

Fall 2015

ENGL 6390

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University of New Orleans

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ENGL 6390/ EDCI 6793
Special Studies in Language and Literature
Fall 2015

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Office: ED 342G/ UNO Press
Office Hours: T, W, Th 2:00-4:00

Course Description and Overview

PUBLISHING INSTITUTE! PUBLISHING LABORATORY!

This class is designed to teach you how to take a manuscript and turn it into a successful book. Rather than doing this through lecture and abstraction, we will be doing this by choosing one book and taking it through the publishing process. As a part of this, we will be discussing publishing's recent history and practices, marketing strategy, and the very basic question: *What makes a book worthy of publication?*

This is the first time this class has been offered, and given that the focus of the class is the successful publication of a manuscript, things will be subject to change. Most things on this syllabus will change during the semester. What I say in class overrides whatever is written.

Before we begin this process, I need to caution you in the strongest possible terms- you are not to communicate with any of the authors about this process. Contacting the authors about this process will result in a failing grade for the class. Once we have chosen an author, we will have regular communication with the author (structured through GK Darby and myself), but until that time, we need to give the process complete radio silence.

Texts

Required:

Lupton, Ellen. *Indie Publishing: How to Design and Produce Your Own Book*. Princeton Architectural Press.

Korda, Michael. *Another Life*.

Composition Book

Printouts from the internet

Requirements and Evaluation

Below is a list of the activities and assessments that you will complete this semester and that will serve as the basis for your grade. Detailed descriptions, requirements, and criteria for the evaluation of individual assignments are detailed at the end of the syllabus.

| | |
|---|---|
| Active Participation | 100 (includes participation and smaller assignments) |
| Reviews of Manuscripts | 100 |
| Short essays as required for class | 100 |
| Marketing plan | 100 |
| Interview | 100 |
| Total | 500 |

Grading

A 90-100
B 80-90
C 70-80
D 60-70

other important information

Accommodations: If you qualify for services, you will receive the academic modifications for which you are legally entitled. Students are responsible for registering with the Office of Disability Services each semester and following their procedures for obtaining assistance. The Office of Disability Services (ODS) in conjunction with the Office of Academic Affairs campus wide administrative policy regarding the accommodations of students with disabilities has two primary objectives: 1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) in regard to equal access for qualified students to academic programs; and 2) to uphold the academic integrity of UNO. When these two objectives are met, those students who qualify for services based on clear, comprehensive, and relevant documentation will receive those services or academic modifications for which they are legally entitled.

Academic Integrity: Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information at http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial_code_pt1.cfm.

NOTE: Field experiences included in this course support candidates to address unit, state, and national standards. Candidates are required to enter both the location and number of field experience hours completed to meet the requirements of this course into Live Text (the e-portfolio system). This requirement must be completed to earn any credit aligned with field experience assignments. Candidates will also be required to document completion of a required number of field experience hours at various points in the program of study. The only documentation that will satisfy this requirement will be the data in the Live Text portfolio. Thus, it is necessary that all candidates in school career programs register for Live text and record all field experience information via the electronic form provided for that purpose.

