

# PRACTICUM IN EDITING & PUBLISHING

ENG 5333  
CRN 82982  
6:00-8:50 Tues  
Evans 320

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Office: Evans 314A  
Office Hours: 10:00-11:00 MWF, and by appointment

## COURSE DESCRIPTION

This course introduces students to key theories and practices of contemporary literary publishing by combining study and discussion of publishing industry trends with practical exercises and instruction in industry-specific skills like copyediting and typesetting. Week to week, we will be working on various stages of the fall/winter 2017 issue of the *Texas Review*. To this end, you will each receive on-the-job training in the practices of editorial selection, copyediting, typesetting, and proofreading as we perform these functions for the magazine.

Because many students are required to repeat this course, I vary our specific focus from semester to semester. This semester, our special topic will be the book review, a genre that encompasses everything from brief, evaluative blurbs to substantial essays of literary criticism. On a practical level, book reviews play a key role in book sales, but on an aesthetic level they maintain (and also modify) the literary canon. As such, they represent their own, vital subset of the publishing industry, with notable periodicals like *The New York Review of Books*, *The Times Literary Supplement*, *London Review of Books*, and *The New York Times Book Review* (to name just a few) dedicated almost exclusively to publishing reviews. The practice of reading (and writing) reviews is an indispensable part of a well-rounded literary education; therefore, we will be exploring various features and concerns of book reviews as a genre, and you will all be writing your own book reviews for submission to the *Texas Review* editors. Your research and writing on the topic of book reviews will also contribute to a section of the *Texas Review Manual*, an ongoing series of guides created by and for students in the MFA and MA programs.

## LEARNING OBJECTIVES

Students should leave the class conversant in the following knowledge areas and skills:

- The scope, standards, purpose, and practice of literary book review writing
- The practice of copyediting and proofreading
- Theories and categories of typography
- Theories and practices of book design
- The use of the industry-standard typesetting/publishing software, Adobe InDesign

It is not expected that students will be experts in any of these areas by the end of the semester. Rather, students will leave the class with a clear sense of the concerns and practice of editors, copy editors, and typesetters/designers. This class should prepare

students for entry-level work in a variety of publishing fields, as well as for their own endeavors in literary citizenship.

If you have questions or concerns about the course at any point in the semester, please contact me.

## REQUIRED TEXTS

- *Thinking With Type*, 2nd revised and expanded edition, by Ellen Lupton
- *Aspects of Contemporary Book Design*, Richard Hendel, ed.
- Two books (one poetry, one prose) of your choice from the 2017 National Book Award Longlist (announced in September).
- Many articles, chapters, and selections will be available on Blackboard and must be brought to class on the relevant days, either as printouts or as PDFs on your laptop.

## REQUIRED SOFTWARE

We will be using Adobe InDesign in this class to complete some assignments. A recent version of InDesign can be accessed for free on all lab computers on campus, but if you prefer, you can license the Adobe Creative Cloud programs on a month-by-month basis to use on your personal computer or laptop.

## ASSIGNMENTS AND GRADING

Your final grade is calculated out of 1,000 possible points.

### **PARTICIPATION** 100 points

*Includes in-class discussion and preparedness, online feedback on peers' work*

### **TEXAS REVIEW MANUAL CONTRIBUTION** 150 points

INITIAL DRAFT 100 points

REVISION 50 points

### **PAGE DESIGN SAMPLES PROJECT** 100 points

### **TEXAS REVIEW WORK** 350 points (total)

DISCUSSION/SELECTION 100 points

COPYEDITING 150 points

PROOFREADING 100 points

### **REVIEWS** 300 points (total)

SHORT REVIEW 100 points

LONG REVIEW 200 points

Complete descriptions of assignments will be available on Blackboard or as handouts.

## YOUR REVIEWS

You will write two reviews. One will be a standard, short review (500 words) that describes and assesses the book in question. The second will be a more substantial piece: a book review that expands into an essay of literary criticism (2,000-4,000 words). You will prepare both reviews to submit to the *Texas Review* editor in the appropriate genre (fiction reviews will go to Drs. Clare and Kaukonen, poetry reviews to Dr. Chen, and nonfiction reviews to Dr. Nowlin-O'Banion). The genre editors and I will assess the reviews for possible publication in the next issue of the *Texas Review* or on the *Texas Review* website.

