


University of North Texas at Dallas
Fall 2025 SYLLABUS

COMM 4321.0001: ARTS JOURNAL (3 HRS)

Department of		Languages and Communication	Division of	Liberal Arts and Sciences
Instructor Name:		Dr. Glenda R. Balas		
Office Location:		FH 257		
Office Phone:		505-350-9040		
Email Address:		Glenda.Balas@untdallas.edu		
Office Hours:		M 2:30-4:00 p.m., T 10-11:30 a.m., by appointment		
Classroom Location:	SC 1009			
Class Meeting Days & Times:		MW 11:30 -12:50 p.m.		
Course Catalog Description:	Students will learn the history of college literary magazines, editorial processes and production. Students will develop their skills in literary production with the goal of employment in publishing. Students will read, edit, and respond professionally to submissions of literary fiction, poetry, non-fiction and photography. Each student will assume a role based on his or her talents and skills to produce an Arts Journal for UNT Dallas. Prerequisite(s): ENGL 1313.			
Prerequisites:	ENGL 1313.			
Co-requisites:	None.			
Required Text:	<ul style="list-style-type: none">• Morris, I. & Diaz, J. (2015). <i>The little magazine in contemporary America</i>. Chicago, IL: The University of Chicago Press. (ISBN: 13-978-0-226-12049-2) (This book is affordably priced online in many internet bookstores.)• Additional readings and materials supplied in class or posted on Canvas.• Access to a computer with Microsoft Word and PowerPoint, Adobe Flash, and a printer 			
Recommended Texts:	<ul style="list-style-type: none">• American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i>. (7th ed.). Washington, D.C.: American Psychological Association. (ISBN: 978-1-4338-0562-2) <p>Readings of Interest to Members of the Class:</p> <ul style="list-style-type: none">• Cutkind, L. (1997). <i>The art of creative nonfiction: Writing and selling the literature of reality</i>. NY: John Wiley & Sons, Inc. (ISBN: 0-471-11356-5)• Karr, M. ((2015). <i>The art of memoir</i>. NY: HarperCollins Publishers. (ISBN: 978-0-06-222307-4)			

	<ul style="list-style-type: none"> Lopate, P. (1995). <i>The art of the personal essay: An anthology from the classical era to the present</i>. NY: Anchor Books. (ISBN: 0-385-42339-X)
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com

Course Goals or Overview: The goals of this course are as follows -

1	To increase familiarity with the fundamental principles of literary creation and publication.
2	To increase understanding of a variety of concepts central to the study of creative production and the development of small magazines and literary journals.
3	To aid in student identification of the structures, functions, and dynamics of various forms of literary work and publication.
4	To promote creative, critical, and analytical thinking and evaluation skills through exercises, readings, discussions, and case studies of literary and small magazine publication.
5	To build awareness of the diversity of participation in literary creation and publication; and to recognize the relationship of diversity to the processes and outcomes of literary publication.

Learning Objectives/Outcomes: At the end of this course, students will be able to:

1	Communication Principles: Apply the principles of human communication to creative publication, including perception, visual communication (design, video, photography), written communication, and audience analysis.
2	Teamwork: Demonstrate how to establish and maintain collaborative relationships with members of a production team through the use of interpersonal communication.
3	Group Communication: Apply small group communication skills, including the following: problem solving, group roles, leadership styles, appreciation for diversity, and cohesiveness.
4	Writing, Editing, Design: Apply publication production skills, including creative and nonfiction writing; development of headlines and captions; layout and design; and marketing and dissemination.
5	Personal Responsibility: Demonstrate habits of monitoring, evaluating, and refining one's work to meet expectations of the course.
6	Critical Thinking: Continuously write, edit, and adapt work to fit the scope, audience, purpose, and context of the journal.

Publication Objectives/Outcomes: During this course, students will pursue the following writing, editing, and publication goals and objectives:

1	Development of journal submissions by class members; editing of various UNTD submissions
2	Development and review of journal submission
3	Journal design & format
4	Development of campus newsletter(s), Arts Journal, and Arts Journal podcast

Information About Canvas

Supported Browsers:

Chrome 67 & 68
 Firefox 60 & 61
 Flash 29, 30 (for audio/video)
 Internet Explorer 11
 Edge 41, 42
 Respondus Lockdown Browser
 Safari 10, 11

Supported Devices:

iPhone
 Android
 Chromebook
 (Tablet users can use the Canvas app)

Screen Readers:

Getting Help with Canvas:

Canvas 24/7 Phone Support for Students: 1-833-668-8634

Canvas Help Resources:

Web: [Canvas Student Guide](#)

For additional assistance, contact Student Assistance (Distance Learning):

phone: (972)338-5580
 email: distancelearning@untDallas.edu

If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.

