**Aulama: Publication Workshop**

**EN 371, Spring Term, 2025**

**Syllabus**

**Instructor: James Kraus, PhD, Chaminade University**

**Course website: https://courses1.edwebs.com/course/view.php?id=94**

## Course 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.

*Online / Hybrid Course*

This semester's course is being conducted as an hybrid online course. As such, it requires internet access and email. Students are expected to engage in active online discussions and submit all assignments via the course website. Students are also expected to check email regularly.

- Note: This online course uses a site called "Edwebs Moodle," 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=94 (To open new account, click on "Create new account.")

*Learning Outcomes*

By the end of the term, students who have actively and consistently engaged the course readings, quizzes, discussions and creative assignments will demonstrate the following:

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

The course fulfills the following English Program learning objectives:

1. Identify, define and apply literary critical approaches to analyse texts.
2. Define, analyse and interpret texts and their cultural and historical contexts.
3. Read, research, and write as a dialogic process of inquiry that includes reflection, collaboration and engagement with others.
4. Formulate and construct interpretive and creative applications of texts in workshops, literary performances, and other collaborative events in local communities.
5. Explain and interpret how literature and writing are vehicles for service, justice and peace.

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

- the editorial function
- process of creating and editing literary publications
- formation of writer's groups
- organizing and promoting literary events -- e.g. readings, worksops, lectures

*Contact*

- jkraus@chaminade.edu
- 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

*Campus Resources*

- Chaminade technology helpdesk: (808-735-4855)

- o helpdesk@chaminade.edu
- Sulllivan Library Literature Resource Page (Links to an external site.)
- Tutoring Help (Links to an external site.)
- Advising Services (Links to an external site.)
  - o (808) 735-4815
  - o advising@chaminade.edu
- Chaminade Security (Links to an external site.)
  - o (808) 735-4792
- Health & Counseling (Links to an external site.)
  - o (808) 735-4845
  - o located in Student Services Building
  - o counselingcenter@chaminade.edu
  - o Services available:
    - Wellness Resources
    - Crisis Intervention
    - ADA Accomodations
    - Self-Help Resources

## *Technology Requirements*

Access to the World Wide Web and Email is required.

- Must be able to view "Films on Demand" via Chaminade Library Web site.
  - o 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 may 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 is required for full participation in the course.

## *Technical Support*

- Contact instructor first with all technical problems related to course

- Chaminade Helpdesk -- <helpdesk@chaminade.edu> or phone 808-735-4855 for other technical support.

## *Texts*

Back issues of *Aulama* and *Chaminade Literary Review, handouts and web pages. Two texts need to be purchased:*

- McLuhan*, The Medium is the Massage*
- Thompson, *Merchants of Culture*

## *Requirements*

- Participation in Discussion/Writing Groups (10%)
- Broadside Projects (20%)
- Chapbook Project (30%)
- Course Journal / Journal Reports (10%)
- Participation in Aulama activities (30%)

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

Broadside Projects: 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, minimum10 pages) containing selected works from forum postings in creative writing courses.

Course Journal: Private journal containing course-related notes and comments. Grade based on 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 end-of-term self evaluation.

*More Things to Keep in Mind*

- **Academic Honesty and Plagiarism**
  - 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.
  - While students are strongly encouraged to consult sources outside the required reading of the course, they are also responsible for clearly stating the nature of their sources by way of following MLA documentation style. Statements of "common knowledge" are generally exempt from this scholarly requirement.
  - 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 the originality of the writing lies with the student. Evidence of originality would include copies of early drafts of the writing, research and interview notes, as well as the ability to discuss the themes of the writing 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 of essays, along with outlines, research notes and other supporting documentation, as the instructor may at any time require that they be presented.

- **Expectations for Student Interaction**
  - Keep your online profiles current, including a photo that could be used to help verify identity.
  - Most students today are used to online interaction and understand the norms and general practices about how to interact with one another.
  - Read the online book *Netiquette* http://www.albion.com/netiquette/book/index.html for details.
  - My major concern in this regard is that your feelings about being polite, especially in multi-cultural situations like interactions in online classes, might interfere with your critical thinking.
  - Putting aside all of the concern about "manners" in online communication, what is important is to respect the people you are interacting with. The best way to do this is to

respond to other students or your instructor by being sure to summarize what you believe the other person is trying to say, and then asking a question.

- The essential ingredient is that you need to invite a response from the person you are interacting with. Remember that you are having a conversation, not just answering a question in some abstract way.