## BLACKBOARD AND E-MAIL

Some assignments will be submitted on Blackboard, so familiarize yourself with that interface if you have not used it before. (If Blackboard is not working when you need to submit an assignment, you may e-mail it to me, but you will still need to submit it on Blackboard later in order to receive a grade/feedback.) If an assignment says it must be submitted as a Word document (.doc or .docx) or as a PDF, I will only accept it in that form. Any assignments completed in InDesign must be exported as PDFs and submitted in that format; submissions in the InDesign file format (.indd) will not be accepted.

I may send updates via e-mail, and e-mail is the most reliable way to get ahold of me.

## ELECTRONICS AND CLASSROOM ETIQUETTE

Phones should be turned off and put away during class. Laptops, tablets, or other electronic devices are OK as long as they do not create a disruption or distraction. For readings available on Blackboard, you need to have a copy with you in class for discussion—I recommend printing out these readings, but you may instead have them on your laptop in class if you prefer. I'm sure we will all treat each other with courtesy and respect, but for the record: rude or disruptive behavior will not be tolerated. If any such behavior persists, it will result in a failing grade in the course.

## ATTENDANCE

Because so much of the important work in this course occurs in class, and because our class is small, your attendance is essential. There are many compelling reasons that lead to absences, but unlike some other assignments and work, your presence in class cannot be “made up” or “turned in” late. Up to 1 absence (i.e., equivalent of a full week of class) will not count against your final grade. Additional absences will lower your final grade significantly. **If you miss more than 3 classes, you will probably not pass the course.**

I do not need to see doctors' notes or other verified “excuses” because I do not distinguish between “excused” and “unexcused” absences. If you say you were sick, etc., I believe you. But if an ongoing emergency or issue is affecting your attendance, you should speak to me as early as possible.

Many assignments are due online, and thus can be turned in even if you are not on campus, but if you need to make special arrangements for an extension, it is your responsibility to clear it with me. Otherwise, late work will result in a lower grade. If you miss class, it is your responsibility to find out (from a classmate) what you missed.

## UNIVERSITY COURSE POLICIES

### ACADEMIC DISHONESTY

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. **(To which Prof. Lantz adds: any instance of academic dishonesty may result in an F in the course at my discretion.)**

### STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

### STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail [disability@shsu.edu](mailto:disability@shsu.edu)). They should then make arrangements with their

individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see: <http://www.shsu.edu/dept/academic-affairs/documents/aps/students/811006.pdf>

### VISITORS IN THE CLASSROOM

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

## CALENDAR

*Dates and details subject to change.*

WEEK 1–NO CLASS		
8/22	In Class	After Class
<b>Texas Review</b>	n/a (NO CLASS)	n/a
<b>TR Manual</b>	n/a (NO CLASS)	n/a
<b>Book Reviews</b>	n/a (NO CLASS)	Reading for 8/29 on Blackboard
WEEK 2–THE VARIETIES OF BOOK REVIEWS		
8/29	In Class	After Class
<b>Texas Review</b>	n/a	n/a
<b>TR Manual</b>	n/a	n/a
<b>Book Reviews</b>	No class, discuss reading online	Reading for 9/5 on Blackboard
WEEK 3–LITERARY CRITICISM AND BOOK REVIEWS		
9/5	In Class	After Class
<b>Texas Review</b>	Go over <i>Texas Review</i> procedures	Read <i>Texas Review</i> submissions