VoiceOver (Safari) JAWS (Internet Explorer) NVDA (Firefox) <i>Note: There is no screen reader support for Canvas in Chrome</i>	<i>If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.</i>
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Course Purposes:

The key purpose of this class is to develop a team of students that serves as the staff and Editorial Board of the Communication Department's literary and arts journal. As such, students serve as writers, editors, designers, webmaster(s), reviewers, photographers, videographers, podcasters, and marketers. They solicit, critique, and edit submissions. They produce work themselves, and they advance an evolving vision about how and where the journal should go. This team makes a genuine contribution to the university and the Communication & Technology Department. They enable their colleagues and other students at UNT Dallas to be better writers and editors and to perceive themselves as critics and artists.

This course also enables students to produce, submit, and hopefully publish their own work at UNT Dallas and beyond. It is useful to know the landscape—what are the Little Magazines? What are their visions, what will they publish, and do they advise and mentor young writers? Through this course, students can potentially see themselves as cinematographers, screenwriters, magazine editors, and novelists, and thereby be lifted to the next step of a creative career. The possibilities seem limitless, but also right around the corner. I look forward to these conversations and creative output.

One final note: The syllabus may shift from time to time. Due to the kind of writing, production, and tasks at hand, our coursework will often be organic, growing from the submissions we receive, class members' individual work, and student critiques. We will begin with readings and conversations about several smaller magazines and literary journals, as well as published work about poetry, fiction, creative nonfiction, memoir, visual arts, the personal essay, and other forms of creative expression. Throughout the course, we will focus on writing, design, and production of student publications. We will also welcome guest speakers to attend our class and discuss their work as writers. Some of these sessions with writers may be via Zoom—you will have this information well in advance of the talks. And finally, there will be time throughout the course for in-class and independent writing by students.

I look forward to working with you this coming semester!

Dr. Balas

Course Outline

This schedule is subject to change by the instructor. Changes to this schedule will be communicated in class, via class email, or by Canvas announcement. Additional readings and activities may be added; these will be noted in the Readings and Activities/Assignments sections.

Dates	Monday	Wednesday
Week 1-Mon Aug 25, 2025	Introductions Discussion: UNT Dallas Arts/Literary Journal	
Week 1-Wed Aug 27, 2025	Discussion: Telling Ghost Stories (Halloween Newsletter)	Reading and Discussion Board: <i>Little Magazine in Contemporary America</i> , "Introduction" (Lependorf)
Week 2-Mon Sept 1, 2025	Labor Day Holiday-no class	
Week 2-Wed Sept 3, 2025	Discussion of Assignment #1 (<i>Who I Am, and Why</i>)--Personal Essays Discussion of Final Project of Student's Choice (written work, photography, visual/digital art,	

