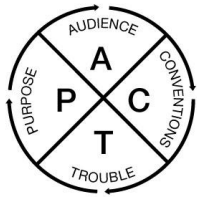


WRIT 502: Publishing		
Instructor: Jennifer Sano-Franchini E-mail: jennifer.sano-franchini@mail.wvu.edu Ph: 304-293-3107 (main English)		Office Hours: M-W-F 1:30-2:30 and other times by appointment Office: 233 Colson Hall
Fall 2024, Wednesdays, 4-6:50 pm		

- **Eberly College of Arts & Sciences, Department of English**
- **Number of Credit Hours: 3**
- **Pre-requisites:** None
- **Repeatability:** This course is not repeatable for additional credit hours.

COURSE DESCRIPTION

Welcome! WRIT 502 prepares graduate students to consider rhetorical, ethical, and technological choices involved in publishing across media. During this course, you will design, layout, and publish a collected set of documents in print and digital forms according to the audience's needs. You will also be engaging in discussions about the history, theory, and practice of publishing, as well as using resources related to the fields of editing, publishing, and freelance work to build a repertoire of **advanced** skills in the craft of academic, non-profit, and/or commercial (e.g., professional) publishing through hands-on experience.

GRADUATE-LEVEL LEARNING OUTCOMES

By the end of WRIT 502, you will be able to

- **Build a repertoire of advanced skills** in the craft of academic, non-profit, and/or commercial (e.g., professional) publishing through hands-on experience;
- **Research and implement** budgeting, marketing, and publicity initiatives for the project ;
- **Evaluate** how rhetorical choices during the production process affect authorship and readership;
- **Evaluate** the ethical and legal impacts of publishing across media;
- **Select, analyze, and extrapolate** findings of peer reviewed research specific to professional publishing;
- **Facilitate and lead** explorations of course texts and concepts for undergraduate colleagues;
- **Reflect** (in writing) on leadership roles and the responsibilities of more experienced learners within the context of WRIT 502 (or any group with varied skills and contributions).

COURSE MATERIALS

Note: this course deliberately uses books that are available as eBooks through WVU Libraries; they are also readily available as used books (still in print) so that you can find used books for about a third of the retail price.

- Guthrie, Richard. *Publishing: Principles and Practice*. Los Angeles: SAGE, 2011. **eBook through WVU Libraries**; otherwise used cost is \$12-15 (\$48 new).
- Lupton, Ellen. *Indie Publishing*. New York: Princeton Architectural Press, 2008. **eBook through WVU Libraries**; otherwise used cost is \$9-12 (\$35 new)
- Smith, Kelvin. *The Publishing Business: From p-books to e-books*. Lausanne, Switzerland: AVA Academia, 2012. **eBook through WVU Libraries**; otherwise used cost is \$10-14 (\$37 new)
- *Chicago Manual of Style*. 17th edition. University of Chicago (**free** through WVU Libraries)

ASSIGNMENTS & ASSESSMENTS

This course is cross-listed with WRIT 402 which covers the same subject for advanced undergraduates. **For graduate credit**, you are expected to complete all work listed on the schedule of work due for WRIT 402 plus

supplemental readings and additional assignments during the term. For this class, those additional responsibilities ask you to: 1) compose a more detailed genre analysis than the undergraduate; 2) serve as the project leader for the team project; 3) present a short research report (10-12 minutes) where you will select, analyze, and extrapolate findings of peer reviewed research specific to this course; 4) lead a 30-40 minute class discussion; and 5) write a detailed (10 page) reflective essay that integrates scholarship relevant to the field. Specifically, you will be evaluated on the following course assignments:

1. **Genre analysis (15 pts; 15%).** For graduate credit, you will survey the editorial and publication guidelines of at least three publications and compose a comparative genre analysis.
2. **Technical design (15 pts; 15%).** Using Adobe InDesign, you will prepare a spread from your team’s layout template that meets the technical standards discussed in class.
3. **Project Leader (40 pts; 40%).** For graduate credit, you will be expected to coordinate and lead your team to design a delegated signature in InDesign and collaborate with the other teams to produce the completed book with accompanying InDesign package for press delivery. As project leader, you will need to assign team roles, maintain communications, meet deadlines, offer help and support where needed, and resolve any conflicts with tact.
4. **Research Report (10 pts; 10%).** For graduate credit, you will select, analyze, and extrapolate findings of peer reviewed research specific to professional publishing.
5. **Discussion Facilitator (10 pts; 10%).** For graduate credit, activities need to go beyond the usual in-class work to include facilitating explorations of course texts and concepts for undergraduate colleagues
6. **Reflection & Metacognition (10 pts; 10%).** For graduate credit, submit a final written reflection on leadership roles and the responsibilities of more experienced learners within the context of WRIT 502 or any group with varied skills and contributions. This reflection should integrate scholarship relevant to the field.

