary publishing through work on *Estuary Literary Review*, the campus literary journal. Students will solicit and evaluate work for publication, and then will gain practical experience in editing, layout, and production of the journal, as well as in publicizing and promoting the finished product. Includes introduction to the larger literary market, and instruction in preparing creative work for submission and publication. Instructor approval after 6 hours of creative writing earned. May be repeated once for credit.
4. **Rationale:** A sign of a strong and thriving undergraduate English program is the quality of its student magazine. While Savannah State has a strong undergraduate program, the student magazine, *Estuary*, has not had the resources or consistency to be a competitive undergraduate literary magazine. Currently, a student group publishes the journal. They have insufficient time and resources (as do the faculty advisors) to create a quality journal in a consistent manner. Since there are very few (almost none) quality literary journals at HBCU's, *Estuary* should be a strong recruiting tool and represent the quality and progressiveness of our program. Schools that do have strong undergraduate magazines, such as Georgia State and West Georgia University, have courses in Literary Publishing and Editing for their undergraduate magazine. By providing such a course, we can help improve the quality and consistency of *Estuary*, so that it can become one of the top undergraduate journals (and the top of any HBCU journal) in the nation and give students experience in literary publishing and editing. Many students in English and other majors are interested in pursuing editing and publishing careers. This course will provide them hands-on experience which they can then use to gain future internships and entry-level jobs. This course will also be important for the envisioned writing program and eventually a creative writing minor.
5. **Credit Hours:** 3
6. **Pre-requisites:** Two creative writing courses and permission from the instructor.
7. **Syllabus:** See attached.
8. **Similarity to or duplication of Existing Courses:** None.
9. **Textbook selection:** We will read and analyze many top literary and undergraduate magazines and use them as a springboard for discussion. Magazines and journals will include but are not limited to *The Missouri Review*, *Glimmer Train*, *Shenandoah*, *McSweeney's*, *The Kenyon Review*, *The Mid-American Review*, *Ploughshares*, *Tin House*, *The Paris Review*, *Narrative Magazine (online)*, and *WebDelSol (online)*

10.	Grading:	
	Participation and activity log	50%
	Short Paper—analysis of a literary magazine	15%
	Final Project—mock up literary magazine	25%
	Oral Presentation—on some aspect of publication	10%

**SAVANNAH STATE UNIVERSITY
COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES
DEPARTMENT OF LIBERAL ARTS**

ENGLISH 3430 Literary Editing, Publishing, and Marketing

Learning Outcomes:

Upon successful completion of this course, students will be able to

- identify publishing standards and markets of literary and artistic works
- perform the tasks necessary to create a high-quality literary journal
- write an essay in MLA style with adequate and appropriate content
- undertake a marketing plan

Goals

In this course, students will

- Select, edit, and proofread manuscripts for publication
- Help design and layout a literary magazine
- Participate in magazine distribution and marketing
- Research the literary and publishing markets
- Analyze literary magazines for content and approach
- Design their own mock literary magazine and explain their rationale for his/her approach
- Develop their own criteria for what makes a successful manuscript submission and a successful literary magazine.
- Compare web-based vs. print journals

Objectives:

To fulfill the goals, students will

- Create a professional literary magazine
- analyze creative components of their own and others' writing
- practice all stages of magazine production, including electronic and print design
- present a lecture on some facet of the literary magazine industry
- practice revision and copy-editing skills
- review the creative standards of literary magazine submissions
- organize literary events on campus

Course Description:

Practical experience in literary publishing through work on *Estuary Literary Review*, the campus literary journal, students will solicit and evaluate work for publication, and then will gain practical experience in editing, layout, and production of the journal, as well as in publicizing and promoting the finished product. Includes introduction to the larger literary market, and instruction in preparing creative work for submission and publication. Instructor approval after 6 hours of creative writing earned. May be repeated once for credit.

Required Texts

We will read and analyze many top literary and undergraduate magazines and use them as a springboard for discussion. Magazines and journals will include but are not limited to the *The Missouri Review*, *Glimmer Train*, *Shenandoah*, *McSweeneys*, *The Kenyon Review*, *The Mid-American Review*, *Ploughshares*, *Tin House*, *The Paris Review*, *Narrative Magazine (online)*, and *WebDeI Sol (online)*

Grade Assessment:

(Suggested breakdown)

Participation and activity log	50%
Short Paper—analysis of a literary magazine	15%
Final Project—mock up literary magazine	25%
Oral Presentation—on some aspect of publication	10%

The Grading Scale

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
01%-59%	F

Participation:

Students will be performing a range of general and individualized tasks as related to publishing and marketing literary and artistic works. Therefore, it is imperative that students log their activities in a dedicated journal. At the end of the course, students will also evaluate and be evaluated by their peers.

