Course Description:

This course explores the similarities and differences between traditional and electronic publishing, with focus on practical issues faced by digital publishing at this point in its evolution, including digital publishing technologies, tools, and standards. Students will make application of these principles on individual or collaborative projects: websites devoted to publishing topics, migrating print products to online or e-book formats, literary or scholarly blogsites or e-zines, digital content warehouses, information projects for a selected market or product, online manuals, social media avenues for marketing and promotion, or other relative projects. (3 hours; course may be repeated up to 6 hours).

Program Learning Outcomes:

Students pursuing the M.A. in Publishing have these particular PLO’s:

1. The student will demonstrate entry-level writing, editing, and/or production skills in preparation for internships in the publishing industry.

2. The student will articulate and/or demonstrate an understanding of how publications (books, magazines/journals, digital publications, etc.) are planned, organized, edited, designed, and published.

3. The student will develop the ability to navigate the publishing process (set up through distribution of the final product), including fact-checking, researching, and collaborating with authors.

4. The student will effectively apply graphic design techniques and publishing technologies to publication projects.

5. The student will recognize the importance of publication integrity, design aesthetic, and professionalism.

6. The student will communicate effectively with authors, marketing agencies, design firms, and printers.

General Education Core Curriculum Objectives/Outcomes: This is not a core course.
Additional Information:
According to the Internship Subcommittee of the CLAA, innovation in curriculum is “important to our students for a variety of reasons: 1. As students exit our programs or change majors, they often cite lack of employment pathways as deciding factors. Interventions which forestall students’ departures from the College include incorporating ‘high impact’ practices . . . into the curriculum . . . . 2. Data show increasingly that employers seek candidates who have had meaningful . . . experiences during college studies. 3. High-impact practices and internships, and acquisition of viable and verifiable real-world work experience targeted toward employment objectives, may increase student retention for the College. Internships [and courses devoted to skills-development] build credentials that students may capitalize upon in their resumes and job searches.”

To this end, Publishing coursework offered through the Department of English and Creative Writing will broaden curricular choices for students who may not wish to follow traditional pathways associated with the instruction and degrees of departments of English. This course provides students with skills necessary in work environments where communication, critical thinking, creativity and innovation, and collaboration are paramount; furthermore, the course focuses upon the practices and technologies associated with Publishing as they occur in the real world, in academia as well as in national and international workplaces—private or public.

A small number of publishing programs exist in U.S. colleges and universities, most of them in MA and MFA programs in English or creative writing (research shows that an increasing number of publishing programs are finding popularity in Australia and Great Britain). Students who pursue publishing coursework and internships learn a number of processes significant to workplace experiences: working closely with authors and agents, designing print or digital publications that provide a balance between textual and visual aesthetics, distribution processes, manuscript selection, and so on. Such coursework provides students with tangible and documentable evidence of their work skills; portfolio building prior to graduation and to internship placement is invaluable. Providing students with a varied experience is essential as research indicates publishing houses (including big houses in the East) expect approximately two years of practical foundation in publishing principles, methodologies, and experience. This desired background is precedent to earned degrees. The publishing opportunities afforded at SFASU—SFA Press, and other in-house publications of the Department of English and Creative Writing—provide our students with a competitive edge due the breadth of skill acquisition that students may receive here. In English, this course is an elective or may be used toward a certificate added to the English M.A.; however, its place in the curriculum is intended as an elective in the M.A. in Publishing in the Department of Multidisciplinary Studies.

ENG 572 - Digital Publishing (3 credits) is a supervised experience in publishing. Typically, for a 3-hour course, students work 10 hours per week on a variety of projects relative to the course topic. Students learn skills related directly to their career or academic objectives, and the hands-on experience fosters development of proficiencies useful in a variety of career settings.

Student Outcomes:
1. The student will demonstrate appropriate level writing and editing, and/or production skills during the study of this course; under the guidance of the instructor, students will be able to analyze various types of digital publications for purpose and quality.

2. The student will articulate and/or demonstrate an understanding of what digital publishing is and how digital publications are planned, organized, edited, designed, and published.

3. The student will demonstrate an understanding of digital publishing processes (set-up through distribution or dissemination), including fact-checking, researching, and collaboration with authors.

4. The student will make effective use of graphic design techniques and publishing technologies relative to digital publishing.

5. The student will articulate and/or demonstrate the importance of publication integrity, design aesthetic, and professionalism, and what these concepts mean in the context of digital publishing. Under the direction of the faculty member, the student will be able to create publication prospectuses.

6. The student will communicate effectively about considerations addressed in the course; such communication may be with authors, marketing agencies, designers, artists, and so on.

**Texts and Materials:**

Readings as assigned; links will be provided to the student to read, study, and make application to digital publishing projects.

Student subscription to Adobe Creative Cloud; students should expect to have access to a computer capable of utilizing this software.

**Course requirements:**

Three analytical papers on different types of digital publications.

Two prospectuses on development of a digital publication project.

Several digital publication project—website development and digital advertising for book projects.

One presentation of the processes that led to the creation of the digital publication.

**Course Calendar:**

The course calendar will be divided into units that correspond to production stages:

Unit One (two weeks): Identifying what digital publications are and examining examples of digital publications.
Unit Two (four weeks): Digital publication design and how purposes for specific types of publication drive aesthetic principles. Development of prospectuses and commencement of work on two digital projects: a book promotional website and a digital book advertisement.

Unit Three (four weeks): Development of prospectuses and commencement of work on a second digital book advertisement and conversion of existing book into ebook format.

Unit Four (four weeks): Completion of all projects and presentation of outcomes.

**Grading Policy:**

Attendance: 10%

Discussion and Participation: 10%

Three Analytical Essays: 30%

Two Prospectuses: 20%

Projects and Presentation: 30%

**Attendance Policy:**

Attendance is expected, as defined in University Policy 6.7.

Students are expected to attend all classes, laboratories, and other activities on a regular and punctual basis. An accurate record of attendance will be maintained.

Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence. Absences exceeding six occasions may result in failure of the course.

**Academic Integrity:**

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. The Definition of 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 Policy:**

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.

**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, 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.