

Carleton University
Winter 2023
Department of English

**ENGL 4135 - B: *Studies in Publishing*
*Editing and Producing a Literary Magazine***

Friday, 11:35 am – 2:25 pm
Location: MacOdrum Library 234E (Book Arts Lab)
Format: In-person

Instructor: Chris Johnson
Email: chrisjohnson@cmail.carleton.ca

Important note:

For information on deadlines for withdrawal from courses, please consult the Academic Year section of the Undergraduate Calendar (<https://calendar.carleton.ca/academicyear/>).

I. Course description: This experiential learning course is a hub for the design, editing, and production of a new Carleton publication, *Sumac Literary Magazine*, connected with Carleton's Creative Writing program. Seminar participants will work in teams to design and implement a production schedule, assess and edit submissions, collaborate with authors, and promote the magazine. Students will gain or practice their skills in digital editing software such as WordPress. There will be a dedicated laptop for this course, but given the digital components of this course students are encouraged to use their own laptops or library computers. The digital edition of Sumac will be accompanied by print supplements produced in MacOdrum Library's Book Arts Lab. Students will gain hands-on experience of letterpress printing and other traditional print-making techniques by producing broadsides or chapbooks that will accompany the digital edition of the magazine.

This is a new venture at Carleton, so students enrolled in this course will have a chance to help shape the very first edition of *Sumac Literary Magazine* that we hope will be the first of many for years to come. We hope to conclude the course with a magazine launch, organized and hosted by seminar participants, and with readings by contributors.

III. Learning Outcomes: The student will reliably demonstrate the ability to:

- Articulate current trends, best practices and strategies for literary magazine publishing
 - Identify the ways different magazines target and serve varied audiences
- Develop, organize, and create a digital literary magazine using on-line publishing techniques
 - Acquire and edit text and art suitable for publication
 - Plan and create attractive, organized, and effective layouts based on sound principles and elements of design by efficiently using industry standard tools
 - Understand and apply industry best practices in planning, creating, proofing, managing files, and preflight and portable document format options

- Work as part of a creative production team
- Implement basic on-line branding and social media marketing using communication strategies
- Use fundamental printmaking skills

IV. Texts:

- “The Little Magazines” chapter from Dudek, Gnarowski, (Eds.) *The Making of Modern Poetry in Canada* (Montreal: McGill-Queen's University Press, 2017)
- Light Zachary’s “for New Gatekeepers” (<https://arcpoetry.ca/2018/06/20/poetry-is-a-social-art-2/>)
- Joyce Chen’s “The Politics of Gatekeeping: On Reconsidering the Ethics of Blind Submissions” (https://www.pw.org/content/the_politics_of_gatekeeping_on_reconsidering_the_ethics_of_blind_submissions)
- John Barton’s “Inside the Blind: On Editing Poetry” (<https://arcpoetry.ca/2018/09/18/on-editing-poetry/>)
- Iva Cheung’s “FOLD Academy: Trauma-Informed Editing with Iva Cheung” (https://www.youtube.com/watch?v=5shhbgdof-Q&ab_channel=TheFOLDCanada)
- *Elements of Indigenous style* (available via MacOdrum Library)
- *The New Yorker* Poetry Podcast episode “How Do You Fact-Check a Poem?” (<https://www.newyorker.com/podcast/poetry/how-do-you-fact-check-a-poem>)

V. Course calendar:

Week 1 (Jan 13):

intros — overview of how magazines work, current climate in the magazine industry

Week 2 (Jan 20):

assigning tasks, teams at a magazine / scheduling the production

READING — “The Little Magazines” chapter from Dudek, Gnarowski, (Eds.) *The Making of Modern Poetry in Canada*

Week 3* (Jan 27):

guest lecture / how to work in the industry

READING — A. Light Zachary’s “for New Gatekeepers” on arcpoetry.ca

Week 4 (Feb 03):

mission statements & mandates / conflicts of interest, copyright and style guides