GRADES

Assignments	Percent of Grade
1. Genre Analysis (15pts)	15%
2. Technical Design (15 pts)	15%
3. Project Leader (final product portfolio) (40 pts)	40%
4. Research Report (10 pts)	10%
5. Discussion Facilitator	10%
6. Reflection and Metacognition (10 pts)	10%
Total Points at end of semester: 100	100%

Grade Scale

I’ll convert total points earned to a course letter grade based on this scale:

A	91-100	B	80-90	C	70-79	D	60-69	F =	below 60
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N. B.: At the graduate level, a “D” is considered a failing grade; a “C” will not count toward a course required for your graduate degree in English.

Midsemester Grade

Completed assignments by September 28, 2024	Percent of grade
1. Genre Analysis (15pts)	15%
2. Technical Design (15 pts)	15%
3. Discussion Facilitator at mid-point (5 pts)	5%
4. Project Leader-Progress Report	5%
Total Points at Midterm: 40	40%

COURSE POLICIES

I support [the policies that WVU provides](#) to help you succeed in your courses. Please click on the links below and be sure that you are familiar with these policies. We will review the following policies briefly in class so that you can ask any questions you may have.

Academic Integrity Statement	Incomplete Policy
Academic Standards Policy, including Academic Dishonesty	Mental Health Statement - Main Campus
Adverse Weather Statement	Sale of Course Material Statement
COVID-19 Syllabus Statement	Sexual Misconduct Statement
Inclusivity Statement	Student Evaluation of Instruction Statement

Attendance Policy: [Please see WVU's full attendance policy](#), which covers a wide range of circumstances. If you must be absent from class for any reason, I expect you to take full responsibility for your academic work and to complete missed work. To help you stay on schedule individually and as a team-project member, please note:

- Missing two full weeks of class or two team meetings will result in a final professionalism grade not higher than a "D," and excessive absences (missing three weeks of classes or three team meetings) will earn an F in professionalism. Please see the professionalism criteria below.

Late Work and Extension Policy: This class is modeled after real work environments, where deadlines matter. In professional environments, however, you may ask for an extension. An approved extension will not affect your grade, but do not overuse this professional courtesy. If you do not ask for an extension before the due date, your late work will not be accepted, and you will receive a zero for that assignment. Lost files, crashed computers, or other technical difficulties will not be considered a legitimate excuse for late work. Because computer problems are a fact of life, always try to complete your assignments early and ALWAYS save your work in multiple places(e.g., USB, Google Drive, etc.).

ASSESSMENT CRITERIA FOR GRADUATE CREDIT

Assignments. You will be assessed based on (1) how and whether you meet the genres conventions relevant to each assignment genre, (2) the innovative and thoughtful nature of your work, and (3) the technical standards you meet using the software at hand. These categories are further delineated into specific expectations in each assignment during the semester.

To earn an A in this course, you must demonstrate exemplary accomplishment of all assigned tasks. To earn a B, your work must be mature. Major assignments will not be accepted late without an approved extension. You must successfully complete all major assignments to receive a passing grade at the end of the semester. My criteria include the following:

- **A – Exemplary:** The work is of professional quality. The document meets *or exceeds* the goals and purpose of the assignment. The content is mature, thorough, and well suited for the audience. The style is clear and accurate. The information is well organized and designed and uses appropriate conventions (including correct grammar, mechanics, and documentation). No trouble spots get in the way of achieving goals. Your supervisor would gladly share your document without edits. Your document would make you stand out among other employees and might even earn you a raise or a promotion.
- **B – Mature:** The document generally meets its purpose but would benefit from greater clarity (perhaps by developing one or two points). The writer may need to anticipate audience needs and questions more fully at one or two points. Your supervisor would share your document with minor revision or

edits; the document has few (if any) grammatical, mechanical, and/or format errors; all can be quickly corrected without delaying the project.

- **C – Minimally Competent for graduate credit:** The document needs significant improvement in concept, details, development, organization, grammar, or format; it is minimally acceptable for graduate credit but will not contribute to course work required for the degree
- **D and below—Unacceptable for graduate credit:** The document fails to meet basic goals. It does not have enough information, does something other than the assignment required, or it contains excessive errors. This document does not show an understanding of the assignment, does not get the message across, or worse, it contains excessive errors, causes confusion, or is offensive. A document will also fail if it is not the writer’s original work.

