TO CONSENT AGENDA 2-19-01
SENATE APPROVED 3-6-01

1. **Name of Institution:**   **Illinois State University**

2. **Title of Proposed Program:**   **Sequence in Professional Publishing and**
                                                    the Literary Arts

3. **Previous Program Title:**   **NA**

4. **Six-Digit CIP Code:**   **23.0101**

5   **Proposed Date for Initiation of Program:**   **August 2001**

Description of Proposed Program

The conceptual design of the program involves three components. First, it stresses the importance of a foundation in the field of English, immersing students in the study of writing, language, and literature in order to provide a disciplinary grounding for the rest of their work in the program and in their work beyond the University. Second, it requires special courses within the English Department specifically tailored to the field of professional literary publishing. These include technical writing, manuscript editing, page layout and design, and the history and theory of book publishing. Finally, the program emphasizes the importance of "hands-on" experience and thus includes an internship as the students' culminating experience. The internship can involve having students work with one or several of the professional publication enterprises in the English Department (the Publications Unit, the Unit for Contemporary Literature, and Dalkey Archive Press) or with external organizations that both take advantage of and extend the learning students have developed through this program. With the progression from a broad-based core in the field of English Studies through the narrower focus on production and publishing emphasized in the program's specialized requirements to the practical experience of the internship, this sequence allows for the gradual and supervised transition from the classroom to the workplace.

As a sequence that exists within the English major, the proposed program would share the objectives set forth for the undergraduate majors in English and English Education (see Appendix A for "Goals for the Major in English at Illinois State University"). In addition, the sequence would have objectives tailored to its unique character and its unique contributions to the undergraduate curriculum in the Department and in the University. These objectives include:

1. to help students develop knowledge and abilities in the specialized writing and editing aspects associated with professional publishing;   -
2. to acquaint students with the history, purpose, organization, and operations of the publishing industry;
3. to give students the knowledge and abilities necessary in manuscript preparation and production
4. to help students develop knowledge and abilities in the rhetoric of visual design and layout;
5. to develop students' knowledge and abilities in the various technologies needed for publishing in both digital and non-digital forms.

These objectives recognize the diverse expertise that someone in the field of professional publishing and the literary arts would require to succeed professionally.

This program requires 55 hours in specific areas in English in addition to the 45 hours required for General

Education. The distribution of hours reflects an emphasis on a solid grounding in writing, language, and literature and an attention to the specific kinds of knowledge and abilities in literary publishing necessary to the expertise the program intends to develop. The combination of hours also corresponds directly to the objectives for the program as outlined above.

English Core (16 hours):
        ENG 100: Introduction to English Studies
        ENG 300: Senior Seminar
        9 hours selected from: ENG 283: Rhetorical Theory and Applications
                              ENG 284: Poetry
                              ENG 285: Drama
                              ENG 286: Prose
Writing, Editing, and Manuscript Preparation (6 hours):
        ENG 244: Applied Grammar and Usage for Writers
        ENG 249: Technical Writing I
Creative Writing (3 hours):
        ENG 247: Creative Writing
        or
        ENG 347.01: Advanced Creative Writing: Poetry
        or
        ENG 347.02: Advanced Creative Writing: Prose
Publication Layout and Design (6 hours):
        ENG 350: Visible Rhetoric
        ENG 351: Hypertext
Publishing (3 hours):
        ENG 354 (New Course): U.S. Literary Publishing in Theory and Practice
        Prerequisite: 3.0 overall GPA or consent of Dept. Chair
Literature Courses (12 hours):
        Electives with historical and national spread
Professional Practice (9 hours):
        ENG 398, to be taken in a single "professional" semester
        Prerequisite: ENG 354: U.S. Literary Publishing in Theory and Practice

The requirements in literature especially stress a historical and national spread because the literary knowledge students completing the sequence are likely to need will range broadly, depending on the nature of the work they ultimately do. At the same time, this portion of the program is substantial because the program in part differentiates itself from a number of other programs by its fundamental argument that specialized work in professional publishing in the literary arts must be framed by a relatively broad background in literature. Without such a background, the critical literary judgment that will sooner or later have to inform the work of program graduates will have no opportunity to develop. English 100 and English 300, as the gateway and capstone courses respectively, provide a foundation for the entire sequence by focusing on the connections among the disciplines of English—language, literature, and rhetoric—and allow students to place their work in any particular course within the context of the concerns of the field broadly defined. The nine hours that must be selected from English 283, 284, 285, and 286 have students examine the issues associated with the forms that writing takes in connection with historical, cultural, and social circumstances. These courses thus allow students to locate their work within a broader discussion of literary form and rhetoric.

