

**ENGLISH 280 – BOOK PRODUCTION:
PUEO LITERARY & ART JOURNAL (3 credits)
M & W 2:30-3:45 p.m. 'Ākoakoa 236 (CRN# 61101)**

INSTRUCTOR: Desi Poteet **E-MAIL:** poteetd@hawaii.edu
OFFICE: 'Ākoakoa 237 **PHONE:** 236-9188
OFFICE HOURS: Monday 1-2:15 p.m.; Tuesday 11:30 a.m.-12:45 p.m.
Wednesday & Thursday 10-11:15 a.m. and by apt.
EFFECTIVE DATE: Fall 2017

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

This course is intended to acquaint students with the theory, practice, and skills required to publish a book (Pueo Literary and Art Journal), and, by extension, enable students to participate in the production of any small publication such as magazines, handbooks, manuals, brochures, flyers, newsletters, etc. To varying degrees over two semesters, the course covers planning, publicity, selection, editing, proofreading, layout, production, distribution, and celebration.

Satisfies elective credits. Six credits may be applied to the AA degree. (3 hours lecture)

Pre-Requisite(s): Grade of "C" or better in Eng. 100 or consent of instructor.

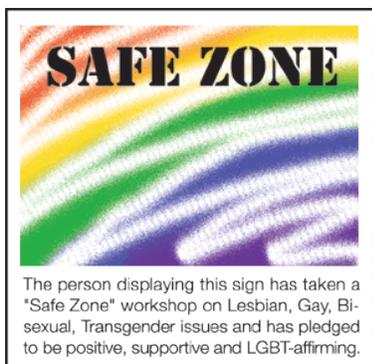
RECOMMENDED BASIC SKILLS LEVEL

Willingness to carry out collaborative responsibilities on time and to work cooperatively with others. Strong knowledge of grammar, word usage, and punctuation. Awareness of literary forms and styles. Basic computer skills. An eye for visual detail.

STUDENT LEARNING OUTCOMES

Upon completion of English 280, the student will be able to:

1. Evaluate how audience, purpose, and mode of publication affect publication design.
2. Employ skills such as editing, proofreading, design, and layout.
3. Participate in imaginative and creative collaboration in the production of a journal that maintains high standards.



Welcome to English 280!

COURSE CONTENT AND SCHEDULE

This is your journal, with your decisions, your vision, and your ideas as a team creating the final product. As such, you will be expected to participate in a collaborative production process. To varying degrees across two semesters, this involves planning, publicity, selection, copyediting, proofreading, formatting, design, layout, production, bid creation, publication party, and distribution. As a team, you might invent new tasks as well. You must work cooperatively and responsibly with the team, including credit students, advisors, and volunteers. This course is not intended to be a homogenous experience for all students, and you are encouraged to find and create your own niche within the team.

In addition, you will contribute to the journal by submitting original work, such as a poem, essay, short fiction, screenplay, or art, that will be considered for publication. This issue's theme: "True Story."

Fall Schedule (tentative)	
August: Planning and Publicity (carries over from previous semester's decisions) Introduction to course Create flyers, posters Class visits Coordinate with school paper for article Plan and perform publicity stunt Solicit entries	September: Preparation and Collection Software tutorials Selection criteria Writing collection, coding, and copying Create contact database of authors Acknowledge entries
October: Selection and Art Collection Read, discuss, and score each writing entry Collect code, and copy art entries Create contact database of artists	November: Selection and Decision Finish writing selection Finish art selection Contact authors and artists Solicit electronic copies Scan or digitally photograph all art selections
December: Complete all semester tasks Finalize all tasks Create issue file on computer: all art and writing.	

Spring Schedule (tentative)	
January: Editing Discuss editing procedures, style sheet Assign editors Begin editing writing	February: Editing and Proofing and Planning Finish editing. Seek author approval of galley proofs Discuss proofreading techniques Begin proofreading Plan theme for next issue, create and distribute forms Publicize next issue
March: Proofing and Layout Finish proofing Preliminary layout, pairing art and writing Manipulate art in Photoshop Format writing. Input final layout in InDesign	April: Cover Design and Publication Design Cover Bid for printing Finalize issue Plan celebration
May: Celebrate Launch party for issue	

ASSESSMENT TASKS AND GRADING

The instructor and students will evaluate each other as a team, on decisions made at every step of the collaborative process, with the aim of revising toward a final product. In addition to the collaborative tasks required to create the magazine, students will write a final report and analysis of their learning, contributions, and collaborative experience—worth 50% of the final grade.

Students are expected to attend the class meetings regularly, to carry out collaborative responsibilities in a timely way, and to be supportive of each other and of the group as a whole.

The remaining 50% of the grade will be decided collectively, based on participation and contribution.

LEARNING RESOURCES & WCC RESOURCES

There are no texts to buy, but we have several text and software resources that we will consult and use.

The following WCC sources may be beneficial to you or someone you know:

- ✚ Free tutoring is available through TRiO Student Support Services; request a tutor early. The contact number for the TRiO office is 235-7487.
- ✚ The Writing Lab located in the library provides you with supportive writing coaches.
- ✚ MySuccess is an early alert system currently available for student support. If you seem to be struggling, I may refer you to this service.
- ✚ Karla Silva-Park, WCC's Mental Health Counselor, is available for support at 235-7468.
- ✚ Student Services counselors are also available to assist students with academic questions. Call 235-7413 to make an appointment.

ADDITIONAL INFORMATION

Mutual respect – at all times.

Classroom Etiquette. Our classroom is a collaborative learning community. We each bring to this classroom a unique and valuable set of life experiences. We can learn from one another, and in the process discover who we are... who we are still becoming. In order for us to take advantage of this exciting opportunity to discover, learn, and evolve, we must create an environment in which we respect, celebrate, and support our differences. *To minimize distractions, please turn off and put away your cell phones and other electronic devices. Also, if you plan to bring food to class, please bring enough to share with others.*

Attendance. We are building this year's Pueo Literary and Art Journal and its success is dependent on your attendance and participation.

Communication is key. Please keep me posted. If you encounter challenges in your life, let me know, so we can find ways for you to succeed in this class. You can call me, e-mail me, drop by my office during office hours, or make an appointment to meet with me in person.

Disabilities Accommodation Statement. If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Dr. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale 'Ākoakoa 213 for more information.

COURSE POLICIES CONTRACT

I have read through and reviewed the above Course Policies and the entire syllabus (ENG 280). By signing this document, I acknowledge not only that I understand the policies and requirements of this course, but also that I understand the consequences of not following these policies.

Signed: _____
(signature) (date)

(print name)

QUESTIONNAIRE

Preferred Name _____

Preferred Phone _____

Academic Counselor's Name _____

1. What do you hope this course will teach you? What are your goals in this class?
2. How can I help you meet these goals?
3. What do you intend to do to meet them?
4. What grade would you be satisfied with in this course? Why?
5. What else would you like me to know about you?