ASSIGNMENT DUE — Canadian Lit Mag Analysis (class presentations may continue to next week)

READING — Joyce Chen’s “The Politics of Gatekeeping: On Reconsidering the Ethics of Blind Submissions” on [pw.org](https://www.pw.org)

Week 5 (Feb 10):

editorial planning / how to edit work

READING — John Barton’s “Inside the Blind: On Editing Poetry” on arcpoetry.ca

Week 6 (Feb 17):

more on editing (i.e. substantive v. stylistic, trauma informed editing)

READING — Iva Cheung’s “FOLD Academy: Trauma-Informed Editing with Iva Cheung” on [youtube.com](https://www.youtube.com)

ADDITIONAL READING — *Elements of Indigenous style* (available via MacOdrum Library)

WINTER BREAK FEB 20-24

Week 7 (Mar 3)*:

guest lecture, Larry Thompson, Master Printer - Book Arts Lab / design features in online magazines

Week 8 (Mar 10):

promotions and marketing / design and branding

Week 9 (Mar 17):

developing a vision for your magazine / design and layout, art, and covers

Week 10 (Mar 24):

copy-editing, proofreading, fact-checking

READING – *The New Yorker* Poetry Podcast episode “How Do You Fact-Check a Poem?” on newyorker.com

Week 11 (Mar 31):

legal and business plans / overview of print magazine production

ASSIGNMENT DUE – Broadside and Book Arts Lab Reflections

Week 12 (Apr 12):

Wrap-up, reflections / magazine launch event

VI. Evaluation:

Magazine Analysis 30%

Broadside & Reflections 30%

Final Reflection 40%

Magazine Analysis – Deadline: February 3

Research and analyze a Canadian literary magazine/journal (print or digital, active or defunct), looking specifically at mission, mandate, organizational structure, editorial practices and accomplishments. Choose between a 5-minute presentation or a 1000-word report. For a list of potential magazines, refer to this guide from the National Media Awards Foundation: <https://magazine-awards.com/en/a-guide-to-canadian-literary-mags/>

Broadside and Reflections – Deadline: March 31

Produce, in teams of two or three, an 8”x10” (or 8.5”x11”) broadside in the Book Arts Lab. The broadsides should use a max. 2 colours, and illustrations are optional. The text for the broadside can be a poem from the upcoming issue of *Sumac Literary Magazine* (with the original poet’s permission) or an advertisement for the magazine. Each student must also individually write three 500-word “reflections” on working in the Book Arts Lab and the process of making the broadside. References/research are not necessary for these reflections.

Final Reflection – Deadline: April 27

Write a 1000-word report on what you and your team accomplished throughout the term. Answer the following questions as a starting point:

- How well did your team work together in terms of organization, generating ideas, and managing workload?
- How would you assess your own contribution to your team's successes and its shortcomings? How would you assess your peers' contributions to your team?
- When was your team the busiest during the course? When did you meet most often (during class time or outside of class time)?
- Where did you experience difficulties or roadblocks in your plans? How did you work together to resolve them?
- What are your thoughts on the outcome of the magazine as a whole? What aspects (organization, design, content, marketing) of the magazine are the strongest?
- What else is worth adding here? (Keep in mind that this is not a course evaluation but a self-evaluation of your contribution to your team and to the magazine.)

This self- and team-evaluation will count toward your final grade, but it will not affect other students grades. This is a “take-home exam” and due date will be determined at a later time.

Note on Teamwork: Team projects have advantages and challenges, but professional work IS teamwork. Students will be working in teams throughout the course. If you and your teammate(s) are struggling to work together, if you feel like your partner is not doing their fair share of the work, if there is any problem at all, tell me and we’ll figure out what to do. At the end of the semester everyone will complete a self- and team-evaluation.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

VII. Statement on Plagiarism

The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and

- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

VIII. Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

IX. Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or

campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

X. Requests for Academic Accommodations

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made.

Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>