COMM 4900-001
Special Topics: Arts Journal (3 hrs)

Department of Languages and Communication    School of Liberal Arts and Sciences

Instructor Name: Professor Lea Young
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Office Phone (972) 338-1501
Office Hours: In person: T, 10:00-11:00; Virtual: M, 2:00-3:00
Classroom: DAL 1, 322
Class Dates: TR, 8:30-9:50

Course Catalog Description: Students will produce a literary journal in that they will create and/or edit works of art not limited to video, photography, short essays, and poetry. This course will additionally emphasize editing and designing where students make the necessary changes to polish the writing as well as distribution and marketing to disseminate their writing practicum projects.

Required Texts and Software: No required texts at this time

Recommended: Sites: Purdue Online Writing Lab (OWL), found free online at https://owl.english.purdue.edu/owl/


Course Overview:

Literal journals, to most college students, are a foreign concept. Much like me in my undergraduate career, publishing any type of work in a journal was a concept that I never knew existed. With the advent of the internet and self-publishing websites, everyone can now publish their writing/work as easily as logging into a website and uploading it.
In this class, we will create a once monthly literary arts journal that will go on display in a public forum like the UNTD website. We want this product to be a launching pad for us to get our work out into the publishing arena. Our tasks for the duration of the semester are to gather creative literary pieces from university students and faculty alike, manipulate them into appropriate layouts, add captioning as needed, edit the work until it is publishing ready, publish the work, and then distribute the work to the public. It is the goal of this class to be a collaborative effort where I do not serve as the role of “professor” per se and more as a peer, walking alongside you to solve any problems that we encounter because much like you in certain areas, I am not always the expert. My intention is to learn just as much from you as you do from me.

Our three-hour, twice a week class will run like a production studio, with ALL class members part of a humming production team. Each week, we will work together to share our progress, give advice and feedback, and work on our products. At the end of each month, we will have a journal that can be uploaded and shared to a UNTD website.

**Learning Objectives/Outcomes:**

At the end of this course, students should expect to gain significant experience in the following areas:

<table>
<thead>
<tr>
<th>Writing</th>
<th>Create appropriate headlines and caption work and create visual media (photography, drawings) to express a main idea.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editing</td>
<td>Make necessary grammatical, structural, and word usage changes to the writing and video pieces in the literary journal. In addition, photographs and artwork will be edited for visual clarity.</td>
</tr>
<tr>
<td>Designing</td>
<td>Make necessary changes to the page layout to include the photographs and artwork, make stylistic and layout changes, and save the literary journals in the appropriate format for publication to the UNTD website.</td>
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<tr>
<td>Distribution &amp; Marketing</td>
<td>Disseminate and advertise new publications via links provided on social media to include Facebook and Twitter and the main UNTD website.</td>
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<tr>
<td>Critical Thinking</td>
<td>Continuously edit and adapt work to fit the scope, audience, purpose, and context of the journal.</td>
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<tr>
<td>Personal Responsibility</td>
<td>Develop habits of monitoring, evaluating, and refining their work to meet the expectations of the course.</td>
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<tr>
<td>Teamwork</td>
<td>Collaborate effectively with their peers in the composing and feedback processes.</td>
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</tbody>
</table>

**Course Schedule**

- Schedule is subject to change by the instructor; any changes to this schedule will be communicated in class and on the Announcements page of the class Blackboard site.