	videography, and other forms of creative expression)	
Week 3-Mon Sept 8, 2025	Discussion and planning for “Newsy Newsletter”	
Week 3-Wed Sept 10, 2025	Writing for the newsletter: Guidelines Short presentations about personal creative experiences	Writing Assignment-Draft of <i>Who I Am, and Why</i> ; Reading and Discussion Board focused on student drafts
Week 4-Mon Sept 15, 2025	Class Discussion of Assignment #1 draft essays (<i>Who I Am, and Why</i>) Submission: Bio and Photo	Roundtable Discussions (Discussion Board): <i>Who I Am, and Why</i>
Week 4-Wed Sept 17, 2025	“Newsy Newsletter”	Reading and Discussion Board: “Asthma” by Seneca (<i>The Art of the Personal Essay</i> , Phillip Lopate, Ed.)
Week 5-Mon Sept 22, 2025	Discussion of “Asthma” by Seneca	
Week 5-Wed Sept 24, 2025	Newsy Newsletter	Reading and Discussion Board: “In Bed” by Joan Didion (<i>The Art of the Personal Essay</i> , Phillip Lopate, Ed.)
Week 6-Mon Sept 29, 2025	Discussion of Didion (“In Bed”); Comparative Discussion of Seneca (“Asthma”) and Didion (“In Bed”)	
Week 6-Wed Oct 1, 2025	Submission: Personal Essay #1	Reading and Discussion Board: Comparing Seneca and Didion
Week 7-Mon Oct 6, 2025	Discussion and Introduction: Personal Essay #2; Discussion sample student work (Produced in previous semesters) Guest Speaker: Robert Harris, UNT Dallas writing/poetry professor	
Week 7-Wed Oct 8, 2025	Writing and Production: Newsy Newsletter Introduction to Writing Creative Nonfiction	Roundtable Discussions (Discussion Board): Ideas for Personal Essay #2
Week 8-Mon Oct 13, 2025	Discussion: Students’ Ideas for Project #2 (Personal Essay or Creative Nonfiction) Writing and Production: Newsy Newsletter	
Week 8-Wed Oct 15, 2025	Writing and Production: Newsy Newsletter	Reading and Discussion Board: <i>Little Magazine in Contemporary America</i> , “Callahoe: A Journal of Necessity” (Rowell)
Week 9-Mon Oct 20, 2025	Writing and Production: Halloween Newsletter	
Week 9-Wed Oct 22, 2025	Submission: Project #2 Writing and Production: Halloween Newsletter	Reading and Discussion Board: “Physical Evidence” by Kelly Grey Carlisle (<i>Touchstone Anthology of Contemporary Creative Nonfiction</i> , Williford and Martone, Eds.)

Week 10-Mon Oct 27, 2025	Writing and Production: Halloween Newsletter	
Week 10-Wed Oct 29, 2025	Release: Halloween Newsletter	Reading and Discussion Board: “Sun Dance” by Diane Glancy (<i>Touchstone Anthology of Contemporary Creative Nonfiction</i> , Williford and Martone, Eds.)
Week 11-Mon Nov 3, 2025	Newsy Newsletter-writing and production	
Week 11-Wed Nov 5, 2025	Discussion and Training: Arts Journal Podcast	Roundtable Discussions: Conversations About Student Essay Topics and Evidence-Writing Creative Nonfiction)
Week 12-Mon Nov 10, 2025	Student Independent Work: Writing Project Arts Journal Podcast	
Week 12-Wed Nov 12, 2025	Arts Journal Podcast	Reading and Discussion Board: <i>Little Magazine in Contemporary America</i> , “The Word <i>Sacred</i> Is Not Misplaced” (Eggers) Student Independent Work: Writing Project
Week 13-Mon Nov 17, 2025	Arts Journal Podcast	
Week 13-Wed Nov 19, 2025	Arts Journal Podcast	Reading and Discussion Board: <i>Little Magazine in Contemporary America</i> , “War of the Words: Fighting for a Journal and a Genre” (Gutkind) Discussion: Students’ Ideas for Creative Nonfiction
Week 14-Mon Nov 24, 2025	Discussion: Students’ Choice submissions	
Week 14-Wed Nov 26, 2025	Submission: Project #3 (Students’ Choice)	Reading and Discussion Board: <i>Little Magazine in Contemporary America</i> , “The Life of Ontario Review” (Johnson)
Week 15-Mon Dec 1, 2025	Newsy Newsletter	
Week 15-Wed Dec 3, 2025	Final Expressions: Student Observations About Their Work Final Preparations and submission: Newsy Newsletter	
Week 16-Mon Dec 8, 2025	Final Reflections Project: Self-Analysis (Discussion Board) & Reflection Paper	

Week 16-Wed Dec 10, 2025		Public Reading and Reception- 11 a.m.-1:00 p.m.
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Grading Scale

Each of the following assignments will be detailed thoroughly on Canvas. Be sure to access Canvas frequently for assignment guidelines and other important class documents.

Discussion Boards (14 @ 10 points each)	140 points
Final Reflections Project: Self-Analysis & Reflection Paper	150 points
Public Reading & Reception	100 points
Original Submissions (3 formal submissions and contributions to newsletters & podcast)	400 points
Bio & Photo for Journal Masthead	10 points
Attendance and Discussion	200 points

TOTAL: 1,000 Points

Your final grade is based on a total out of 1000 points.