Professionalism: This course relies on a strong community where everyone participates, so your professional engagement will be evaluated using the following rubric:

- **A:** You are prepared for every class period and contribute to class discussion every day; this includes bringing yourself and the course materials to scheduled class and team meetings. You have insightful and relevant contributions, and you go above and beyond an average engagement with the day’s readings/activity. You respond to your peers’ comments and questions, ask questions of your own, and help facilitate dialogue during class and online. You are always present and prepared for team meetings with contributions and comments that are focused, specific, and constructive.
- **B:** You are prepared for every class period and contribute to most class discussions. In class sessions or in online responses, your comments are relevant, insightful, and demonstrate a careful reading of the texts assigned. You respond to other’s comments on a regular basis, and you take an active role in class activities. You are always present and prepared for team meetings and peer reviews; your contributions and your comments are thorough.
- **C – Minimally acceptable for graduate credit:** You are generally prepared, but your work tends to be under-developed and too often characterized by superficial readings and analyses; as a team leader, you do not attend to project details or you may provide insufficient feedback to resolve issues and manage workflow. This level of engagement is minimally acceptable and undercuts the professionalism required for graduate credit.
- **D and below—Unacceptable for graduate credit:** You do not display preparedness for class. Failure to participate in two weeks of class or two team meetings will result in a final professionalism grade that is unacceptable for graduate-level work.

COURSE SCHEDULE—FALL 2024	
This class meets once a week. Work is due by class time of the day shown. Please attend to these dates carefully!	
Week One	
Introductions <ul style="list-style-type: none"> ● Syllabus Review, Coursework, Expectations ● Discussion: What is publishing? (Manuscripts. Interest and Skills Inventory) Complete: <ul style="list-style-type: none"> ● Interest and Skills inventory 	
Week Two	
Read: <ul style="list-style-type: none"> ● <i>Indie Publishing: How to Design and Produce Your Own Book</i> (p. 6–111, skim p. 80–96) ● “A Brief History of the Little Book” by Noah Eli Gordon (http://jacketmagazine.com/34/gordon-chapbooks.shtml) ● Read/skim “original” <i>Calliope</i> manuscripts (pdf format) In-class:	

- Reading and reviewing a manuscript with a mind to producing it as a print publication
- Discussion: What does a press look like? Understanding the publishing process
- Introduce Analysis Assignment

Week Three

Read:

- *Indie Publishing: How to Design and Produce Your Own Book* (p. 112–175)
- Reread manuscript and flag problematic parts
- Read/Skim: CLMP “Intern Training Manual” (48 pp.)

Complete:

- **Genre Analysis Due:** Find a small/independent/micro press that publishes chapbooks and prepare a brief presentation that showcases and analyzes the press

In class:

- Project Team: Meet with your project team to discuss your manuscript
- Editor’s table: open discussion about manuscript texts: Setting up your project file; preparing text for layout
- Project Team: finish flagging your original copy OR begin individually preparing text for layout

Week Four

Read:

- Roxane Gay, “Lessons I’ve Learned Starting a Micropress” (<http://htmlgiant.com/behind-the-scenes/lessons-ive-learned-starting-a-micropress/>)
- “Sample Book Contract”
- Community of Literary Magazines and Presses (CLMP) Monograph: “How to Make a Magazine” (48 pp)

Complete:

- Carefully prepare text for layout according to the process sheet provided.
- Determine a binding style with your project team (e.g., saddle stitched, stab, or accordion, etc.)

In class:

- Meet the Authors & Editors
- Chapbook press research roundtable presentations & questions about the text preparation process

Week Five

Read:

- *Chicago Manual of Style* (CMS; <http://www.chicagomanualofstyle.org/home.html>): Contents; Chpt One: Books and Journals, p. 1–51; and Chpt Two: Manuscript Preparation, Manuscript Editing, and Proofreading, p. 53–109

Complete:

- **Technical Design Due**
- Proofreading exercise: complete the proofreaders’ marks exercise
- Continue cleaning manuscript

In class:

- Preparing Images for Print: Book Cover Design Basics; group book cover analysis
- Using the Chicago Manual of Style; Copyediting vs. proofreading
- Review proofreading exercise & discuss proofreading process

Week Six

Read:

- *Chicago Manual of Style* (CMS; <http://www.chicagomanualofstyle.org/home.html>): Skim Part Two: Style and Usage (Chapter 5–13) p. 201–649

Complete:

- **Project leader: Progress Report Due**
- Proofread your project team’s manuscript
- Individual proofreading (hard copy) must be finished and brought to class along

In class:

- Introduction to cover design and book design
- Using Adobe Acrobat to proofread an electronic manuscript
- View student cover design sketches

Week Seven

Read:

- Publishing: Principles and Practice (Parts 1–3, p. 1–72)

Complete:

- **Discussion Facilitation**
- Find and read an article about an aspect of contemporary publishing.
- Continue to proofread your project’s manuscript and front matter. Be ready to share edits with your group.

