2014

307-01 Internship: Writing, Editing and Publishing

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INTERNSHIP: WRITING, EDITING & PUBLISHING
SPRING 2014

Course: English 307-01
Instructor: Don Prues
Time: Monday 4:30-7:00
Room: 202 Cintas Center
My Office: 219 Hinkle Hall
Office Hours: Monday & Saturday 12:00-1:00 (and by appointment, whether in person or over the phone)
Phone: 745-3511 (office); 272-1571 (home -- don’t hesitate to call me here)
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Objectives
The goal of this course is threefold: to offer you practical, on-the-job writing, editing, and publishing experience as interns with professional media organizations; to supplement that experience with formal education in the classroom; and to have you learn from your peers as all students will share weekly their individual internship experiences.

What you will get to accomplish and experience this semester will vary depending upon the needs of your individual sponsor. You might copy-edit and proofread manuscripts; work with authors to meet deadlines; write columns, sidebars, or features; fact-check; write back cover copy (for books); interview to create profiles; research information; lay out newsletters; attend editorial meetings; and/or write book reviews.

You may find yourself working alone or closely with an individual or a team of content editors, acquisition editors, copy editors, production editors, proofreaders, fact checkers, graphic designers, printers, indexers, and photographers. Such experiences will deepen your understanding of the work culture of various publishing organizations.

By semester’s end, you will be equipped with a strong knowledge of writing, editing, and publishing, including the following:

1. Specialized knowledge of the industry from what you learn during your hands-on immersion in your particular arena of work.
2. Broad, contextual knowledge of several aspects of the industry garnered from course reading assignments, lectures, and guest speakers.
3. Insights gained from class discussions, as students will share what they’ve learned each week at their respective jobs; this cross-fertilization of diverse experiences with various organizations will further enrich your knowledge of the ins-and-outs of the industry.
4. Specific pointers -- for those of you who want to write and publish – on how to get published and make it as a freelancer, from tailoring your writing to the most suitable markets, to coming up with story ideas, to recycling stories, to learning how to approach agents and editors, to putting together a book proposal.

Required Text

Coursework for Our Meetings
Each week we either will read and discuss an article or book chapter, watch a film or news series, or have a guest speaker (or two or three).
Related Texts of Interest (not required)

Style and Copyright:
*AP Stylebook and Libel Manual*, by The Associated Press
*The Chicago Manual of Style* (16th ed), by The University of Chicago Press
*The Elements of Journalism: What Newspeople Should Know & The Public Should Expect*, by Bill Kovach

Editing:
*The Fine Art of Copyediting*, by Elsie Myers Stainton

Writing:
*The Art and Craft of Feature Writing*, by William E. Blundell
*Associated Press Guide to Newswriting (Study Aids/On-the-Job Reference)*, by Rene J. Cappon
*Associated Press Reporting Handbook*, by Jerry Schwartz
*The Elements of Style*, by William Strunk, Jr. and E. B. White

The Publishing Industry, Agents & Markets:
*The Business of Books*, by Andre Schiffri
*Guide to Literary Agents*, published annually by Writer’s Digest Books (editor changes every few years)
*Lapsing Into A Comma: A Curmudgeon’s Guide to the Many Things That Can Go Wrong in Print—and How to Avoid Them*, by Bill Walsh
*The Last Days of Publishing*, by Tom Engelhardt
*The Magazine From Cover to Cover: Inside a Dynamic Industry*, by Sammye Johnson & Patricia Prijatel
*The Troubles of Journalism: A Critical Look at What’s Right and Wrong With the Press*, by Will Hachten
*Writer’s Marker*, published annually by Writer’s Digest Books

Class Policy
Since we meet just once a week, you must attend every class. You also must keep up with your journal, read each assignment, and be prepared to share your thoughts and experiences with the class. Your attendance and participation are most essential both for your personal success and for the success of the class as a whole. If you must miss a class, please contact me ASAP before the class; we’ll discuss what to do.

Grades
Weekly Quizzes on Readings = 20%
Weekly Journal Entries and Participation = 20%
Final Reflection Paper = 20%
Evaluation Grade from your Internship Sponsor = 40%

Grade Distribution
A: 93%-100%  C: 73%-76%
A-: 90%-92%  C-: 70%-72%
B+: 87%-89%  D+: 67%-69%
B: 83%-86%  D: 63%-66%
B-: 80%-82%  D-: 60%-62%
C+: 77%-79%  F: 59% and below
Quizzes
Throughout the semester, you will be given regular quizzes, probably one each week. All quizzes will be given at the beginning of class. I need to stress that you cannot miss these quizzes and try to make them up. So be punctual and prepared for each class.