Projected Enrollments

When the program is fully operational, we anticipate that 10 to 12 students would be enrolled in it each year. The size of the group is sufficiently manageable to allow the close attention that preparation in publishing and the literary arts will require, with its emphasis on a combination of theoretical knowledge and hands-on experience. As explained below, by keeping the program at a modest size, at least initially, the Department will be able to monitor student progress through the program and offer an internship experience tailored to the work students will be doing after they leave the University.

Rationale for Proposal

Over the past eight years, the English Department has developed a strong public service program through its support for and sponsorship of as many as eight journals and two presses (Dalkey Archive Press and Fiction Collective). Writing in the June 1995, issue of *Word: The Literary Magazine,* Michael Berubé stated that the publishing activities going on at Illinois State University promise to make Normal, Illinois, the "alternative-press capital of the world" (36). In 1997, Berubé called Dalkey Archive Press "[O]ne of the nation's most diligent and important publishers of high-quality fiction." In the same year, *Poet's Market* characterized *Spoon River Poetry Review,* a semi-annual poetry journal published with support from the Department's Publications Unit, as "one of the best poetry reads in the publishing world." And the *Wilson Library Bulletin* stated that subscribing to *The American Book Review,* a bi-monthly publication produced and distributed through the Department's Unit for Contemporary Literature, is "an act of literary responsibility." In short, through its support of these and other publishing efforts, the English Department has not only built up over the years a thriving and nationally recognized publishing center but, in the process, has created an academic resource that should offer significant educational and career opportunities for our students.

Collectively, these efforts have put the English Department in a position to address a national need that to this point has been addressed only partially and somewhat haphazardly. For the most part, the programs that have been developed out of a recognition of the need for professionals with formal training in the work of publishing have been short-term programs that, if they lead to anything, grant a certificate on completion. Many of these, such as the one at Stanford University, are primarily targeted to people who are already in the profession but who are finding that their backgrounds are inadequate to the tasks they must address in their work. The Stanford program is an "intensive 13-day program on book and magazine publishing" primarily designed to catch people up on new developments in the field of publishing. The University of Chicago offers the longest of the available programs. This program consists of a succession of three year-long course sequences, each of which leads to a certificate. The first year focuses on "the basics"—editing, design, and production. The second year addresses "the business of publishing," concentrating mostly on economics and marketing in the publishing industry. The final year gives students the option of exploring in greater depth publishing in different areas, mostly editing, writing, and design.

Between the 13-day institute and the succession of three one-year programs, there is a range of offerings—a four week summer Carolina Publishing Institute at the University of North Carolina—Chapel Hill, a nine-week Publication Specialist Summer Institute at the George Washington University, a seven-week summer Institute in Book and Magazine Publishing at New York University, and so forth. None of these are degree programs, and thus their approach to an education in literary publishing tends to be somewhat superficial or narrowly conceived. They seem to construct expertise in literary publishing as a matter of having a relatively small set of skills rather than an intellectual as well as practical disposition toward the range of complex issues the field as a whole will be facing in the coming years. In addition, these programs focus on generic issues in publishing and don't help students to articulate a link between a knowledge of the field of English and work in the literary publishing industry. They either are not targeted to the special needs of literary publishing or they assume that the students enrolled will articulate the link for themselves. In either case, they do not sufficiently prepare students for work in literary publishing. The program being

proposed here addresses this deficiency not only by covering theoretical and production concerns simultaneously but also by ensuring an interplay between the two throughout the students' course work.