900-1000 = A

800-899 = B

700-799 = C

600-699 = D

599 ↓ = F

Assignments and Grades

Students should keep track of assignment due dates, grades, absences, and college deadlines. Assignments and tasks you are expected to complete in this course are described below.

Course Evaluation

1. Discussion Boards (140 points): There will be 14 regular discussion boards throughout the course. Each discussion board is worth 10 points. Discussion Boards will address issues related to the history of college literary journals, creative production, and editorial processes, and will involve expressing opinions as well as facts that are relevant to the class discourse. Participation in Discussion Boards requires posting one long post and two shorter posts that reply to comments made by other students in the class. Failure to submit an original post and/or response to two different peers will result in loss of partial or all points. Consider Discussion Boards as equivalent to class discussion—but you will participate online.

2. Final Reflections Project: Self-Analysis Discussion Board (50 points) & Reflection Paper (100 points): During the final weeks of the course, you will share your reflections with the class and respond to your peers about your experiences in the class. You will also write a final reflection essay about your experiences in the class and growth as a writer.

3. Creative Work (400 pts-100 pts for each essay/creative work): You will be asked to produce four pieces of original work for submission to the journal. They include a personal essay, a piece of creative nonfiction/second personal essay, a final project of the student's choice of medium (written work, photography, visual/digital art, videography, and other forms of creative expression), and contributions to the newsletters and podcast.

4. Attendance: (200 points): It is essential that you attend class. Attendance will be taken at the beginning of class. The following indicates grade distribution for class attendance: A=1-3 absences; B=4-5 absences; C=6-8 absences; D=9-10 absences; F=11-plus absences.

5. Public Reading and Reception (100 pts): Arts Journal will sponsor the annual Arts Journal Public Reading and Reception. Students are expected to attend and participate by reading/discussing some of their creative work.

6. Photo & Bio (10 pts): Each student will produce a photo and descriptive paragraph(s) that can be displayed on the masthead of the 2024 Arts Journal.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; or by email at UNTDisability@untDallas.edu.

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may not be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:

Students' evaluations of teaching effectiveness are a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you with a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Ethics and Integrity: Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity (Policy 7.002) at http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf Refer to the Student Code of Student Rights, Responsibilities and Conduct at http://www.untDallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf

Students are expected to complete their own original work, including but not limited to assigned work in class or at home, examinations, and research-based projects. It is academic dishonesty to use the ideas, data, or language of another without specific or proper acknowledgment. If you use the ideas of others, regardless of who those individuals are (experts in their field, websites, friends from class, etc.), you must provide proper citations. Cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, tampering with the academic work of other students, or any other form of dishonesty will be dealt with severely. Students will be subjected to disciplinary action under university regulations.

Inclement Weather and Online Classes:

Online classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette":

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages, and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words,

and no “flaming” messages (angry, personal attacks). Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to the Student Code of Student Rights, Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication before submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions, both face-to-face and in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions that violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements:

In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

Active Learning

You are expected to take an active role in learning. If you are having trouble, please email me ASAP – I am happy to help (within the confines of college regulations). If there are things you do not understand, raise questions in the discussions, as others may benefit from your inquiry. If you are hesitant to speak up “in class,” send me an email. I am here to assist in your learning, so don’t hesitate to contact me if you need clarification or assistance.

Missed or Late Assignments

Failure to complete a quiz, submit an assignment, or upload your oral presentation will result in a zero for the work in question.

Drop/Withdrawal Policy

Withdrawing from a course is a formal procedure which the student must initiate; the instructor cannot do it for you. You may withdraw from a class in either Admissions or Advising. If you stop attending or are unable to complete this class and you do not withdraw before the official drop date, you will receive a performance grade, usually a grade of “F.” Students sometimes drop a class when help is available that would enable them to continue. Please discuss your plans with the instructor if you feel the need to withdraw.

College-Level Reading, Writing, and Speaking Skills

College-level reading, writing, and speaking are expected. If your outlines or presentations do not meet college-standards, you will not receive credit for them. If you find you need help correcting grammatical and word choice errors, I strongly advise you to meet with a tutor through the Learning Commons (DAL 1, 3rd Floor). I am happy to work with you to prepare and rehearse presentations to improve your fluency and articulation.