Analysis Paper:

Each student will choose a different literary magazine/journal to analyze. Your 3-5 page paper will cover such aspects as editorial approach/style, content, layout and design, quality of material, and the magazines "place" in the genre.

Final Project/Presentation:

Your final assignment will be to create and design your own print or online mock literary magazine with a clear mission and editorial and aesthetic philosophy. You will present your magazine to the class (10 minutes) at the end of the semester, explaining your rationale/approach to your project.

Presentation:

You will give a short presentation (about 15 minutes) on some aspect of literary magazine editing or production that you have researched. I will pass around a sign-up sheet for students to choose a day and topic to present.

Course Policies and Resources:

The policies of individual instructors may vary. Instructors will provide students with a schedule of assignments and policies for the class. The policies outlined below are general policies.

Disability Status: Students who require academic adjustments in the classroom due to a disability must first register with Savannah State University's Disability Services. Following registration and within the first two weeks of class, please contact the instructor to discuss appropriate academic accommodations. Appropriate arrangements can be made to ensure equal access to this course.

Savannah State University's Office of Counseling and Disability Services' Mission Statement: The Office of Counseling and Disability Services in the Department of Student Leadership and Development is committed to providing an equal educational opportunity for all qualified students with disabilities. The staff is responsible for coordinating services for students with disabilities at Savannah State University. Accommodations and services comply with Section 504 of the 1973 Rehabilitation Act, the Americans with Disabilities Act, and the policies of the Board of Regents of the University System of Georgia. Accommodations are academic adaptations that do not compromise academic standards or the mastery of essential course elements, but provide students with disabilities an equal opportunity to succeed. Accommodations provide equal access to facilities (moving a class from an inaccessible location to an accessible location) and information (academic accommodations). Academic accommodations include services like note-takers, tape recording class lectures and discussion, extended time for tests, or a reduced course load. These services are designed to use the student's academic skills to overcome deficits created by the disability. *Please see the Savannah State University Website and/ or the Disability Services Policies and Procedures Manual for further information.

Attendance: Please be on time for all class sessions. Students absent from class are responsible for materials covered in class, assignment deadlines and preparation for the next class session. Students who wish to drop the course after the add/drop deadline (see last page with important dates) are encouraged to do so through the Registrar's Office. Ceasing to attend class will not remove a student from the roster.

The Savannah State University Catalog online states the following:

Class Attendance

Savannah State University endeavors to provide optimum conditions for the intellectual growth and development of its students. With the exception of University approved activities, it is expected that students should attend and be punctual to their classes, laboratories, and officially scheduled class requirements. Students who are absent because of participation in approved University activities will be permitted to make up work missed during their absences, provided that no more than 15% of class hours per course per term are missed and that work is assigned for completion prior to the University sanctioned activity.

All matters related to student absences, including the making up of work missed, are to be arranged between the student and the instructor. Instructors will publish their guidelines for handling absences in their syllabi. Students are obligated to adhere to the requirements of each course. Faculty are encouraged to take into consideration religious holidays of the student's faith, summons, jury duty, or similar compelling reasons for absences.

Individual instructors will announce their specific attendance policies in class and provide them in writing.

Classroom courtesy:

Each professor will outline and enforce guidelines in addition to those below.

Cell Phone Policy: All cell phones, pagers and other electronic communication devices must be in the “off” position. Each instructor will establish specific rules for use of such communication devices and the classroom use of laptop computers. A student may be dismissed from the classroom if such devices are being used to provide test material or other secure information to other students inside or outside the classroom, or if the devices pose a distraction or disruption of the class.

Private Conversation: Students should be courteous and not hold conversations that disrupt the learning process.

Computer lab: The Payne Hall Instructional Lab and the Library’s Achievement Lab are for instructional purposes only. When your class meets in the lab, you should focus on the assignment at hand as outlined by your instructor and refrain from using the computers for any other purposes.

