Instructor: Andrew Brininstool
Department: English and Creative Writing
Office Location: LAN-256
Phone Number: (936) 468 – 5759
Email: brininsta@sfasu.edu

Class Location: T.E. Ferguson Room 177
Class Meeting Times: TR 3:30 – 4:45
Office Hours: MW 4 – 6pm
TR 12 – 2pm

COVID-19 MASK POLICY

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


Please Note: This course is listed as a “traditional, Face-to-Face Instructional Method” style lecture. On the other hand, the Office of Institutional Effectiveness, in accordance with other guidelines, has placed limitations on how many students may be in particular classrooms at one time. For our classroom, Ferguson 177, the cap has been placed at eight (8).

This means we will be placed in cohort groups. Your cohort group will be available on our D2L website, and will be based on your editorial interests on the Masthead.

- You are required to attend in-person classes on the dates listed for your cohort
- You are required to Zoom in / Chat via D2L for the class dates in which you will not meet here in Ferguson 177
- Attendance will be taken every day, for every student on the class roster

1 My office phone is answered only during office hours. The best way to reach me is via the email address provided above.
Course Description

ENGL 4360 “Literary Publishing Internship” (3 credits) is a supervised experience in all aspects of the literary editing and publishing industry. The course typically meets twice each week in 75-minute segments, or one night a week 150-minute segments, for 15-weeks. The internship uses the workshop space to promote acquisition skills and editing experience, culminating in the successful publication and sale of HUMID, the annual undergraduate literary journal. Students learn Adobe In-Design; how to navigate a submission pile; how to formulate acceptance and rejection letters; and how to work together as members of a masthead to devise a particular aesthetic for each issue. Students also typically reach out to the community, working in conjunction with a local business, in order to hold a reading. Students also have required weekly reading assignments, a presentation on research they have conducted on the history and mission of a national or international literary journal, and a self-reflective final essay during the two-hour final examination period in which they detail what has been learned throughout the process. These activities average a minimum of 12 hours of work each week.

Program Learning Outcomes (PLO's)

1. The student will demonstrate close reading skills and recognize strategies used by professional creative writers and editors.
2. The student will articulate useful, critical editorial advice for peer writers.
3. The student will demonstrate strategic revision on completed creative work.

Required Texts and Materials

There are no required texts for you to buy for this course. Each student will be required to order a copy of a national literary journal and write a brief paper on its merits. More information is forthcoming.

Course Requirements and Grading:

1. Attendance: Mandatory. Each student is allowed TWO absences; each absence thereafter will result in one full letter grade drop (final grade). If you miss more than FOUR classes, you will automatically fail the course. If you must miss a class, you are responsible for the material that was missed. If you must miss class on the date that an assignment is due, make sure to get the assignment to me beforehand.

2. Participation: Participation is crucial, given the primary objectives for this course. Each student will have a certain set of responsibilities, all of which are vital to the production of HUMID.

3. Paper on Literary Magazines: You will be asked to read and evaluate current issues of three national literary magazines and complete a review of them. This paper should be in MLA format and approximately 3-5 pages.
5. Self-Evaluation: At the end of the semester, you will need to turn in a 3 page written account of what you feel you gained from this class in terms of skills and information about literary magazines.

Grading Breakdown:

Attendance 30%
HUMID Participation 30%
Paper on Literary Magazines 15%
Book Review 15%
Self-Evaluation 10%
Total 100%

Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester.
Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

### Tentative\(^2\) Class Schedule

<table>
<thead>
<tr>
<th>Week Of</th>
<th>Course Happenings</th>
<th>Cohort Present in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 24</td>
<td><strong>Via Zoom</strong>&lt;br&gt;Introduction to Course&lt;br&gt;Editorial Masthead</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C1</td>
</tr>
<tr>
<td>Aug 31</td>
<td>Settle on Requirements&lt;br&gt;Produce posters and additional materials&lt;br&gt;Brainstorm the podcast</td>
<td>Sept 1 – C2&lt;br&gt;Sept 3 – C3</td>
</tr>
<tr>
<td>Sept 7</td>
<td>Podcast Practice&lt;br&gt;In-Design Workshops</td>
<td>Sept 8 – C1&lt;br&gt;Sept 10 – C2</td>
</tr>
<tr>
<td>Sept 14</td>
<td>In-Design Workshops</td>
<td>Sept 15 – C3&lt;br&gt;Sept 17 – C1</td>
</tr>
<tr>
<td>Sept 21</td>
<td>Final Push for submissions</td>
<td>Sept 22 – C2&lt;br&gt;Sept 24 – C3</td>
</tr>
<tr>
<td>Sept 28</td>
<td>SUBMISSIONS DUE SEPT. 30</td>
<td>Sept 29 – C1&lt;br&gt;Oct 1 – C2</td>
</tr>
<tr>
<td>Oct 5</td>
<td>Cover Art&lt;br&gt;Slush Readings</td>
<td>Oct 6 – C3&lt;br&gt;Oct 8 – C1</td>
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<tr>
<td>Oct 12</td>
<td>Slush Readings</td>
<td>Oct 13 – C2&lt;br&gt;Oct 15 – C3</td>
</tr>
<tr>
<td>Oct 19</td>
<td>Slush Readings</td>
<td>Oct 20 – C1&lt;br&gt;Oct 22 – C2</td>
</tr>
<tr>
<td>Oct 26</td>
<td>Slush Readings</td>
<td>Oct 27 – C3&lt;br&gt;Oct 29 – C1</td>
</tr>
<tr>
<td>Nov 2</td>
<td>Cull Submissions</td>
<td>Nov 3 – C2&lt;br&gt;Nov 5 – C3</td>
</tr>
<tr>
<td>Nov 9</td>
<td>Edit and Create HUMID</td>
<td>Nov 10 – C1&lt;br&gt;Nov 12 – C2</td>
</tr>
<tr>
<td>Nov 16</td>
<td>Edit and Create HUMID</td>
<td>Nov 17 – C3&lt;br&gt;Nov 19 – C1</td>
</tr>
<tr>
<td>Nov 23</td>
<td>THANKSGIVING</td>
<td>NO CLASSES</td>
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</tbody>
</table>

\(^2\) From Merriam-Webster: *Tentative* is from the Latin *tentare* ("to attempt"), and its original meaning was "attempted, provisional, experimental." It is easy to see how this emphasis on trial and error led to the word’s current sense "not fully worked out or developed" (as in "a tentative date," "tentative plans," "a tentative job offer"). The “hesitant, uncertain” sense that is also common nowadays (as in “a tentative knock on the door”) extends the idea of an unripe attempt to the uncertain emotional state of the person making the attempt.