

ENGL 395.002
Literary Magazine Production & Publishing
Spring 2013

Note: This syllabus is subject to change at the instructor's discretion.

Instructor: Dr. Jonathan Bohr Heinen
Time: MW 2:00-3:15
Room: MYBK 319
Office Hours: M 3:30-4:30, T 12-3, W 3:30-4:30, & by appt.

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Course Description:

Literary magazines have debuted many of our most celebrated authors and characters. One of Sherlock Holmes's earliest appearances was in *Lippincott's*, many of Edgar Allen Poe's stories first appeared in magazines and newspapers, T.S. Eliot's "Lovesong..." was first published in *Poetry*, Thomas Pynchon's first story appeared in the *Cornell Writer*, and more recent, award-winning writers—Edward P. Jones, Junot Diaz, and Jennifer Egan to name a very select few—published, and continue to publish, their writing in literary magazines. So what exactly are literary magazines? What roles do editors play? How do these people and the documents they create contribute to shaping the world of arts and letters? Throughout the semester, you will exercise your reading and writing skills as we attempt to answer these questions and gain a more comprehensive understanding of literary magazines, publishing, and editing.

Course Goals:

By the end of the semester, each student should...

- ...arrive at a refined and nuanced definition/understanding of publishing and editing
- ...exercise and build upon your analytical reading skills
- ...and further hone your critical writing.

This course may be used to fulfill part of your general education Humanities requirement. All courses that meet this requirement include the following learning outcomes:

- Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.
- Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

Required Texts:

- Selected readings from *The Little Magazine: A History and Bibliography*
- Selected readings from *Editors of Editing: What Writers Need to Know About What Editors Do*
- Selected readings from *Mississippi Review*, 36.3: *Literary Magazines*

Other Materials:

- An email account you check regularly
- A notebook/spiral dedicated to this class

Grading:

Successful completion of this course requires you to attend class and scheduled conferences, complete assignments on time, and participate in class activities and discussions.

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| Evaluative/Introductory Exercise (Due 1/9/) | 50 points |
| Rhetorical Analysis of Mission/Editor's Note/Writers' Guidelines (Due 1/28) | 150 points |

Critical Analysis of a Literary Magazine (Due 2/25)	200 points
Final Project (Due 4/24)	300 points
Response Papers to five of the assigned readings	200 points
Participation	100 points

Major Assignments:

Evaluative/Introductory Exercise

This is an in-class writing assignment that asks you to respond to two questions:

- 1) What is a literary magazine?
- 2) What is an editor?

At the end of the semester, we will return to these questions.

Rhetorical Analysis of Mission Statement/Editor's Note/Writers' Guidelines:

For this assignment, you will be asked to visit the website of a literary magazine of your choosing. You will read through the mission statement/editor's note/writers' guidelines and write a 2-3 page paper, with citations, in which you look at the rhetoric employed and make argument for what kind of submissions (traditional, experimental, formal, etc...) you believe the editors are seeking.

Critical Analysis of a Literary Magazine:

This will be a 4-6 page paper that builds on the previous assignment. Not only will you write a critique of the content and design of a single issue of a recent literary magazine (provided for you, courtesy of *Crazyhorse*), you will also argue whether or not they resonate with mission statement/editor's note/writers' guidelines for that particular magazine.

Response Papers:

Throughout the semester, we will be reading several articles about editing and publishing. You must write 1-2 page response papers for five of them. This is an opportunity for you to ask questions. What did you think about the article? Did it change the way you understand the broader terms of editing and publishing? How? These are due the day articles are discussed in class.

Final Project:

For the final project, you have three options:

- 1) You can write a 12-15 page paper that explores a publishing institution.
- 2) You can complete an application for a publishing internship, accompanied by a 4-6 page reflective essay.
- 3) Or, in a group of up to four people, you can create a mock up of your own literary magazine, complete with a cover, mission statement, examples of page layout, an editor's note, a budget, and a 4-6 page essay that explains how this magazine fits into the scene, who will read it, and how you plan to sustain its publication for an extended period of time.

Extra Credit:

Attached to this syllabus, you will find a schedule of literary events. You are welcome to attend as many of these events as you like, and you can write a one-paragraph response about an event for 10 points. I'm willing to accept up to three for a potential total of 30 extra credit points.

Attendance Policy: You may miss four classes for whatever reason you find necessary and appropriate. I do not typically distinguish between excused and unexcused absences, and each missed class will count toward your absences. Please notify me beforehand or immediately after each absence; email is best. After four absences, your ability to keep up with the coursework will be in jeopardy, and I'll encourage you to drop the course. At the fifth absence, 100 points (10%) will be deducted from your grade, and an

additional 100 points will be deducted from your grade for each absence after that. Frequent tardiness—“frequent” meaning three times, and “tardiness” meaning arriving any time after class has begun—will result in an absence.