- While this applies to all communication, here are some more specific guidelines for *how I expect online forums and discussions to proceed.*

  - ***First posting*** should be composed with the discussion prompt in mind. It should aim to advance the group's thinking about the discussion prompt. At best, postings, both first postings and follow-ups, should end with a question that will prompt a reply. In general, forums in this course are set so that students cannot view other students' postings until after their first posting. Again, strive to end all postings with a question. Remember the question words: Who? What? Why? When? Were? How?

  - ***Second posting*** should respond to an individual classmate. Be sure to reply to whoever does not already have a reply or to who has the fewest. However, in doing so you should strive to refer to other students' postings as well. Again, remember that the forums/discussions are conversations.

  - Replies should aim to advance the conversation and not just compliment the poster. Do not be cautious about questioning the person you are replying to, but of course be courteous and encouraging. And, yet again, be liberal with use of the "question words."

- **How much time is required for this course?**
  - Needless to say, the amount of time required by this course is quite variable. In addition to environmental matters, the biggest factors are the reading and comprehension skills of the student. Also, in addition to reading assignments the course includes a number of writing assignments, and time requirements for these will vary depending on the creative ambitions of the individual student.
  - In general, the published expectation for the average college course is in the 8 - 12 hours a week range. However, at the end of each term, I poll all of my students with regard to time spent and the range is about 6 - 10 hours a week.
  - As I said earlier, the time will vary a great deal, depending on the ambitions and skills, along with the study environment, of the individual student.

- **Regarding email communication**
  - I will generally reply quickly, within an hour or so if I receive the message during regular working hours (9 - 5 on weekdays). However, sometimes it can take a bit longer, especially if it is around the beginning or ending of a term. If the matter is at all urgent and you don't hear back from me, please call the Humanities office at 808-735-4827 and ask to have a message passed along. Also, sometimes if the matter is not course-specific, the issue can be cleared up there.
  - After hours, on holidays and on weekends, my priorities shift to personal matters and to my family; however, I normally continue checking for messages from students and will respond if I am able. In any event, if your message is in any way urgent, please put the word urgent in caps at the beginning of your subject line.
  - In any event, and especially at the beginning of the course, be sure to check that your email spam folders are not catching any course-related messages. Also, it is best to check email and course messaging systems daily.

- **Regarding grading and other feedback on assignments**
  - I will provide feedback within 5 days (not counting weekends) of your submission, normally much sooner, if your assignment is submitted on time. Late submission will sometimes take longer.

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  - From the perspective of the course overall, timely submission of assignments is necessary. However, sometimes individual circumstances get in the way. It is essential for students to keep me informed if they anticipate being late with an assignment or a group of assignments. Students can assume a 3-day grace period during which they can

be assured that no penalties will be applied. Beyond that, I reserve the right to apply penalties or assign extra work, as appropriate, which can range from my not accepting the assignment at all (student receives a score of 0) to waiving late penalties completely.

o Key factors to keep in mind when notifying me of a late submission: Are you taking responsibility for timely engagement? Are you respectful of my workflow (i.e. late work takes more of my time and attention)?

o All that being said, my practice in general is to waive late penalties and to as much as possible accommodate student's individual circumstances. But some critical balances need to be struck in this area.

o I expect that you send me a message if you have any questions about the course timeline or about particular assignments. I am always eager to hear from you and to help you along in any way I can..

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**Tentative Course Outline --** *Check the outline on the course web site frequently for updates. Future weeks of the course outline are subject to revision during the semester. If you want to work through course materials ahead of schedule, be sure to check with your instructor first.*

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*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: "Broadsided"

*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 - 14*

- 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.

**Credit Hour Policy Time Allocation**

| | |
|---|---|
| Note Taking / Discussions / Field Trip | 5 |
| Reading and Researching | 40 |
| Writing and Revising essays | 40 |
| Preparing Final Portfolio | 5 |
| Journal Writing | 15 |
| Preparing Forum Postings | 15 |
| Preparing Collaborative Group Project / Presentation | 15 |
| **Total** | **135** |

**Title IX and Nondiscrimination Statement**

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

**Nondiscrimination Policy & Notice of Nondiscrimination**

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the Chaminade University Title IX Office Contact Information and Confidential Resources website. On-campus Confidential Resources may also be found here at CAMPUS CONFIDENTIAL RESOURCES.

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: Notice of Nondiscrimination.

**CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your

number. You must respond to that message to complete your registration and get emergency notifications on your phone.

**Assessment for Student Work**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

**Student with Disabilities Statement**

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

**Kōkua ʻIke: Tutoring & Learning Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ʻIke: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ʻIke's website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua ʻIke at tutoring@chaminade.edu or 808-739-8305.
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