ENGLISH 4360
LITERARY PUBLISHING
INTERNSHIP

FALL 2023, ENGL 4360-001, TR 3:30-4:45, FERG 184

The literary publishing internship is a student team-based internship supported by traditional classroom components. Our purpose is to successfully publish HUMID, SFA’s undergraduate literary journal. Internship skills you will practice include using collaborative writing applications, scheduling, negotiating teamwork, networking with the community, publicizing, reporting work, and self-evaluating. Writing and editing skills you will practice include how to create a call for submissions, evaluate submissions, write acceptance and rejection letters, edit and proofread, communicate with authors and creators, and develop a style guide and publication template.

In addition to the HUMID project, we will explore the history and possible futures of literary journals, mags, and zines. We will discuss reading assignments, will likely invite special guest speakers who have practical, recent experience in literary publishing, and you will develop one individual creative or academic project or paper. Between class, work, and preparation, 9 hours per week of dedication is expected.

GENERAL COURSE DESCRIPTION AND UNIT OF CREDIT

“Students will have the opportunity to create HUMID, the undergraduate literary journal, or intern at REAL, the national literary journal of SFA, to participate in all facets of a magazine’s operation, from screening manuscripts and recording subscriptions through issue preparation. The internship places classroom writing workshops into skills acquisition, enabling students to carry real editing experience into graduate studies or into careers in professional writing or publishing.”

Consent: Permission of instructor. Prerequisite Course(s): ENGL 2307, either ENGL 3359, ENGL 3361 or ENGL 3362

“The unit of credit is the semester hour, defined as one class meeting per week (or its equivalent) for one semester of 15 weeks. Most courses meet three hours per week and have a credit value of three semester hours. For each hour in class, at least two hours of preparation are expected on the part of the student. Many students should spend more than this amount of time in study.” – See full explanation in the Undergraduate Bulletin Registration page.

REQUIRED TEXTS:

Students must maintain access to SFA websites and applications including D2L Brightspace, the library, email, SFA 360, etc. Students must maintain access to readings
posted on D2L through a personal laptop or handheld device or by printing out texts. Zoom access will be available in the classroom.

**ACCOMMODATION INCLUDING MENTAL HEALTH AND WELLNESS**

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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)

[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)

936.468.7249

dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202

[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)

936.468.1041

**The Health and Wellness Hub** “The Hub”

Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)

936.468.4008
Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

BRIGHTSPACE COURSE WEBSITE
SFA uses Brightspace as its virtual course management system. You can locate our course website through your MySFA login.

Class handouts, reading links, assignment sheets, and important documents such as this syllabus will be posted on D2L Brightspace in the content tab.

We may use the discussion board and other Brightspace features.

Assignments will be submitted electronically. Look in the assessments tab for submission folders.

Locate the site’s gradebook. You are in charge of checking the gradebook for errors throughout the semester.

Dr. Parks will email you from both the Brightspace (for class listserv emails) and the Jacks email. So, plan to regularly check both!

ATTENDANCE AND LATE WORK
This course requires that we meet regularly in the classroom. During a global pandemic some flexibility may be required. We will expect disruptions.

You may choose to wear a mask or may choose not to, depending on our situation and university procedures. If you are sick but want to participate, you may ask to Zoom in to class. Please do not push yourself to attend class in person if you are feeling at all unwell. The Zoom link will be posted in our D2L Brightspace.

Please contact Dr. Parks in advance or as soon as possible after you have an extraordinary circumstance that affects your performance in this class. No penalties beyond the natural consequences of missing class meetings and work will be assigned.

Dr. Parks assigns due dates to keep you on track in the class and to keep herself on schedule in grading. Do not expect timely grading and feedback on renegotiated due dates.

Due dates for HUMID are very tight due to printing and distribution schedules. Don’t let your teammates down – let them know if you need help or extra coverage for one of your assigned tasks.
ONLINE AVAILABILITY

Dr. Parks’ office hours are held during the day – which means some students may not be able to attend office hours. If this is the case, you may request to meet outside of these hours. Dr. Parks will send you a Zoom link if you request this.

Dr. Parks strives to maintain a 24-hour response time for email if you have a relatively simple question. Feel free to email her at any time at Sara.Parks@sfasu.edu.

GRADES

The purpose of grades in this class is to show you have learned ideas, demonstrated skills, as well as internalized and processed that learning and performance. Therefore the “small” assignments as a group are the most important grade in this class.

70% - Small Assignments (includes reading responses and discussion as well as periodically assigned goal-setting, self-evaluation, and reflection on your performance and learning)
10% - Team Evaluation (an evaluation of your performance written by your teammates)
20% - Individual Paper or Project

ACADEMIC HONESTY

Work for any course should be newly generated by you or your assigned team for each assignment.

Plagiarism involves using another’s work, words, or ideas without correctly giving credit to the author. It is just as serious to plagiarize the work of another student as it is to plagiarize the work of a published author.

Use a standard documentation style to credit your source. If you have questions about correct documentation, please ask!

In a collaborative class such as this, you may not always fully understand what is and is not plagiarism or what type of collaboration outside of class is and is not allowed. If you have questions, please ask!

We will be discussing how to use generative AI productively in this course. In this course, if you have permission to use AI, you will be submitting all of your process work – including your chats with tool. Please keep in mind that you should always ask if you want to use generative AI in any course.

General Policy

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1)
Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**WITHHELD GRADES**

Ordinarily, at the discretion of the instructor of record (Dr. Parks) and with the approval of the academic chair/director (Dr. Tasker), 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. Note: often students who request a withheld grade do not end up passing. Therefore, it is very difficult for you to obtain permission. Please avoid this option if possible. [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**OTHER UNIVERSITY POLICIES APPLY**

See the [SFA Policy Manual](https://www.sfasu.edu/policies) and the [General Bulletin](https://www.sfasu.edu/policies) for other university-wide policies and explanations.

