

Chaminade University, Fall Term, 2019

EN 371, Aulama: Publication Workshop, Syllabus

Instructor: James Kraus, Professor of English

Note: This course uses a site called “Edwebs” rather than Canvas. Students interested in taking the course should email the instructor for an enrollment key after creating an account on this system.

Course url: <https://courses1.edwebs.com/course/view.php?id=63> (To open new account, click on “Create new account.”)

Mail: 3140 Waialae Ave., Honolulu, HI 96816, Henry Hall 206-d

Office Hours: Tuesday, 1 – 2:30 p.m.; Thursday, 1 – 2:30 p.m.; Friday, 11:30 – 1:30 p.m.

Humanities Division Front Desk: ph. 808-735-4827

Course Pre-requisite: EN 102, Expository Writing

Technical Requirements: Must successfully open account on course web site. Must be able to view “Films on Demand” via Chaminade Library Web site. To test this, go to the following to this url <http://www.chaminade.edu/library/> then click on the “Database by Subject” link, then scroll down and click on “Films on Demand” If logging on from off-campus, you will need your Chaminade ID and password. Once on the Films on Demand Site, search for and view “The History of English in 10 minutes” in the search field.

The course web site is mobile-accessible; however, access via personal computer or tablet (iPad or equivalent) is required for full participation in the course.

Technical Support: Contact instructor first with all technical problems.

Description

From Chaminade Catalog: *This workshop provides students with experience in graphics, layout, presentation, design and writing for publication. Open to any student working on Aulama, the student literary magazine, and other related publications. May be repeated for a maximum of six semester hours.*

English 371, Publications Workshop offers students the opportunity to gain practical experience in the development of literary community through participation in writers’ groups, literary publications and events. Students typically participate in the publication of *Aulama*, the Chaminade student literary publication. Additionally, some students are selected to serve as interns on the editing and production of *Chaminade Literary Review*.

The “Aulama Lab,” in Henry Hall 206, is a dedicated space for the use of this class. Individual and small group meetings are held there. The lab has three workstations and publication level color printer. During regular business hours the Aulama Lab is open and available for use by students registered in the course and others working on related projects.

Publications Workshop strives to simulate (and stimulate) literary work in the community. Students learn to organize online meetings and work schedules outside the context of normal class meetings. They learn to be self-motivated and work within a relatively fluid online and group environment. Most of the required work of the course takes place online or on the Aulama Lab workstations. Some individual and small group face-to-face meetings in the Aulama Lab serve to enhance the experience of the course.

Students may also seek credit (up to a maximum of six) in this course in conjunction with their participation in an approved publication project and completing all or part of the basic 3-credit syllabus described below. In general, this option is available to students participating in the publication of *Aulama* and/or *Chaminade Literary Review*. Under this scenario, students must make a written agreement with the instructor at the beginning of the term and at the end of the term provide written documentation and self-evaluation relative to the Course Outlines described below.

Course Outcomes

By the conclusion of the course, students will:

- Define the key terms and concepts used in the process of literary publication;
- Describe the various processes that constitute literary publication;
- Demonstrate basic proficiency in the use of Microsoft Publisher software;
- Demonstrate proficiency in editing and proofreading;
- Assess various types of creative writing submitted for publication.
- Propose a publication plan for a broadside, chapbook or other literary publication
- Evaluate a completed publication.

More specifically, students gain understanding and experience in the following:

- the editorial function
- process of creating and editing literary publications
 - copyright and permissions
 - organizing and tracking submissions
 - editorial interactions with writers
 - developing timelines
 - design
 - production
 - promotion
- formation of writer's groups
- organizing and promoting literary events -- e.g. readings, worksops, lectures
 - selecting and reserving a venue (e.g. online or face-to-face)
 - selecting and inviting participants
 - planning ancillary activities (refreshments, music, etc.)
 - creating a program
 - creating and executing a publicity plan

Texts

Back issues of *Aulama* and *Chaminade Literary Review*, *handouts and web pages*

Requirements

- Participation in Discussion/Writing Groups (15%)
- Broadside Project (20%)
- Chapbook Project (20%)
- Course Journal / Journal Reports (10%)
- Participation in *Aulama* activities (10%)

Discussion / Writing Groups: At least two responses to each discussion or prompt posted to course online forums. First posting is an original, creative response to the prompt; follow-up postings (minimum of one) are commentaries on one or more postings by others.