**If you are absent, contact a classmate for the information and assignments you missed.*

Late Papers: Unless you have made arrangements with me *beforehand*, I will subtract twenty-five percent from the assignment grade for each class day the paper is late. I don't typically grant extensions, but if you absolutely cannot meet the deadline because of something unavoidable, contact me as soon as possible so we can discuss the situation. Computer problems are not an acceptable excuse for late papers.

Writing Center: If you would like additional help with your writing, The Writing Lab in the Addlestone Library go. Check out their website for more information about hours and services:

csl.cofc.edu/labs/writing-lab/index.php

Disabilities: If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact (843) 953-1431 or visit their website: disabilityservices.cofc.edu

Documentation and Academic Dishonesty: I will assign a grade of zero to any paper that is not adequately documented. The library web page allows easy access to MLA documentation guides and copies of the MLA Handbook are available at the reference desk. I will report any case of suspected academic dishonesty to the Honor Board; if the Honor Board finds the student responsible for academic dishonesty, he or she will receive a grade of FX for the course.

Schedule:**WEEK 1:**

- 1/9 In class: Introduction, Syllabus, Evaluative/Introductory Exercise
Homework: Read the handouts

WEEK 2:

- 1/14 In class: Discuss reading
Homework: Continue with the handouts
(Tuesday, Jan. 15: Last day to drop/add)
- 1/16 In class: Discuss reading; Visit the *Crazyhorse* office and pick out a lit mag
Homework: Start working on your Rhetorical Analysis Essay. Read “The Second Decade”

WEEK 3:

- 1/21 MLK, Jr. Day-No classes
- 1/23 In class: Discuss reading; writing exercise to get you started on your rhetorical analysis
Homework: Read “‘Poetry’ and ‘Others’”

WEEK 4:

- 1/28 In class: Discuss reading
Homework: Read “An Interview with *Antioch Review* Editor...” and “Reasons for Creating a New Literary Magazine”
- 1/30 In class: Discuss Reading; in-class writing exercise (old school vs. new school)
Homework: Read “‘The Little Review’” and “Some Comments”

WEEK 5:

- 2/4 In class: **Rhetorical Analysis is DUE**; Discuss reading
Homework: Read “The Evolution of the American Editor” and “Editing for a Small Press”
- 2/6 In class: Discuss reading
Homework: Read “The Third Decade”

WEEK 6:

- 2/11 In class: Discuss reading
Homework: Read “An Open Letter to a Would-be Editor” and “The Editor and the Author at the Writers’ Conference”
- 2/13 In class: Discuss reading
Homework: Read “The ‘Tendenz’ Magazine”

WEEK 7:

- 2/18 In class: Discuss reading
Homework: Read “Breaking Faith...” and “Mistah Perkins”

2/20 In class: Discuss reading
Homework: "Modern Poetry and the Little Magazine"

WEEK 8:

2/25 In class: **Critical Analysis is DUE**; Discuss reading
Homework: Read "Writers on Lit Mags" and "What Editors Look for in a Query Letter..."

2/27 In class: Discuss reading; How to prepare a submission and cover letter
Homework: "Regionalism and the Little Magazine"

WEEK 9:

SPRING BREAK

WEEK 10: MIDTERM

3/11 In class: Visiting Editor; discuss reading
Homework: Read "How Books Are Chosen"

3/13 In class: Visiting Editor; discuss reading
Homework: "The Critical and Eclectic Little Magazine"

WEEK 11:

3/18 In class: Visiting Editor; discuss reading
Homework: Read "The Changing Shape of Literary Magazines"

3/20 In class: Visiting Editor; discuss reading
Homework: "Conclusion: Reflections Upon Little Magazine History."

WEEK 12:

3/25 In class: Discuss reading
Homework: Read "The Copy Editor and the Author" and "The Role of the Editorial Assistant"

3/27 In class: Discuss reading
Homework: Read both articles on "Line Editing..."

WEEK 13:

4/1 In class: Discuss reading
Homework: Read "Editing Fiction..." and "Editing Nonfiction..."

4/3 In class: Sign up for conferences; discuss reading
Homework: **Final project proposal is DUE**

WEEK 14:

4/8 In class: Conferences

4/10 In class: Conferences

WEEK 15:

4/15 In class: In-class writing: Revisit the Evaluative/Introductory Exercise

Homework: Work on your final project

4/17 In class: TBA

Homework: Work on your final project

WEEK 16:

4/22 In class: TBA

Homework: Work on your final project

4/24 **LAST DAY OF CLASS, FINAL IS DUE**