**GENERAL SCHEDULE**

Please refer to our full schedule on Brightspace. This is just the required syllabus outline. Every date indicates a class meeting. This calendar subject to change.
**Tuesday, Aug. 29**
Internship assignment: Discussion board: Internship Goals
  Team sign-up
Class discussion: What is a literary journal or magazine?
Homework: Find 2 examples of literary journals outside of class. Bring a physical copy or a link to class. Be ready to discuss their features in our next class.

**Thursday, Aug. 31**
Class discussion: Features of literary journals.
Internship assignment: Call for submissions poster distribution

Sept. 5
Internship assignment: Write script for classroom HUMID submissions announcement.
  Discuss possible guest speakers.
Events/Publicity Team: send guest speaker invitation emails, send call for submissions classroom announcement request emails.
Non-editing teams: Team organizing and team decision-making, pre-submission team organizing (organize submission folders, create a schedule, discuss baseline ideals for acceptance, etc.) Upload Team Charter.

Sept. 7
Internship assignment: Team oral reports to class. Strategize and norm.
Editing teams: Team organizing and team decision-making, pre-submission team organizing (organize submission folders, create a schedule, discuss baseline ideals for acceptance, etc.) Upload Team Charter.
Class assignment: Individual paper or project decision-making

Sept. 12
Internship assignments: Week 3 reflection and notes
  Yes/No minimum acceptance rubrics completed for each genre team.
Class assignment: Read “Objects filled with objects.pdf”
In class compose reminder email for guest speaker next class sdoan@msu.edu

Sept. 14
Guest Speaker Dr. Sara Doan on reading slush piles.
Class discussion: History of literary journals and magazines.
Revisit yes/no rubrics, if needed.
Homework: Read “How to Write a Rejection Letter”

Sept. 19
Internship assignment: Report on call for submissions announcements.
Events team: compose thank-you email for guest speakers.
Editing teams: compose rejection email template.
Editing teams: try out your system for reading and scoring a work using a rubric. Start reading submissions as they come in.
Homework: Read “Exploring the undergraduate literary magazine.” Complete discussion board initial post by next class and respond to two other people’s posts by a week from today.

Sept. 21
Class assignment: Topics in literary publishing.
Questions about publishing in the literary world if we have a speaker next week.

**Sept. 26**
Internship assignment: Professionalism packet
Check-in for editing teams reading new submissions.

**Sept. 28**
Internship assignment: report submission status. Strategize and begin final push.
Editing teams: continue reading submissions.

**Oct. 3**
Class assignment: Professionalism packet informal workshop/peer review. Packet due in a week.
Class discussion: Literary journal aesthetics, style guides, thematic ideals.
Internship assignments: Continue 1st reads of submissions.
Design team: Create and propose journal design template

**Oct. 5**
Internship assignment: Negotiate overall publication template from design team guides and general publishing standards.
Team check-in on status of reading and major problems in submissions.
(All submissions due Oct. 10 – final.)
Professionalism packet due next class.

**Oct. 10**
Internship assignment: Editing teams: Ongoing reading and sorting.
Class assignment: From ideal to real goal renegotiation for teams. Self-reflections.
Read “Reasons for Creating a New Literary Magazine”
Homework: Post an entry in the discussion board in the style of “Reasons”

**Oct. 12**
Class assignment: Writing acceptance and rejection letters
Internship assignment: Teams begin writing and sending acceptance and rejection emails.
(All must be sent by next class.)

**Oct. 17**
Internship assignments: Begin working with authors. Report status of acceptance/rejection letters. Provide proof of sent emails.
Class assignment: Working with and respecting authors and creators. Editing vs. proofreading norming workshop
Read Raz, Hilda. "Editing Creativity: Journals and the University Creative Writing Program" *Profession* (2009) pp. 168-174. (From off-campus you will need to sign-in to the library.)

**Oct. 19**
Internship assignment: Begin editing/proofreading and working with authors.
(All working with authors must be finished week after next.)

**Oct. 24**
Internship assignment: Continue editing/proofreading and working with authors.
Move ready to publish work into folder for proofreading team.
Proofreading team: begin final proofreading.

Oct. 26
Internship assignment: Editing teams: Continue editing and working with authors. Continue moving ready to published work into folder for proofreading team. Proofreading team: Continue proofreading. Design team: Start placing proofread work into journal template and finalize your design.

Oct. 31
Internship assignment: proofread your team’s section according to template and publishing standards
Class assignment: Read “An Interview with Antioch Review Editor”

Nov. 2
Internship assignment: proofread whole journal according to template and publishing standards

Nov. 7 – HUMID ready to be sent to printer and published online via PDF. Internship assignment: scramble to finish anything still wrong. Plan launch party.

Nov. 9
Built in day for guest speaker or workday if something goes wrong.

Nov. 14
HUMID online launch party!
Internship assignment – how to request bids and work with a printer

Nov. 16
Class assignment – self-evaluations, team evaluations, reflective support
Class assignment – if speaker next week. Questions.
Individual projects or papers.

Nov. 18-27 – Thanksgiving Break

Nov. 28
Guest speaker? If not, future of literary journals, mags, and zines.
Create call for submission poster for next year’s HUMID.

Nov. 30
Individual projects or papers due next class.

Dec. 5
HUMID journal delivery? If so, distribute and network.
If not, individual projects/papers presentations and readings.

Dec. 7
Individual projects/papers presentations and readings

Dec. 11-15 – Exam Week
Individual papers/projects presentations and readings during exam time. Strategize HUMID journal distribution for Spring if needed.
Final guided metacognitive self-evaluation and reflection on the internship experience due.