

INTER TEXT

2023 | SYRACUSE UNIVERSITY

WRT 340: ADVANCED EDITING STUDIO

Spring 2024, Fridays,
9:30 a.m.-12:15 p.m.
Tolley 204; HB Crouse 010
Office: HB Crouse 205

Professor: Patrick W. Berry
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Pronouns: he/him/his
Office hours: Thursdays, 9:00-11:00 a.m.

What does it take to produce a publication from start to finish? In this course, we will explore publication processes: reviewing past issues of *Intertext*; analyzing audience; reading and selecting submissions; editing copy; finding and creating visual content; designing layouts; and developing supplemental editorial content.

We will also explore production and manufacturing costs as well as issues pertaining to marketing, social media, promotion, and advertising. The ultimate goal is to create the 2024 issue of *Intertext* along with a supplemental Web-based component. At the end of the semester, we will have the 2024 launch party, scheduled for April 26 from 9:30 a.m. to 11:00 a.m. in Bird Library, 114.

The course will include virtual visits from publication professionals who will share their perspectives on various aspects of publishing, from copyediting to advertising to the shifting nature of publishing in our increasingly digital world.

Course Goals

1. Learn the steps involved in producing a high-quality print-based publication.
2. Analyze some of the ways in which print-based publishing intersects with digital publishing.
3. Learn to effectively and collaboratively as a team member.
4. Gain insight from investigating and comparing different examples of scholarly and commercial publishing.
5. Acquire strategies for editing material and communicating with authors.
6. Develop basic design skills using programs such as Adobe InDesign and Photoshop.

These goals align with 3 of the university's shared competencies: **Critical and Creative Thinking, Communication Skills,** and **Information Literacy and Technological Agility.** Below is a map that shows how they intersect with program and course outcomes.

Critical and Creative Thinking

We will work on these skills through all 6 course goals, engaging in all aspects of publication production—from critically reading manuscripts to working as a team to learning how editing and design pages contribute to effective communication.

Communication Skills

These skills will be emphasized in course goals 3, 5, and 6. You will learn how to communicate effectively with authors, artists, and one another during the production of *Intertext*. Special emphasis will be given to how editing and design choices impact the effectiveness of our stories.

Information Literacy and Technological Agility

These skills will be gained through all 6 course goals, with special emphasis given to 4, 5, and 6. You will learn how to review and edit manuscripts as well as how to design pages using programs like Adobe InDesign. You will also learn how to identify online items that can be used through fair use and Creative Commons licenses.

Course Materials

- A method for storing digital files.
- Select readings and manuscripts provided via handouts and Blackboard.

Requirements/Assessment

The course emphasizes reading, editing, and teamwork, and thus a generous work ethic is expected (i.e., flexibility, willingness to work outside of class, independence). Grading will be based on active participation in all aspects of the course, including the following:

- Attending all class meetings, subcommittee meetings (when necessary), and individual conferences as well as the launch party
- Engaging with assigned readings
- Completing all assigned tasks by the due date
- Doing close reading and careful editing
- Developing effective design components and revising as necessary
- Meeting all deadlines

You will receive feedback from me on your work throughout the semester. We will also have a conference midway through the semester to assess your work in terms of editing and design.

Attendance/Participation

Your timely participation in all assigned tasks (in class and at home) is critical for your success in the course. If you miss three classes, your grade will be reduced by one letter grade. If you miss more than three classes, you run the risk of failing the course.

Academic Integrity:

Syracuse University's Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy holds students accountable for upholding course-specific, as well as university-wide, academic integrity expectations for all work they submit. The policy governs citation and use of sources, the integrity of work submitted in exams and assignments, and truthfulness in all academic matters, including course attendance and participation. The policy states that any work a student submits for a course must be solely their own unless the instructor explicitly allows collaboration or editing. The policy also requires students to acknowledge their use of other people's language. These expectations extend to the realm of artificial intelligence (AI) as well as to the use of websites that charge fees or require uploading of course materials to obtain exam solutions or assignments. Students are required to ask their instructors whether use of these tools is permitted—and, if so, to what extent—before using them to complete any assignment or exam. Students are also required to seek advance permission from instructors if they wish to submit any portion of the same work in more than one course. Failure to receive this permission in advance may violate the Academic Integrity Policy.

Accommodations

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to contact me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Center for Disability Resources (CDR) in this process. If you would like to discuss disability accommodations or register with CDR, please visit Center for Disability Resources (<https://disabilityservices.syr.edu/>). Please call (315) 443-4498 or email

disabilityresources@syr.edu for more detailed information.