The many short courses and institutes that have become available in the last several years attest to a growing recognition nationwide of the need to prepare students formally for the field of professional publishing. In addition, technology is altering so drastically how literature is produced and distributed that the demand for graduates knowledgeable in this area and capable of responding to its rapidly shifting exigencies is only likely to intensify. From the beginning, the English Department's interest in supporting publishing activities was fired in part by a desire to create an opportunity for students to extend their thinking about writing, reading, language, and literature in new directions and, at the same time, to develop knowledge in journal and book production that would offer compelling career opportunities after graduation. Currently, very few students within the state and nation have access to such preparation because of the limited availability of programs such as the one being proposed here. At Illinois State University, this educational purpose has been served to this point by the internships in the Department's Publication Unit, Unit for Contemporary Literature, and Dalkey Archive Press. In fact, students who have gone into the market with this limited experience behind them have done well in securing jobs reflecting their internship experiences. However, the educational function of publishing activities in the Department can be strengthened by a structured sequence of learning experiences that would precede the internship. Moreover, in addition to putting students in a position to benefit the most from their internship experiences, such a sequence would correlate well with the need to tie the knowledge students gain through the internship to the larger critical issues in the field, issues related to the nature of reading, writing, and language. In this way, the publishing program would extend the Department's English Studies emphasis, an emphasis that is interested in the ways in which different specialties in the field of English can be brought together to their mutual advantage.

The decision to pursue a sequence as the best format through which to offer this program is based on a desire, as suggested above, to create a series of experiences that work within the major rather than functioning as an alternative to it. The students who will be able to make the most of the special learning opportunities available through this sequence must first have a solid grounding in the subject matter of the discipline since eventually the judgments they would be called on to make as professionals would depend as much on what they know about literature, language, and writing as on what they know about production issues. In this, the sequence proposed here parallels the Teacher Certification Sequence that the Department already offers. That is, just as a student in the latter must complete special course work related to teaching the disciplines of English (literature, rhetoric, and language), this pedagogical study must be thoroughly embedded within work focusing specifically on the careful study of these disciplines.

Most of the goals specified in the University's "Mission Statement" as it appears in the *Academic Plan: 1999-2004* correspond to the purposes of the program being proposed here. A few of the goals most explicitly reflected in this program include the University's desire to 1) provide the premier undergraduate education in Illinois, 2) engage in public service and economic development activities which complement the University's teaching and research functions, 3) provide opportunities for students to increase their capacity for inquiry, logical thinking, critical analysis, and synthesis and to apply these abilities in the pursuit of one's discipline, and 4) provide co-curricular activities, programs and services that augment the formal education of students and maximize their involvement in the educational process. In addition, in the English Department's last program review, the Department provided an overview of its intentions for establishing this sequence and received encouragement from the Academic Planning Committee in light of the match between this program and other curricular and co-curricular activities within the Department. In making a case for the implementation of a major in literary publishing, the Department emphasized several themes. Specifically, the program review stressed how the addition of such a major would enrich the Department's curricular offerings through its integrating character, how it would provide students with more highly attractive career options and thus would enhance the Department's capacity in relation to occupational demand, how it would provide an additional platform for incorporating instructional technology into the educational process, and

how it would provide a means for involving undergraduates in faculty research and professional activities.

Expected Impact of Proposal on Existing Campus Programs

The proposed program is likely to influence existing campus programs in two ways. First, since we anticipate ten to twelve students a year and since this sequence will exist within the English major, we anticipate that we will need to be prepared to accommodate within existing courses in the Department this many new students. It would not be a problem for the English Department to absorb these students into its existing offerings. Second, students who pursue this sequence may choose to minor in areas directly related to the kind of work they would choose to pursue on graduation, and this could affect the departments whose minor programs supplement the focus of this sequence within the English major in especially useful ways. Thus, for example, students in this program might be attracted to a minor in Art, in Applied Computer Science, in Communication, in Industrial Technology, or in some aspect of business.

Expected Curricular Changes Including New Courses (Table II)

The proposed program will require the introduction of one new course on the history and theory of literary publishing and will require a culminating internship that will have students working in environments and at tasks that take advantage of and extend what they have learned in the program. This course and the internship focus on issues specifically tied to problems in literary publishing. The remaining courses in the curriculum, as explained above, focus on preparation in the field of English Studies and on the knowledge and abilities generally required in literary publishing—editing, layout and design, digital and non-digital forms of publication, hypertext, and so forth. That this program draws so extensively on courses already in place suggests the significant extent to which the Department has laid the necessary groundwork for it.