Broadside Project: Publication of one or more broadsides (single sheets printed on one side only and suitable for posting on Aulama website and campus bulletin boards) containing a work selected from forum postings.

Chapbook Project: Publication of chapbook (small dimension booklet, minimum 10 pages) containing selected works from forum postings in creative writing courses.

Course Journal: Private journal containing course-related notes and comments. Grade based on brief journal reports filed at mid-term and at end of term.

Participation in Aulama Activities: Participation in Aulama events, website development and publication projects. Grade based on brief end-of-term self evaluation.

Course Policies

All policies included in Chaminade Student Handbook and Chaminade Catalog apply to this course.

Academic Honesty and Plagiarism

Originality

All material submitted in fulfillment of course requirements must be written by the registered student during the term.

Work written for other courses is unacceptable in this one. Limited exceptions may be considered if approved by the instructor early in the term.

Citation of Sources

Students are strongly encouraged to consult sources outside the required reading of the course. Consequently, students are also responsible for clearly stating the nature of their sources in a manner consistent with basic MLA citation style. Statements of "common knowledge" are generally exempt from this scholarly requirement.

Plagiarism

Plagiarism is defined as the presentation of someone else's ideas as your own. Plagiarism in this course will result in a grade of "0" for the assignment and possible failure for the course.

If the instructor suspects plagiarism, the burden of proof of originality lies with the student. Evidence of originality would include copies of early drafts, outlines, research and interview notes, as well as the ability to discuss the themes and the originality of the project with the instructor. Students should consider their instructor's vigilance in such matters a normal part of the academic process and should be prepared to present evidence of originality if requested.

Students are strongly advised to save files of early drafts, along with outlines, notes and other supporting documentation, as the instructor may at any time require that they be presented.

More Things to Keep in Mind

Students should explore navigation of course web site and let the instructor know immediately if there are questions. Students should also check email and the course message system regularly (i.e. ideally, five days a week) for announcements. They should also practice good "netiquette." Read the online book *Netiquette* <http://www.albion.com/netiquette/book/index.html> for details.

Students should also keep their online profiles current, including a photo that could be used to help verify identity.

Tentative Course Outline

Weeks 1-5

- Writing poetry, short fiction or creative non-fiction
- Participation in writers' group
- What is "literature"? What isn't?
- Types of literary publications:
 - broadsides
 - chapbooks
 - journals
 - websites
 - books
- Soliciting and managing submissions for broadside project
- The editorial function
- Evaluating submissions, making editorial decisions
- Planning a literary event: "Broad-sided"

Weeks 6 - 10

- Participation in writer's group
- Creation of chapbook
- Tracking and selecting submissions
- More about the editorial function
- Reviewing design considerations and mechanicals
- Organizing literary event
- Submission of Mid-term Journal Report

Weeks 11 - 15

- Finalizing semester's publications
- Publicizing Aulama projects
- Participation in production of Aulama literary event
- Preparation of course submission of course overview experience and procedural essays
- Submission of Final Journal Report

Marianist and Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed. See below for a more expansive description of Marianist Core Beliefs that was adopted by the Chaminade Faculty some years ago.

Disability Access

Sample statement: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Chaminade University

Core Academic Beliefs

Our role as Professionals at Chaminade University is defined by our core academic beliefs. These beliefs are formed in turn by our role as professionals at a Catholic, Marianist University, as mentors to the students we serve, as teachers and scholars as colleagues, and as servants to the community.