In addition to specific requirements for each paper assignment, please note the following guidelines in preparing all assignments:

- All written assignments must be typed.
- Format: Double-spaced, 12pt font, Times New Roman, 1” Margins, adhering to the APA Style Guide.
- All assignments must be submitted through Canvas before midnight on the day they are due.

Be sure to proofread your written work before submitting to correct any grammatical errors or spelling mistakes. Please note that grammar and spelling are considered in grading. Knowing how to write properly is an essential part of communication. If these requirements are not met, points will be deducted from your paper grade.

Plagiarism

Students must do original work and properly cite sources. For example, be aware of plagiarism—directly copying more than three or four words from another author without quoting (not just citing) the author is plagiarism. Cheating, plagiarizing, falsification, misrepresentation, or any other form of dishonesty will be dealt with severely. Students will be subjected to disciplinary action under college regulations.

Grade Disputes

Grades will be discussed only during the instructor's office hours. Please do not ask grade questions in the Discussion Boards. If you have an issue with your grade, please wait 24 hours, but no longer than 48 hours, before submitting an email articulating your concern about your grade. Please include a reference to the work in question. This will give both the instructor and the student time to carefully review all of the information. After 48 hours, your grade will not be changed.

Inclusive Language and Intercultural Diversity

Please use non-sexist language and appropriate cultural terms when speaking and writing. Since the language we use shapes the way in which we see the world, the words we use matter. For example, use "he or she" instead of "he" when referring to a hypothetical person. Similarly, use "everybody" instead of "you guys," "people" instead of "man" or "mankind." Use "Asian" instead of "Oriental," etc. Encouraging different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities fosters understanding and inclusiveness related to such diverse perspectives and ways of communicating.

Citizenship

Each of us is responsible for creating a positive learning environment. Respectful class participation includes contributing ideas that relate to the topic, asking questions to clarify understanding, responding thoughtfully when called upon, and giving respectful attention to the instructor and classmates. Good communication skills include listening carefully to diverse opinions, analyzing what is said, clearly stating opinions without personal put-downs, encouraging classmates, synthesizing new information, and applying it. Disrespectful communication includes interrupting or attacking others, monopolizing the conversation, carrying on side conversations, and using personal technology for purposes other than classroom activity. A positive classroom environment improves learning for both the individual student and for the class.

The Americans with Disabilities Act (ADA)

If you have any recognized disability that may require special/reasonable accommodation, please notify me within the first week of classes so that arrangements may be made. It is the student's responsibility to inform me of these special circumstances and to provide authorized documentation through designated administrative channels. The Disability Services Office is open to students with disabilities during regular school hours. Disability Services is located in Founders Hall, 204 and can be reached at 972.338.1777. DSO hours are M-TH 8.30 am-5.00 pm and 10.00 am-7.00 pm on Friday.

Additional Resources for Students

I am happy to make reasonable accommodations when appropriate, provided that you notify me in timely fashion. All personal information will be kept in strict confidence.

Below is a list of additional support services for students:

Disability Services 972.338.1777	Financial Aid & Scholarships 972.780.3662	Career Services 972.338.1782
Library & Resources 972.338.1616	Academic Advising 972.338.1645	Counseling & Wellness 972.338.1779
Leadership & Multicultural Center 972.780.3662	Learning Commons http://www.untDallas.edu/aas/tutoring	Campus Police 972.780.3009

Reminders

- Grades cannot be based on effort. Professors cannot measure time or energy expended; only outcomes can be gauged. If you work hard at something and do not achieve the desired outcomes, a teacher cannot give you the grade you want or the higher grade because of your effort.
- Grades cannot be assigned because a student needs/wants a particular grade. If you desire the A, you will need to fulfill the conditions needed to earn an A.
- Grades are based on announced standards. Therefore, consideration of grade fairness must center on the application of those standards to student work, instead of comparisons to other student's work.
- Generally, teachers are more experienced at assessing student work than the students themselves.

- Professors, on average, are objective and are not out to “nail” their students. Most professors want to give their students the highest grade possible and the benefit of the doubt.
- Students are entitled to emotional reactions to assessment of their work; however, these expressions should occur in private, not public.
- Any discussion of grades should be impartial, unemotional, and characterized by mutual respect, courtesy, and professionalism.
- Final grades are based on the actual grades earned by students; grades are not “rounded up.”