Late Papers: Students who do not complete work by the assigned deadlines risk possible failure or a lowered grade on their papers. Instructors may refuse to accept late papers.

Academic dishonesty: Academic dishonesty is a serious offense. Students are expected to follow university policies that prohibit presenting another’s work or ideas as their own or failing to acknowledge source materials. Students should not turn in an essay that is copied from research sources (including internet sources) or one written for another class. The university’s policy regarding plagiarism states: “Plagiarism is prohibited. Themes, essays, term papers, tests and other similar requirements must be the work of the individuals submitting them. Direct quotations, paraphrased material, summaries of ideas of others must be appropriately acknowledged and attributed to their sources” ([Savannah State University Catalog online](#)).

The university considers plagiarism an “academic irregularity” and notes that students “may receive disciplinary action, including suspension and dismissal” for such an act. According to the [Student Handbook](#), the instructor will follow these steps for a “FIRST OFFENSE – GUILTY PLEA – REQUEST FOR INSTRUCTOR OF RECORD TO ADJUDICATE”:

The instructor of record and student should consult the Department Chair and the Office of Student Ethics about the violation. The following sanctions will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Student Ethics.
- b. The student will be subject to any academic sanctions imposed by the instructor of record up to and including a zero (“0”) for the work involved.

Whether or not the student pleads guilty, if the evidence validates a case of plagiarism, the violation will be reported to the Office of Student Affairs, where the offense is put on file. To discourage plagiarism, instructors may require students to submit all of the materials relating to the writing process (notes, free writing, brainstorming, drafts, etc.). Papers lacking these materials may be refused at the instructor’s discretion.

The ReWrite Connection: This facility offers free tutorial service for all students (regardless of major) at Savannah State University who desire to improve their skills in any part of the reading and writing process. The staff consists of faculty and peer tutors from various disciplines who are skilled readers and writers and who have been trained to tutor. Besides working one-on-one with students, The Connection has a collection of reading and writing materials, including books, computer software, practice tests, grammar handbooks, and writing guides. Small group tutorial sessions are also available. The ReWrite Connection is open Monday through Friday, normally from 8:30-5pm. Students are strongly encouraged to make an appointment. Please visit Asa Gordon Library 204 or call the number as listed below.

The ReWrite Connection also has online services which can be accessed by visiting the following sites:

- www.savannahstate.edu/class/rewrite/index.shtml
- www.facebook.com/ReWrite

ReWrite Connection Contact information:

204 Asa Gordon Library

Campus Box 20428

Savannah State University

Savannah, GA 31404

ReWrite Phone: (912) 358-4495

Savannah State University's QEP (Quality Enhancement Plan):

In support of the Savannah State University's Quality Enhancement Plan, "The Write Attitude," and the outcomes of this course, students will produce a minimum of 35 pages of writing during the semester in a variety of forms.

"The Write Attitude"

The written word is a powerful tool, and SSU prepares you to have command of written communication to compete in today's world. Regardless of whether you are majoring in Music or Political Science or Engineering Technology—you must write well to succeed in your college career, your chosen profession and, perhaps most importantly, in life. Sometimes a well-written letter can secure you an important job interview or provide a persuasive argument in a legal matter. The act of writing makes you organize your thoughts in a cohesive, compelling way. Exercising your writing "muscle" on a consistent basis strengthens your critical thinking skills, reinforces your knowledge of a topic, and allows you to express your unique viewpoint on a topic.

But what if you don't like to write? It's probably because you think you're not a good writer, or you've had a negative experience with a writing assignment. If you don't have confidence in your writing skills, you probably don't like to write and consequently you avoid any opportunities to write. But at Savannah State University, we are creating a campus culture that cultivates a positive attitude towards the practice of writing, which will, in turn, help you become a better writer. "The Write Attitude" is the name of the

University's Quality Enhancement Plan (QEP), a campus-wide initiative to enhance student learning by improving attitudes about writing.

So how do you learn to enjoy writing? You'll cultivate "The Write Attitude" as you write about subjects you are passionate about, or receive helpful feedback that tells when you are on the right track and where you need assistance. You will have plenty of support along the way from the "Writing Fellows" program and the ReWrite Connection (the campus writing center). As you build confidence in your writing skills, you are more likely to embrace the opportunity to express yourself in writing. And the more your writing opportunities are reinforced with positive interactions with faculty, staff and other students, the more likely you will improve your attitude about writing.