As
Professionals
at a Catholic,
Marianist
University

An education in the
Marianist tradition
is marked by five principles

Education for Formation in Faith

In our community, reason and personal faith are seen as mutually complementary roads to truth. Together, we invite all scholars to join our community of faith, hope, and love.

Integral, Quality Education

We are committed to an integral, quality education which begins with respect for the complexity and diversity of each person. This means that the faculty member attempts to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Education and the Family Spirit

Our community is a second family which encourages the personal development of each of its members. Mutual respect for all members of our family allows the Marianist-based scholarly community to share responsibility for decision making at all levels.

Education for Service, Peace, and Justice

All members of the community must expect to dispense and receive justice to and from each other and to and from the community in which the university is situated. Teachers and administrators within our community prepare students to view their own world with a critical eye in order to discern between the just and unjust.

Education for Adaptation and Change

True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and adapts to its time. Our scholarly community regards technology as a critical aid in the quest for understanding in our changing world.

As Mentors of the Students We Serve Our students, both traditional and non-traditional, bring us a variety of talents, traditions, cultures and abilities. This diversity brings a special opportunity to the Chaminade community, which can then nurture and guide each student to the fullest realization of potential.

Each student's educational goal is to prepare for professional careers and personal growth in an educational environment based in the liberal arts tradition and enriched by Marianist values.

We recognize that knowledge connecting various approaches and ways of thinking is vastly superior to compartmentalized knowledge. This is why we believe that it is the scholarly community's responsibility to explore and encourage connections between disciplines and to provide the various experiences necessary to make those connections. This implies intense, dedicated collaboration among colleagues and students.

We teach best when we conduct ourselves with personal integrity, perhaps the most powerful educational tool we can possess. We serve as mentors and role models; the way in which we interact with students enables them to work with others in a like manner.

We educate and train for servant leadership within the university and in the communities beyond our campus.

Our philosophy of education encourages continuous learning and develops the capacity for change.

The nurturing and guidance of our students often takes place outside the classroom. Therefore, our availability beyond classroom hours distinguishes Chaminade from other institutions.

Our definition of scholarship includes the scholarship of integration, application, and teaching as well as research and publication.

As Teachers and Scholars

We recognize that collaboration with allied fields enhances our learning and that we become more integrated by learning to look through other eyes, by viewing knowledge from different perspectives. Our goal is wholeness; only through collaboration can we approach the ideal of full understanding.

As Professional Colleagues

We recognize that faculty are at their best in the classroom and that we should make every effort to experience each others' finest moments. The consequences of this effort are to gain respect for each other as well as to gain insight from different perspectives, methodologies, and skills. This will lay important groundwork for unifying and integrating our curriculum. We thus demonstrate to our students the truth that the whole is greater than the sum of the parts.

We believe in staying the course through difficult periods. Patience, self discipline and sacrifice are necessary to build a strong community. We look within ourselves for solutions and the resolve to work through difficulties.

We believe in a more extensive view of hospitality, meaning a cordiality to the ideas and talents of others. Listening with an open mind enhances our integrity and reasserts our humanity.

As Servants to the Community

As a Marianist institution, we are charged with promoting human rights and dignity, alleviating the suffering of the disadvantaged and providing service to the community. We hold fast to this abiding charge no matter what the political climate or transient social ethos.

Strong social consciousness must clearly distinguish us from other institutions; it must expressly permeate all curricula.

We seek justice for our co-workers in all areas of university life. By our teaching, our personal example, and our regard for our fellow Chaminade employees, we impart a humanity to our students to conduct their lives with integrity, ethics, and compassion.

We strive to be a community that looks beyond itself through public service, which enriches the life of the wider community.

Chaminade University

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This version of Chaminade University's Core Beliefs Statement is by Heather Dozier and Jim Kraus.