<table>
<thead>
<tr>
<th>Date</th>
<th>Major Concept Covered</th>
<th>Class Session Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Syllabus Introductory material</td>
<td>Introduce the class Review the syllabus, the schedule, and the grading contract Discuss possible topics/categories and where to place them Begin discussion of layout, design, and possible websites to use Discuss student roles on website based on skills abilities Discuss where the student work will be sent to (email) <strong>2 Journals will be published on paper to share our work. We need to decide which 2 those will be.</strong> Homework: Read Wix Page Structure Website: <a href="https://support.wix.com/en/the-wix-editor/page-structure">https://support.wix.com/en/the-wix-editor/page-structure</a></td>
</tr>
<tr>
<td>Week</td>
<td>Task</td>
<td>Details</td>
</tr>
<tr>
<td>--------</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>2</td>
<td>Distribution</td>
<td>Seek possible Twitter, Facebook, UNTD outlets for distribution</td>
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<tr>
<td></td>
<td></td>
<td>Begin the collection and culling of student work</td>
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<tr>
<td></td>
<td></td>
<td>Edit the student work</td>
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<tr>
<td></td>
<td></td>
<td>Lay out student submissions</td>
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<td></td>
<td></td>
<td><strong>Homework:</strong> Read <a href="http://www.scribophile.com/blog/so-you-want-to-start-your-own-on-line-journal/">http://www.scribophile.com/blog/so-you-want-to-start-your-own-on-line-journal/</a></td>
</tr>
<tr>
<td>3</td>
<td>Design</td>
<td>Choose appropriate thematic colors, images to match UNTD design</td>
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<tr>
<td></td>
<td></td>
<td>Choose appropriate website divisions/tabs to place categories of work under</td>
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<tr>
<td></td>
<td></td>
<td>Continue work on current journal</td>
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<td></td>
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<td><strong>Homework:</strong> Read articles about choosing color &amp; captioning</td>
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<tr>
<td>4</td>
<td>Publishing</td>
<td>Finalize publication</td>
</tr>
<tr>
<td></td>
<td>Distribution</td>
<td>Publish journal</td>
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<td>Advertise journal</td>
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<td><strong>Homework:</strong> Write a reflection piece discussing the learning process of the</td>
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<td>first journal publication. What could have been done better? What went well?</td>
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<tr>
<td>5</td>
<td>Design</td>
<td>Share reflections on first journal</td>
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<tr>
<td></td>
<td>Writing</td>
<td>Make any necessary changes to layout, color</td>
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<td></td>
<td></td>
<td>Begin looking heavily at individual web divisions on website to ensure</td>
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<td>accuracy and proper word choice</td>
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<td></td>
<td></td>
<td>Create one creative piece of their own to showcase their abilities and reflect</td>
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<td></td>
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<td>upon the vulnerabilities of showcasing their work</td>
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<tr>
<td></td>
<td></td>
<td><strong>Homework:</strong> Complete, polish, edit their own creative piece</td>
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<tr>
<td>6</td>
<td>Design</td>
<td>Begin culling student work</td>
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<tr>
<td></td>
<td>Writing</td>
<td>Edit student work</td>
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<tr>
<td></td>
<td></td>
<td>Finalize their own submissions</td>
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<td></td>
<td></td>
<td>Lay out student submissions</td>
</tr>
<tr>
<td>7</td>
<td>Design</td>
<td>Edit student work</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>Finalize their own submissions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lay out student submissions</td>
</tr>
</tbody>
</table>
| Week 8 | Publishing Distribution | Finalize publication  
Publish journal  
Advertise journal  
Homework: Read [http://www.newyorker.com/books/page-turner/the-persistence-of-litmags](http://www.newyorker.com/books/page-turner/the-persistence-of-litmags)  
|---|---|---|
| Week 9 | Origins of Literary Journals Writing  
Editing  
Style | Discuss the persistence and reason behind Literary Journals  
Discuss editing and style after reading (in class) [focus on numbers, clumsy sentences, fragments]:  
| Week 10 | Design Writing | Edit student work  
Lay out student submissions |
| Week 11 | Design Writing | Edit student work  
Lay out student submissions |
| Week 12 | Publishing Distribution | Finalize publication  
Publish journal  
Advertise journal |
| Week 13 | Design Writing | Edit student work  
Lay out student submissions |
| Week 14 | Publishing Distribution | Finalize final publication  
Publish final journal  
Advertise journal |
| Week 15 and finals | Reflection | Write and discuss a reflection piece of what went well and what still needs work in the course, design and layout, etc of the journal |

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**Course Evaluation Methods**

Student performance in this course will be evaluated by the following:

**Labor** – This course will work on a grading contract, with the amount of labor that you put into the class determining your final grade. Please see the Grading Contract after the Policies sections.

**Grade Determination:**  
Please see Grading Contract after the Policies sections.
General Course Policies and Procedures

Participation/Professionalism Policy

Students should conduct themselves professionally throughout the course, and this includes several major categories. 1) Students should treat each other with courtesy and professionalism in any interaction throughout the course; please see the Openness/Constructive Criticism and Diversity/Tolerance policies below. 2) Student communication should always strive to be meet professional standards of grammar, mechanics, punctuation, spelling, capitalization, etc. All communication should be treated as if your job (or grade) depended on it. 3) Students need to complete their work for me and for each other in a timely manner, and students should be responsive to requests from their peers or myself.

Attendance

Part of professionalism is showing up; thus, attendance in class is mandatory. In each 15-week semester, students may have up to four (4) unexcused absences. After these four unexcused absences, a student’s final grade may be reduced at the discretion of the instructor. After six (6) unexcused absences, the student may fail the class due to an absence failure. Any student more than 10 minutes late to class will be marked with an unexcused absence.

Absences may be considered excused only if 1) students have made pre-arranged plans with the instructor for events and circumstances that are appropriate for missing class or 2) the student has documentation (timestamped picture, official note, dated materials) of extenuating circumstances.

Student Responsibility

It is the responsibility of the student to be familiar with all of the rules and policies set forth in this syllabus and to keep track of their progress in the class, including their grades, due dates, etc. You may of course ask me about any of these concerns at any point in the class, and I will be happy to let you know your progress. However, students need to exercise self-monitoring throughout the term.