The CDR is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations may require early planning and generally are not provided retroactively, please contact CDR as soon as possible to begin this process.

Faith Tradition Observances

Syracuse University’s Religious Observances Policy (<https://policies.syr.edu/policies/university-governance-ethics-integrity-and-legal-compliance/religious-observances-policy/>) recognizes the diversity of faiths represented in the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their traditions. Under the policy, students are given an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors no later than the academic drop deadline. For observances occurring before the drop deadline, notification is required at least two academic days in advance. Students may enter their observances in MySlice under Student Services/ Enrollment/My Religious Observances/Add a Notification.

Accessibility and Diversity

Syracuse University believes that everyone should be treated with dignity and respect. Resources for ensuring that you are aware of your rights and responsibilities in a diverse, inclusive, accessible, bias-free campus community can be found here, at: <https://www.syracuse.edu/life/accessibilitydiversity/>.

Discrimination or Harassment

The University does not discriminate and prohibits harassment or discrimination related to any protected category including creed, ethnicity, citizenship, sexual orientation, national origin, sex, gender, pregnancy, disability, marital status, age, race, color, veteran status, military status, religion, sexual orientation, domestic violence status, genetic information, gender identity, gender expression or perceived gender.

Any complaint of discrimination or harassment related to any of these protected bases should be reported to Sheila Johnson-Willis, the University’s Chief Equal Opportunity & Title IX Officer. She is responsible for coordinating compliance efforts under various laws including Titles VI, VII, IX and Section 504 of the Rehabilitation Act. She can be contacted at Equal Opportunity, Inclusion, and Resolution Services, 005 Steele Hall, Syracuse University, Syracuse, NY 13244-1120; by email: titleix@syr.edu; or by telephone: 315-443-0211.

Barnes Center

Mental health and overall well-being are significant predictors of academic success. As such it is essential that during your college experience you develop the skills and resources effectively to navigate stress, anxiety, depression, and other mental health concerns. Please familiarize yourself with the range of resources the Barnes Center provides (<https://ese.syr.edu/bewell/>) and seek out support for mental health concerns as needed. Counseling services are available 24/7, 365 days, at 315-443-8000, and I encourage you to explore the resources available through the Wellness Leadership Institute, <https://ese.syr.edu/bewell/wellness-leadershipinstitute/>.

Course Calendar

Date	In Class	At Home
Jan. 19	Introduction to the course and <i>Intetext</i> ; review types of editorial content needed in publication. Develop selection criteria.	Read assigned packet by Thursday at 8 p.m. Bring packet to class.
Jan. 26	Discuss submissions. Review strategies for collecting photographs. Explore fair use. Review production and manufacturing options.	Read assigned packet by Thursday at 8 p.m. Bring packet to class.
Feb. 2	Discuss submissions. Review copyediting practices. Review images.	Read assigned packet by Thursday at 8 p.m. Bring packet to class. Read selection from Fisher’s <i>The Subversive Copyeditor</i> .
Feb. 9	Finalize manuscripts for issue. Introduction to InDesign. Develop style guidelines. Explore community solicitations and possibilities for multimedia content.	Read selection from Williams’ <i>Non-designer Design</i> book. Create one layout (to be assigned).
Feb. 16	Explore community solicitations and possibilities for multimedia content.	Revise layout.
Feb. 23	Workshop layouts and editing. Review procedure for notifying authors and sharing suggested edits.	Notify authors (to be assigned). Perform Stage 2 tasks (to be assigned), which will focus on advanced layout and editing, supplemental material from community partners, and Web content.
March 1	Continue workshopping layouts. Discuss elements of design.	Continue Stage 2 production tasks (editing and layout revisions). Professional copy editor reviews manuscripts.

Course Calendar (continued)

Date	In Class	At Home
March 8	Comparing your edits to those of a professional copy editor.	Proofreading assignment. Compare your edits to those of the professional copy editor.
March 15	Spring Break	
March 22	Discuss submissions. Review copyediting practices. Review images.	Professional art director reviews layouts and offers feedback.
March 29	Work on revisions	Stage 3 production tasks (to be assigned), which will include front matter, TOC, Web content, and final editing.
April 5	No class	
April 12	Work on video content.	
April 19	Workshop/launch planning	
April 26	<i>Intertext</i> launch	