Journal Entries
You will write a weekly two-page descriptive journal entry about what you’ve been asked to do, what you’ve accomplished, what you’ve participated in, and what you’ve learned on your job. You will share the contents with the class each week. I will collect your journals on a random basis, roughly every five weeks. These journal entries should be reflective and thoughtful, not just a list of what you’ve done that week.

Participation
This class will be most participatory, and you’re asked to participate in two ways:

1. To share your journal entries and work experiences with the class.
2. To ask questions or lend comments to other students regarding their experiences, and to ask questions or relate what you’re learning to the reading assignments.

Final Reflection Paper
You will write a 5-7 page, double-spaced, reflective paper – due during Finals week – about your internship experience. You may organize it however you wish, but I want a first person analysis of what you’ve learned, both about the “job” (the knowledge/expertise you gained) and the “experience” (what the environment was like, how you interacted with others, etc.). You may include in your paper a section about your thoughts on the classroom readings and discussions. Please highlight the highs and lows, as well as the surprises, of the entire semester. I expect clear, organized, thoughtful, and well-developed papers, written in sharp, college-level prose. The paper is due on April 30th. Each day a paper is late, a letter grade is dropped for that paper.

Evaluation Grade from your Internship Sponsor
Your sponsor will give you a final grade with a brief written explanation about your performance. Your sponsor will consider the following when determining your grade:

1. Student accepted and completed assigned tasks.
2. Student was enthusiastic about completing assignments.
3. Student exhibited a professional attitude toward assignments.
4. Student completed assignments dependably.
5. Student was eager to learn, learned quickly, and exhibited great competence.
6. Student learned from mistakes, and exhibited curiosity by posing questions.
7. Student worked well with others and contributed fully to team efforts.
8. Student was a self-starter instead of waiting idly for the next assignment.
9. Student made positive contributions to your workplace and its operations.
10. Student was dressed and groomed appropriately for the workplace.
11. Student’s attendance met expected standards.

Readings and Assignment Schedule:
Unless otherwise noted, all readings are on blackboard, or e-reserve.

I don’t anticipate any changes during the course, but this schedule is subject to revision at my discretion. Changes will be announced in class.
**Syllabus**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity/Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/13</td>
<td>Introduction and Course Overview</td>
</tr>
<tr>
<td>2</td>
<td>1/20</td>
<td>****MLK DAY - NO CLASS ****</td>
</tr>
<tr>
<td>3</td>
<td>1/27</td>
<td>Givler, “University Press Publishing in the United States”</td>
</tr>
<tr>
<td>4</td>
<td>2/3</td>
<td>Chapters 1 and 2 in Feldman’s <em>Best and Worst of Times</em></td>
</tr>
<tr>
<td>5</td>
<td>2/10</td>
<td>Chapters 3 and 4 in Feldman’s <em>Best and Worst of Times</em></td>
</tr>
<tr>
<td>6</td>
<td>2/17</td>
<td>Current Trends &amp; Forecasts (web articles)</td>
</tr>
<tr>
<td>7</td>
<td>2/24</td>
<td>Special Guests: Book Publishing Professional</td>
</tr>
<tr>
<td>8</td>
<td>3/3</td>
<td><strong><strong>SPRING BREAK – NO CLASSES!!</strong></strong></td>
</tr>
</tbody>
</table>
| 9     | 3/10   | **MAGAZINE PUBLISHING**  
Johnson, “Magazine Editorial: Molding the Words” (Chap 8)  
Johnson, “Magazine Structures: Staff Organization” (Chap 7) |
| 10    | 3/17   | Johnson, “The Magazine as a Social Barometer” (Chap 4)  
Johnson, “The Magazine as a Storehouse” (Chap 1) |
| 11    | 3/24   | Shattered Glass |
| 12    | 3/31   | Special Guests: Magazine Publishing Professional |
| 13    | 4/7    | **NEWSPAPER, E-MEDIA, WEB NEWS**  
Hachten, “The Fading American Newspaper?” (Chap 7)  
Hachten, “Educating Journalists” (Chap 13) |
| 14    | 4/14   | News War |
| 15    | 4/21   | News War |
| 16    | 4/28   | Special Guests: Newspaper/E-Media/Web Publishing Professional |
| 17    | 5/5    | ***FINAL PAPER DUE*** |