Dear Melissa,

Please find attached a revision to the Professional Writing Minor. The changes were approved by ASCC on Friday, October 10. The revision will next need to be reviewed by CAA. The attachments are: (1) cover letter from the Director of Undergraduate Studies and detailed explanation of changes, (2) current ASC advising sheet, (3) proposed advising sheet with track changes, (4) clean proposed advising sheet (with all changes accepted), (5) syllabus for English 3662, (6) Arts and Humanities Panel cover letter to ASCC, and (7) Dept clarification to ASCC about English 4189.

Please let me know if you have any questions.

My best,

Bernadette

Bernadette Vankeerbergen, Ph.D.
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February 27, 2014

The Arts and Sciences Curriculum Committee
CAMPUS

Dear Committee,

We are requesting approval for the revised Professional Writing minor represented in the attached documents. All members of the Undergraduate Committee and the English Department Council have had the opportunity to review the proposal and have given their enthusiastic approval.

As you are aware, the Professional Writing Minor was formerly administered through the Center for the Study and Teaching of Writing. The main reason for the request for minor revision is to renumber the courses as English courses. Nevertheless Trish Houston, the Professional Writing Minor Program Coordinator, and Ruth Friedman, our Undergraduate Studies Academic Program Manager, have worked hard to clarify the courses, their expectations, and the learning goals, and to create the attached advising sheet for the minor.

We are very pleased that we are housing this program in English because we see it as an excellent opportunity both for English majors and for others to document their writing skills; our intention is to promote it widely through advising and advertising. We have instructors ready to teach the courses as soon as they are approved, so we hope this can move forward speedily. Should you have any further questions, please let me know.

Sincerely yours,

Clare A. Simmons
Director of Undergraduate Studies
Department of English
Approved by

Steven Fink
Acting Chair
Department of English

cc. D. Lowry
Proposal for Changes to the Minor Program in Professional Writing

I. Rationale for Changes to the Minor Program in Professional Writing

During the Summer 2013 term, the College of Arts & Sciences decided to move the Minor Program in Professional Writing from the Center for the Study and Teaching of Writing (CSTW) to the Department of English. The program began operating out of its new home on August 1, 2013. This move necessitates the removal of three courses from the CSTW curriculum and the addition of two courses to the English undergraduate curriculum. While reviewing these necessary course additions and deletions, we also decided to renumber and re-title one of the minor’s core courses to better reflect its status as a capstone experience in the field of professional writing, to re-title the current English internship course to better reflect its content and relationship with the minor’s capstone experience, to allow a technical writing course to count toward the first elective category, Group A, on the minor, and to incorporate three creative nonfiction writing courses and one literary publishing course into the minor curriculum.

A. What will remain the same. The professional writing minor will continue to have a five-course (15 hours) curricular structure. Students can still apply any version of the university’s second-level writing course (2367, 3 hours) toward the minor. Beyond this foundational course, students will continue to complete two elective courses (totaling 6 hours), the first of which will come from a group of six Department of English and CSTW courses (English 3304, 3305, 3405, 3467S, and 4567S and CSTW 3467S) and the second from a portfolio of writing instructional courses offered across the university. Students also will continue to complete a core course focused on the cultures of professional writing (4150, 3 hours) and a capstone internship experience (4191, now 4189; 3 hours).

B. Change 1. Remove 4175 from the CSTW curriculum. CSTW 4175, Special Topics in Professional Writing, was developed specifically for the minor program during the university’s conversion to semesters. The course was designed to engage students in an in-depth study of topics in professional writing (e.g., grant and development writing and technology-based and print professional writing portfolios) during the May session. A special topics course in professional communication (English 3405) is already part of the English undergraduate curriculum. Topics taught under this course number in recent years included food writing and writing for law school, and we anticipate that English 3405 course could be used to teach any of the professional writing topics previously under consideration for CSTW 4175. In addition, an iteration of English 3405 focused on a professional writing topic could be taught during the May session or a regular semester. Thus, we recommend deletion of 4175 from the CSTW curriculum (without adding it to the English curriculum).

C. Change 2. Remove 4150 from the CSTW curriculum and add to the English undergraduate curriculum. CSTW 4150, Cultures of Professional Writing, was developed specifically for the minor program in professional writing. One of two advanced-level courses required by the minor program, it serves as a prerequisite for the minor’s capstone internship experience. Because the minor program has been moved to the Department of English and 4150 does not overlap with any current English course offerings, we recommend that 4150 be deleted from the CSTW curriculum and added to the English undergraduate curriculum.