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Tentative Schedule

HIMELSTEIN– ENGL 6390/
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| | Topics & Activities | Readings | Due |
|------------|--|--|--|
| August 20 | <ul style="list-style-type: none"> Field trip to Octavia Books | | Purchase Textbooks Tonight |
| August 27 | <ul style="list-style-type: none"> Class introductions/ overview | John Waters Excerpt | Short review of Book release event at Octavia Books. |
| Sept. 3 | <ul style="list-style-type: none"> First books discussed | Manuscripts | Review of Manuscripts Due |
| Sept. 10 | <ul style="list-style-type: none"> Ongoing conversation about selecting a manuscript | <i>Another Life</i> - Part one and two | Review of Manuscripts Due |
| Sept. 17 | <ul style="list-style-type: none"> Manuscript selection | <i>Another Life</i> - Part three | Review of Manuscripts Due |
| Sept. 24 | <ul style="list-style-type: none"> Manuscript selection/ Final | <i>Another Life</i> - Part four and five | Review of Manuscripts Due |
| Oct. 1 | <ul style="list-style-type: none"> Interview assignment Copy editing Editing as necessary | <i>Another Life</i> - Part six and seven | |
| Oct. 8 | <ul style="list-style-type: none"> Beginning of Printing discussion/ design discussion | <i>Indie Publishing</i> | |
| Oct. 15 | <ul style="list-style-type: none"> Beginning of Promotion discussion | | |
| October 22 | <ul style="list-style-type: none"> Promotion discussion | | Quotes from printers |
| October 29 | <ul style="list-style-type: none"> Discussion of interviews | | Interview due |
| Nov. 5 | <ul style="list-style-type: none"> Budgeting of promotion | | |
| Nov.12 | <ul style="list-style-type: none"> | | |
| Nov. 19 | <ul style="list-style-type: none"> Marketing Plans Due Refine | | Marketing plan due |
| Nov. 26 | <ul style="list-style-type: none"> Thanksgiving/ No Class | | |
| Dec. 3 | Wrap it up! Maybe prepublication party with the author? | | |

Assessment and Evaluation
Fall 2015

Active Participation (100 points)

Attendance is required and expected. We will engage in discussions and activities based on the readings, and I expect you to be actively engaged. This is a participation intensive course that only meets once a week. Please be on time and attend every class session. I expect the same level of professionalism from you as students as your principal would expect from you as teachers. Your participation as a student in the course will be evaluated according to the rubric that follows. Each week you will receive a score out of 10 (your rubric score times 2). The total points possible for your participation grade is 100. This total includes 10 points x 16 weeks of class, averaged to a total of 100 points.

I understand that emergency situations may arise during the semester. If this is the case and you must miss class, please contact me (ahimelst@uno.edu) and arrange the to make up the work. For the absence of one class and completed make-up work, you may receive up to the full 10 points for that week. If you miss class, I expect to see you at my office hours before class next week. The absences may result in a lowered final grade (up to one letter lower for each absence beyond one), or I may recommend that you withdraw from the course. If you miss more than two classes and do not meet with me to discuss the situation, you will receive an F in the course.

Rubric

| 1 - Not Evident | 2 - Emergent | 3 - Approaching Proficient | 4 -Proficient | 5 - Exemplary |
|--|--|---|---|---|
| Student was significantly late, was on the margin of class, rarely or never contributed to class discussion or small group activity, was extremely late or disruptive, was not engaged in the learning community of the classroom, did not complete individual work and/or created a negative environment through problematic participation. | Student participated in discussion and group activities, but in a very limited or unproductive manner. Student focused on problems rather than solutions in their responses, interrupted other members of the group, did not contribute voluntarily, attempted to sidetrack the class with digressive issues, and/or is late (less than 20 minutes) or disruptive on occasion. | The student was in class on time. The student was prepared for class but did not voluntarily contribute, or the student contributed to class discussions and group activity but was not prepared for class. Comments were made occasionally in a thoughtful and respectful manner. The student was involved in group work beyond minimal participation. If the student participated and responded frequently, it may have been focused on problems rather than solutions or dominated the conversation in an unproductive manner. | The student came to class prepared and on time and made thoughtful comments when elicited, contributed without prompting, showed interest in and respect for others' views, and participated actively in group work or individual assignments. While comments and participation were appropriate and thoughtful, they did not necessarily lead to solutions or advance the conversation in the same way that exemplary participation would. Student participated in discussions and activities on the Ning when applicable. | Student was in class and on time, contributed readily to discussions but did not seek to dominate them, made thoughtful contributions that advanced the conversation, showed interest in and respect for other's views, participated actively in small group work, completed individual assignments thoughtfully, and demonstrated an inquiry stance to learning that benefitted the class. Student initiated and participated in discussions and other activities on the Ning when applicable. |

UNO College of Education Conceptual Framework

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.