Instructor Response Times

I will do my utmost to get back to you in a timely manner. In general, you can expect a response to emails within 24 hours during the week and 48 hours on the weekend and on holidays; however, I do exercise the right over the weekend and holidays to NOT answer email. The best time to reach me is during business hours – Monday through Friday, 9 am to 4 pm.

Office phone and voicemail is not the best method for contacting me; voicemails will generally take longer to respond to than emails.

Academic Integrity and Plagiarism

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


Refer to the Student Code of Student Rights, Responsibilities and Conduct at


Academic dishonesty includes, but is not limited to, 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, or tampering with the academic work of other students. In addition, all academic work turned in for this class, including exams, papers and written assignments must include the following statement: “On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.”
In short, plagiarism is the use of someone else’s material – written text, images, or ideas – as your own work. This can happen when if you copy and paste material you find elsewhere into your own work, borrow work from other students’ in a non-collaborative project, or fail to properly cite research you’ve done. Plagiarism of other work will result in a zero on the assignment plagiarized and a permanent record of the offense in your student file. Repeated or egregious offenses of plagiarism may result in university sanctions, such as suspension or expulsion.

In this class, we’ll talk about the ethical codes and standards that guide work in various professions. These standards give professions their integrity, and serious legal consequences can happen if they are broken. One ethical standard practiced in all professions, as well as all academic disciplines, is the avoidance of plagiarism. Plagiarism is the use of any other person’s words or ideas without giving them credit through a system of citation and giving credit. Instances of plagiarism may result in zeroes on assignments, failure of the course, or other academic discipline such as suspension or expulsion from the university. You are expected to abide by the University’s code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University’s policies and procedures.

Technology Policies

Email

You must check your UNT Dallas or UNT email daily, as this will be my primary method of communication with the class and is the default email account for Blackboard; make sure you can log into this email from day one. You will also need to send emails from your UNT or UNTDallas account; emails sent from other addresses regularly land in spam, and I am not responsible for delayed or missing replies if this occurs.

Blackboard

Course materials will be posted to the course Blackboard site, accessible through Learn.untdallas.edu. Class announcements will also come through Blackboard, so log on at least once a day.

Grading and Assignment Policies

Late Policy

Late work will negatively affect your grade in the class. Please see the Grading Contract for more.

Writing Center

The UNT Dallas Writing Center offers free, one-on-one or group tutoring services to help students, become better writers. They work with students on any type of written or oral project and can help students at any stage of the writing process (from brainstorming and outlining to citing and looking over a final draft).

The Writing Center is located on the 3rd floor of DAL 1 (big glass structure in front of the stairs). During the fall and spring semesters, they are available for appointments during the following hours:

Mon-Thurs: 9:00a-7:00p
Fri: 3:00p-6:00p
Sat: 10:00a-3:00p

To make an appointment, browse the Writing Center’s online resources, or see a list of our student FAQ’s, please visit www.untdallas.edu/wc. If students cannot come in for a face-to-face appointment, students can take advantage of our free online tutoring service through the UNT Dallas Writing by scheduling an appointment via WCONline or by using SMARTTHINKING. To submit drafts and get more information about this service, visit www.untdallas.edu/wc or www.untdallas.edu/smart.
To make the best use of your time, please bring as much information as possible with you to your appointment (assignment, grading rubric, previous graded papers from the class, etc.). The Writing Center will not proofread papers or talk with you about grades, but

**Writing Center Bonus Points**

Good writers do not write in a vacuum; rather, they seek feedback and assistance from many people and groups. One of the best resources to use on campus is the Writing Center, where a trained writing consultant can help students review and revise their papers, no matter what stage they’re at.

Students who voluntarily visit the Writing Center beyond any instructor or course requirements will receive a boost in their grade. Please see the Grading Contract for more.

**Additional Policies**

**Openness and Constructive Criticism**

A good deal of the work in this class may involve reviewing and critiquing each others’ drafts as we proceed through assignments. While we will discuss peer review in more detail, it should be said here that to make these processes useful, students need to keep an attitude of openness about their work in progress. We are all learning in this class - or else we wouldn’t be here – and no one is expected to have perfect work in the drafts we’ll be looking at. The purpose of peer review, critique, and revision is to change inevitably weak drafts into stronger papers not by saying what’s wrong, but what can be improved. In this class, each student needs to be open and willing to have their work reviewed by others. The other side of this is that those who critique need to always be in the mindset of providing constructive – and not harsh or attacking – criticism.

**Diversity/Tolerance Policy**

Students are encouraged to contribute their perspectives and insights to class discussions. 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 which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

**Students with Disabilities (ADA Compliance)**

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students’ with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office in Founder’s Hall, room 204, or call Cindy Suarez at 972-338-1777.