D. Change 3. Remove CSTW 4191, Internship in Professional Writing, from the CSTW curriculum and add to the English undergraduate curriculum as English 4189, Professional Writing Minor: Capstone Internship. The minor program in professional writing culminates in a semester-long capstone experience in which students participate in writing-intensive internships with Columbus area businesses, nonprofits, government agencies, or university workplaces and also meet weekly in a traditional classroom setting to discuss related professional topics. Admission to this course (currently 4191) is contingent upon the successful completion of (a) 9 credit hours of minor program coursework, including 4150, Cultures of Professional Writing, (b) a writing portfolio review, and (c) an in-person interview. These prerequisites and the admissions process ensure that only advanced-level students with strong, well-developed writing skills are enrolled in the capstone course. The course, then, operates as an advanced field experience, sending trained students out into the local community to work as professional writers. Given this and the minor program’s move to the Department of English, we propose the course number and title be revised to English 4189, Professional Writing Minor: Capstone Internship. English 4150 and an additional two Minor Program courses will continue to be the prerequisites for English 4189. Students may repeat English 4189 to a maximum of 9 credit hours to gain additional professional experience, but only 3 of those hours are required to
complete the minor. Subsequent enrollment in English 4189 will continue to be grade S/U. The addition of English 4189 to the English undergraduate curriculum also requires that 4191 be deleted from the CSTW curriculum.

E. Change 4. Revise the English 5191 course title and description. The English 5191, Writing Internship, course was originally designed to enable English majors at all stages of their undergraduate careers to earn academic credit for workplace experiences requiring writing, editing, and/or research. In recent years, the Department of English has made several exceptions so that students could receive English 5191 credit for experiences not exclusively focused on writing, editing, or research. For example, credit has been assigned for internships in the fields of human resources, public relations, communications, event planning, nonprofit outreach, politics, and technology and design. These exceptions enabled students to exercise the skills developed through their major and general education coursework and offered them the opportunity to explore and gain professional experience in a potential career field. The current job market demands that graduates seeking entry-level jobs have professional work experience in addition to strong academic backgrounds. To encourage an increasing number of our majors to seek out such experience across a wide variety of career fields, we propose re-titling English 5191 from Writing Internship to Internship. This new title reflects the diversity of both our undergraduate curriculum, which includes courses in literature and literary theory, film, popular culture, business and professional writing, rhetoric, literacy, creative writing, and folklore, and the skills—administrative, creative, critical thinking, communications, design, organizational, presentation, public speaking, teaching, writing, and digital media—developed through that curriculum. In addition, this title would clearly differentiate English 5191 from the English 4189 Professional Writing Minor: Capstone Internship course. This differentiation will play an important role in ensuring that undergraduates recognize the English 5191 Internship in English Studies as part of our larger English undergraduate curriculum, available to both our English majors and English minors, and 4189 as specific to the professional writing minor and its advanced-level students from across the university.

Beyond re-titling the course, we propose to revise the course description to better reflect the variety of professional experiences and career fields that we encourage our English majors and minors to consider. The proposed revised description is as follows:

**English 5191, Internship**

Students may receive credit for internships across a wide variety of career fields including, but not limited to, the arts and nonprofit administration; creative, business, and technical writing; communications, marketing and public relations; consulting; education; human resources; law and politics; media production; publishing; sales; social services and counseling; and technology services. Students may intern with businesses, nonprofits, government agencies, and university workplaces. After securing an internship position, students should submit the following information to the course instructor for review and approval prior to beginning work: name of the organization hosting the internship, supervisor’s name and contact information, a brief description of the internship position, length of internship, and weekly schedule. If the internship is approved for credit, the student will be notified and enrolled in the appropriate number of credit hours for the upcoming term. In addition to maintaining a detailed log of their work hours and activities, students will complete several related reading and writing assignments and will meet with the course instructor at least once during the term to discuss their internship experience. Internship supervisors will complete an evaluation designed to assess the student’s work performance and professionalism.

Prereq: Permission of instructor. Not open to students with 15 qtr cr hrs for 689. Repeatable to a maximum of 9 cr hrs or 9 completions. This course is graded S/U.

F. Change 5. Allow English 3305 to count toward the Group A elective category. Prior to the conversion to semesters, English 3305, Technical Writing, was a 3-credit course. Since all of the courses listed under the minor program’s Group A elective category were 5-credit courses offered in English or CSTW, English 3305 was placed under the Group B elective category, which contained courses ranging from 1 to 5 credit hours. When the university converted to semesters, the Department of English expanded the content of English 3305 and continued to offer it as a 3-credit course (as opposed to a strict conversion, which would result in only 2 credits). Having reviewed the semester version of the course description as well as a sample syllabus, we have determined that the course provides students with intensive instruction in the practice of technical writing and propose that it also be included in the minor program’s list of Group A courses, all of which involve intensive instruction in writing and/or tutoring writing and are 3 credit hours.
G. Change 6. Add English 3662 to the Group B elective category. The Department of English recently submitted course proposals for English 3662 Introduction to Literary Publishing and English 6662 Literary Publishing. These courses were proposed as alternatives to English 5662.01 Literary Publishing. Because the 5662.01 course was open to both graduate- and undergraduate-level students and space was limited, demand for the course far exceeded the seats available, and the mix of skill levels made it difficult to provide instruction at a level that was both challenging and manageable for all. English 3662 “replaces” 5662. We have reviewed the English 3662 course proposal and sample syllabi and determined that the course meets the minor program’s criteria of instruction in “writing and writing-related work.” In addition to teaching students the practice of copy editing, 3662 will give them hands-on experience through their work with Ohio State’s award-winning literary magazine, The Journal. We propose, then, to allow English 3662 to count toward the Group B elective category on the minor program.