<b>TR Manual</b>	Introduction to Texas Review Manual	Peruse previous manuals, plans for TRM: <i>Book Reviews</i>
<b>Book Reviews</b>	Discuss reading	Readings for 9/12 on Blackboard
<b>WEEK 4–THE GOOD, THE BAD, AND THE UGLY</b>		
9/12	In Class	After Class
<b>Texas Review</b>	Discuss <i>Texas Review</i> submissions	Read <i>Texas Review</i> submissions
<b>TR Manual</b>	Assignments for TRM: <i>Book Reviews</i> contributions given	Begin initial research for assigned TRM contributions
<b>Book Reviews</b>	Discuss reading	Readings for 9/19
<b>WEEK 5–TASTE, JUDGMENT, AND POLICING THE CANON</b>		
<i>Note: National Book Foundation should announce NBA longlists this week</i>		
9/19	In Class	After Class
<b>Texas Review</b>	Discuss <i>Texas Review</i> submissions	Read <i>Texas Review</i> submissions
<b>TR Manual</b>	n/a	Research/write on TRM contributions
<b>Book Reviews</b>	Discuss readings	Readings for 9/26
<b>WEEK 6–LITERARY CRITICISM IN THE AGE OF AMAZON USER REVIEWS</b>		
9/26	In Class	After Class
<b>Texas Review</b>	Discuss <i>Texas Review</i> submissions	Read <i>Texas Review</i> submissions. Read <i>Texas Review Manual: Copyediting and Proofreading</i>
<b>TR Manual</b>	Informal report on TRM progress	Research/write on TRM contributions.
<b>Book Reviews</b>	Discuss reading	Select and order the NBA-nominated books for your reviews
<b>WEEK 7–PRACTICUM: COPYEDITING</b>		
10/3	In Class	After Class
<b>Texas Review</b>	Discuss <i>Texas Review</i> submissions; go over copyediting procedures	Read <i>Texas Review</i> submissions Complete 1st copyediting assignment
<b>TR Manual</b>	n/a	Finish draft of TRM contribution
<b>Book Reviews</b>	n/a	Read your books for review; locate and peruse reviews of previous books by your authors, if applicable

WEEK 8–PRACTICUM: COPYEDITING		
10/10	In Class	After Class
<b>Texas Review</b>	Discuss <i>Texas Review</i> submissions <b>1st copyediting assignment</b> due	Complete 2nd copyediting assignment; read <i>Thinking with Type</i>
<b>TR Manual</b>	<b>TRM contribution draft</b> due	Read peers' TRM contributions on Blackboard
<b>Book Reviews</b>	n/a	Continue reading your books
WEEK 9–PRACTICUM: COPYEDITING AND TYPOGRAPHY/DESIGN		
10/17	In Class (in lab)	After Class
<b>Texas Review</b>	<b>2nd copyediting assignment</b> due Introduction to typography and design; introduction to InDesign	Complete 3rd copyediting assignment Read <i>Texas Review Manual: Typesetting</i>
<b>TR Manual</b>	n/a	Write feedback on peers' TRM contributions
<b>Book Reviews</b>	Informal report on BR progress	Continue reading your books, work on reviews
WEEK 10–PRACTICUM: COPYEDITING AND TYPOGRAPHY/DESIGN		
10/24	In Class (in lab)	After Class
<b>Texas Review</b>	<b>3rd copyediting assignment</b> due Begin page design samples in class; InDesign practice	Optional: work on page design samples outside of class
<b>TR Manual</b>	<b>Post feedback on peers' TRM contributions</b> before class	Revise/expand TRM contributions
<b>Book Reviews</b>	n/a	Finish reading your books; work on your reviews
WEEK 11–PRACTICUM: TYPOGRAPHY/DESIGN		
10/31	In Class (in lab)	After Class
<b>Texas Review</b>	Continue in-class InDesign tutorials, work on page design samples	Optional: work on page design samples outside of class
<b>TR Manual</b>	n/a	Revise/expand TRM contributions
<b>Book Reviews</b>	<b>Short review</b> due	Continue writing long review
WEEK 12–PRACTICUM: TYPOGRAPHY/DESIGN		
11/7	In Class (in lab)	After Class
<b>Texas Review</b>	Continue in-class InDesign tutorials, work on page design	<b>Page design samples due Friday</b>

	samples	
<b>TR Manual</b>	<b>TRM revisions</b> due	n/a
<b>Book Reviews</b>	n/a	Finish writing your long review
<b>WEEK 13–PRACTICUM: PROOFREADING</b>		
11/14	In Class	After Class
<b>Texas Review</b>	Receive <i>Texas Review</i> proofs, Go over proofreading procedure	TR proofreading (1st half)
<b>TR Manual</b>	n/a	n/a
<b>Book Reviews</b>	<b>Long review</b> due	n/a
<b>WEEK 14–PRACTICUM: PROOFREADING</b>		
11/21	In Class	After Class
<b>Texas Review</b>	<b>TR proofreading (1st half)</b> due	TR proofreading (2nd half)
<b>TR Manual</b>	n/a	n/a
<b>Book Reviews</b>	n/a	n/a
<b>WEEK 15–PRACTICUM: PROOFREADING</b>		
11/28	In Class	After Class
<b>Texas Review</b>	<b>TR proofreading (2nd half)</b> due	n/a
<b>TR Manual</b>	n/a	n/a
<b>Book Reviews</b>	n/a	n/a