**Student Evaluation of Teaching Effectiveness (SETE) Policy:**

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you 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 the SETE to be an important part of your participation in this class.

**Grading Contract**

As we’ll come to understand during the semester and through our reading, making great writing is a lot of work. To be able to make a great journal, and to really understand what it takes to so, our primary and steadfast focus must be on our work and getting things right. Often, grades get in the way of this. We can
be more concerned with what needs to be done to get a certain grade – and what one person, the instructor, demands of us – than on whether our work is of high quality or if we are proud and satisfied with what we have done. It can also make us play it safe, rather than trying new things, taking risks, and really burying ourselves in the work we need to do.

This grading contract, then, will be our guide to successfully completing the course. Using this contract should urge us to think here of the responsibilities and goals we will assume rather than things to which you are being held accountable by an instructor. To that end, your work in this class will never come back with a grade on it.

But don’t worry. Your work will get extensive feedback, both from me and from your peers. Throughout the entire semester, we will all be working together as a production team, meaning we will all be supporting each other, offering feedback, providing aid and resources, and sharing our talents in order to make great final productions. That is also to say, you will constantly know if you are doing the work you need to be doing.

For a bit more guidance on our expectations for labor and grades, see below.

“B” Grades

“B” is the default grade in the course. If you do the baseline of what is asked of you in the course in the spirit and manner it is asked – if you do all the processes we need to do and continue to improve your work, then you’ll earn a “B” in the class. If you miss class, turn in assignments late, don’t improve your work, or forget assignments, then your grade will be lower. You will be guaranteed a “B” if you meet all of the following conditions:

1. Attendance and Participation: You agree to attend and fully participate in 87% of our class sessions and their activities and assignments, meaning that you may miss – for any reason – up to four class sessions. Here, attendance means not only showing up, but fully participating, something we need to agree on the definition of.
2. Lateness: You agree to come to class early or on time. Repeated or constant lateness will lower your grade.
3. Sharing and Collaboration: You agree to work cooperatively and collegially in groups; such sharing will be a crucial part of this class. We will discuss what such collaboration and sharing should look like.
4. Late Assignments: You will turn in all assignments and parts of assignment properly and on time. Because your success and the course work depends on us all giving feedback about each other’s work, late assignments can greatly interfere with this.
5. Missed assignments: An assignment will be considered missed if it is not turned in within three days after its due date. Students cannot earn a “B” grade in the course if they have a missed assignment.
6. Labor and Revision: You agree to do all of the work in the course in the spirit it is assigned, meaning that you will spend good time and effort on every piece of work in this class. This will mean a few things:
   a. When there is time to work on your projects in class, you spend your full time and attention toward the task at hand. No other work from other classes should be worked on.
   b. If there is a timed task or a minimum word count on an activity or an assignment, these are met with full effort.
MUCH of the work of this class will be getting feedback and revising. Doing substantial revisions that address the concerns and feedback brought up about your work is crucial. If revision is not done, or not done in a way that addresses concerns that have been brought up, your grade will be lowered.

“A” Grades

As you can see, a “B” grade is largely about behavior – the manner you proceed in the class and how you do your work. Have you done all that is asked of you? Have you participated fully in the class and added significantly to the course discussion? Have you shown consistent effort in the spirit that it has been asked?

To get an “A,” though, you must go beyond our baseline expectations in the course. In addition to the expected projects listed in the syllabus, you will need to complete the following as well:

- **One Extra Writing for Each of the 4 Journals**: For this, you need to write 2 poems and 2 short stories to be published in each of the journals. These need to be turned in before the publication date listed in the syllabus in order to go through the editing process.

Grades Lower than B

The simplest way to have your grade slide is to miss class or come to class late, not participate fully in the class sessions, turn in work late, turn in subpar work that has not met the expectations of the assignment, or turn in work that has not been revised to address feedback. If you find yourself getting behind in class, you must stay in touch with me, so we can see how you can pass the class.

Expectation Matrix

Below is a table that spells out how to meet, go beyond, or fail to meet the basic expectations of the course.

<table>
<thead>
<tr>
<th>Final Grade</th>
<th># of absences</th>
<th># of late assignments</th>
<th># of missed assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4 or less</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>4 or less</td>
<td>2</td>
<td>0</td>
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<tr>
<td>C</td>
<td>5</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>6</td>
<td>5 or more</td>
<td>2 or more</td>
</tr>
</tbody>
</table>

By staying in this course and attending class, you accept this contract and agree to abide by it. I, Professor Young, as the instructor, agree to abide by it and administer it fairly and equally.

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1 Adapted from “Our Grading Contract for First-Year Writing” by Asao B. Inoue, found at http://www.translingualwriting.com/resources/Inoue%20Contract.pdf