In class:

- Preparing cover letters and style sheets
- Project Team: discuss the proofreading process for your manuscript with project team.
- Enter edits from master pdf copy into your individual cleaned copy in MS Word
- Talk about reading setup and planning

Mid-Term Point

Week Eight

Read:

- *Publishing: Principles and Practice* (Parts 4–6, p. 73–157)
- Accessible EPUBs (Chapters 1-2)

Complete:

- Finish entering your edits into your individual cleaned copy
- Proofreading reflection due
- Find and read an article about an aspect of contemporary publishing.

In class:

- Book Design Basics
- Using Adobe InDesign to design a layout template (document setup, margins, pages, master pages, paragraph styles, character styles, typography choices, etc.)
- Project Team: in groups of two or three, check edits for you individual cleaned files—partner with someone from the other project team
- Workshop 1: complete a layout exercise
- Workshop 2: begin sketching designs for project manuscript
- Workshop 3: Designing for print and EPUB

Week Nine

Read:

- *Publishing: Principles and Practice* (Parts 7–8, p. 163–216)
- Accessible EPUBs (Chapters 1-2)

Complete:

- Prepare a layout sketch of your manuscript (detailed instructions to come)
- Prepare a presentation of your layout sketch in which you pitch your idea to the class
- Find and read an article about an aspect of contemporary publishing.

In class:

- Group: listen to layout sketch pitches
- Project Team: decide on which layout sketch (or combination of layout sketches) to present to the Editor

Group: InDesign and layout workshop

Week Ten

Read:

- Read Community of Literary Magazines and Presses (CLMP) Monograph: “The Power of Publicity”
- Review Indie Publishing p. 58–59; conduct your own research into writing press releases; share your discoveries

Complete:

- Complete an electronic design sketch for your project for print and EPUB

In class:

- Individual design conferences.
- Basic Book Marketing and Writing Press Releases
- Project Team: Create marketing copy for your project.
- Transition designs into InDesign template

Week Eleven

Read:

- *The Publishing Business: from p-books to e-books*, through end of ch. 2, p. 6–67

Complete:

- **Research Report Presentation Due**
- Write two press releases (public vs. WVU community) for your project manuscript, checking your layout in digital and hard copy

In class:

- Individual work: Review design feedback, make modifications, and finish entering text into layout for your individual design.
- Project Team: Create a master layout and prepare first page proofs as both pdf and hard copy; deliver to Editor.

Week Twelve

Read:

- *The Publishing Business: from p-books to e-books*, through end of ch. 4, p. 68–141

Complete:

- **Project Leader: Progress Report Due**
- Deliver First pages to Editor
- Begin to conceptualize, design, and create a print and web-ready marketing poster in InDesign.

In class:

- Project Team: review first pages with Editor
- Project Team: Prepare and send author proofs, fixing widows and orphans
- Project Team: combine individual press releases into a master copy for group and turn in; continue marketing campaign; work on details of book launch

Week Thirteen

Read:

- *The Publishing Business: from p-books to e-books*, through end of book, p. 142–203

Complete:

- **Second page proofs** for your project team master layout must be finished; Editor will make final tweaks and complete the manuscript.
- Final portfolio requirements (a compilation of your semester-long work) will be published on blog by today (link to portfolio requirements)

In class:

- preparing for printing/publishing options
- book marketing and event promotion (on a dime), including using social media
- Press releases returned with edits

Week Fourteen

Complete:

- **Magazine Package due** for final individual portfolio
- Finish poster for book launch reading
- Editor will print and have final manuscripts ready for binding; we will produce EPUB version and deliver to distribution website

In class:

- Project Teams: manuscript binding

Thanksgiving Break

Week Fifteen

Complete:

- Work on final individual portfolio of all course work (Deadline: Friday, December 8)

In class:

- Project reports and presentations

Week Sixteen

Complete:

- **Final edits to individual portfolio (Deadline: Friday, December 8)**

In class:

- Course Reflections
- Evaluations

There is no final exam in this course; I will return comments on portfolios by Dec 15.