Anticipated Staffing Arrangements

Issues related to staffing should be considered in relation to the complementary concentration in professional publishing and the literary arts at the Master's degree level being developed simultaneously with this proposal. Together, the programs will enroll 20 to 24 students. While the needs of these students will to a significant extent be accommodated by the expertise and availability of existing faculty, the courses in literary publishing and the hands-on portion of their education will require at least one new line, especially in light of the careful supervision that will be required for them to complete their internships satisfactorily.

Anticipated Funding Needs and Source of Funds

As indicated above, this program would require one new tenure-line position, whose cost would be approximately $38,000.

Since students in this program will spend a good portion of their time working in the Department's Publications Unit, its Unit for Contemporary Literature, and Dalkey Archive Press and since their work in these units will involve extensive time on computers, funds will be needed to purchase 8-10 high-end computers capable of running the programs commonly used in the publishing industry. Funds will also be needed to purchase site licenses for this software. Estimated cost for all of this will be approximately $25,000.

The plan for the Master's concentration includes a one-to-two semester practicum that would bring in leading figures in the world of literary publishing to interact with students in the program. Of course, students enrolled in the undergraduate sequence would be able to avail themselves of the opportunity to interact with these individuals and to initiate the kinds of connections that could assist them while they are in the program and after they have graduated. Approximately five to eight leading figures in publishing per year would be invited to campus at a cost of $2,000 each to cover travel, lodging, and an honorarium. Total cost for this part of the program, then, would be from $10,000 to $16,000.

Funds to support these costs would come from a combination of dollars secured internally through the budget process and dollars secured through external grants. It is likely that initially there will be a greater emphasis on the former than the latter. However, as the program develops and meets the special needs addressed above it should be in an increasingly strong position to attract external dollars. Thus, over time, there should be a reasonable balance between internal and external support. Requests for funding through the regular budget process means that the Department will seek new funds to support this and the graduate concentration with which it is paired; funds will not be reallocated within the Department to support the programs. It is also likely that external dollars will be available for such activities as summer institutes covering publishing and the literary arts, for example. These activities may not be a specific feature of the program described above but they derive from and contribute to it so that directly or indirectly having this program on campus will help to generate finds to support work related to professional publishing and the literary arts at Illinois State University.

TABLE 2

Format to be used when adding subdivisions to a major which has pre-existing subdivisions
Identify each course by Course Number, Course Title and Credit Hours. Asterisk all new courses.

Existing Program

CORE COURSES

(Required of all program majors)
English 100, 300; 9 hrs. from English 283, 284, 285, 286; 3 hrs. in Britl. Lit.; 3 hrs. Amer. Lit.; 3 hrs. Lang.; 3 hrs. Advanced Writing
Subtotal

Core Hours _____ 28

ELECTIVE COURSES

12 hrs. in English with 6 hrs. of electives at the 200- through 300-levels.

Subtotal
Elective Hours _____ 12

Total Program Hours _____ 40

Transcribed 7/94
BOR Manual Appendix B, VI-12

Existing Subdivision

CORE COURSES

(Required of all program majors)
English 100, 283, 284, 286, 243, 246, 285, 300; 6 hrs. from English 283, 284, 286; 3 hrs. Brit Lit.; 3 hrs. Amer. Lit.; 3 hrs. Lang; 3 hrs. multicultural/non -canonical lit.
Subtotal

Core Hours _____ 40

REQUIRED SPECIALIZED COURSES

English 296, 297; completion of 6 hr. entitlement program leading to secondary 6-12 certification.

Subtotal
Required Specialized Hours _____ 12

ELECTIVE COURSES

6 hrs. in English with at least 3 hrs. at the 200- through 300-levels.

Subtotal
Elective Hours _____ 6

Total Program Hours _____ 46

New Subdivision

CORE COURSES

(Required of all program majors)
English 100, 300; 9 hrs. from English 283, 284, 285, 286; 3 hrs. in Creative Writing, English 247, 347.01, or 347.02

Subtotal
Core Hours _____ 19

REQUIRED SPECIALIZED COURSES

6 hrs. in manuscript preparation, English 244, 249; 6 hrs. in Layout and Design, English 350, 351; 3 hrs. in History of Publishing, English 37?; 9 hrs. in Professional Practice

Subtotal
Required Specialized Hours _____ 24

ELECTIVE COURSES

12 hrs. in Literature courses with historical and national spread

Subtotal
Elective Hours _____ 12

Total Program Hours _____ 55