H. Change 7. Delete list of courses designated as counting toward the minor with the review and approval of an advisor/coordinator. Currently, the minor program includes a Special Permissions Category that lists the following courses: English 4573, Rhetorical Theory and Analysis of Discourse; English 4575, Special Topics in Literary Forms; English 4579, Special Topics in Nonfiction; English 4585.01, Special Topics in Literacy Studies; and English 4585.03, History of Literacy Studies. This Special Permissions Category was designed to allow individual iterations of these courses—iterations that were reviewed by minor program staff and met the program criteria of instruction in “writing and writing-related work”—to count toward the minor program’s Group B elective category. Over the past 10 years, only one or two students have requested that an iteration of one of these courses be reviewed/approved for use toward the minor program. Given this and our desire to avoid giving students the impression that iterations of these courses regularly count toward the minor, we propose deleting the Special Permissions Category entirely.

[Program Requirements Listed on the Following Two Pages]
II. Minor in Professional Writing Program Requirements

A. Program Learning Goals

Professional writing minor students will
1. develop the cognitive knowledge to address the challenges of writing well in various workplace sectors
2. understand the effective use and impact of technology on writing in various organizations
3. gain practical skill and hands-on experience in writing for a contemporary workplace
4. compete successfully for good jobs in the information economy

B. Courses

1. Required courses offered by this unit
   - ENGLISH 4150 Cultures of Professional Writing (3 hours)
     Prepares students for capstone experience
   - ENGLISH 4189 Capstone Internship in Professional Writing (3 hours)
     Capstone internship

2. Required courses offered within and outside of unit
   - 2367 Writing Level 2 (3 hours)
     Provides foundation through extensive instruction and experience in writing and revision

3. Elective courses, students choose 2, totaling 6 hours, at least one must come from Category 1.

Group A

At one elective must come from this group:

- ENGLISH 3304 Business and Professional Writing
- ENGLISH 3305 Technical Writing
- ENGLISH 3405 Special Topics in Professional Communication
- ENGLISH/CSTW 3467S Issues and Methods in Tutoring Writing
- ENGLISH 4567S Rhetoric and Community Service: A Writing Seminar

Group B

- AGRCOMM 4130 Publication Design and Production
  5135 Agricultural Feature Writing (5 hours)
- AGSYSMT 2305 Professional Development I (2 hours)
- AVIATN 2200 Aviation Communication
- COMM 2210 News Design
  2221 Media Writing and Editing
  2321 Writing for Strategic Communication
  2511 Visual Communication Design
  3334 Strategic Message Design
  3404 Media Law and Ethics
  3629 Language and Social Interaction
  4202 Magazine Writing
4511 User-Centered Communication Design
• CONSYSM 2305 Professional Development I
• ENGLISH 2268 Writing of Creative Nonfiction I
  2271 Introduction to English Language Study
  2276 Arts of Persuasion
  3468 Intermediate Cr Writ: Special Topics in Creative Nonfiction
  3662 Introduction to Literary Publishing
  4568 Writing of Creative Nonfiction II
  4570 Introduction to the History of English
  4572 Traditional Grammar and Usage
  4574 History and Theories of Writing
• ENGR 4401 The Ohio State Engineer Magazine Staff
  4402 The Ohio State Engineer Magazine Management
  (both courses are 1-3 hours)
• THEATRE 5331 Screenwriting
  5961 Playwriting
• Any Course from Group A
The Department of English’s professional writing minor is designed to give students the opportunity both to develop the cognitive knowledge, practical skill, and hands-on experience needed to write well in the 21st-century workplace and to obtain a credential certifying that knowledge, skill, and experience to potential employers.

The minor requires 12-15 credit hours and builds on the foundation provided by 2367, the second-level writing course. Two electives from a portfolio of courses offered by departments throughout the university provide instruction in specific areas of professional writing. The required core course, CSTW 4150, examines the nature of writing in various settings and prepares students for their internship term. The minor culminates with its capstone course, CSTW 4191, which provides students with a hands-on and meaningful writing internship at a Columbus area business, nonprofit, government agency, or university workplace.

For further information or minor program approval, please schedule an appointment with a Department of English advisor by calling (614) 292-6065.

**Required course (3 credit hours)**

2367, Writing Level 2

**Elective requirements (6 credit hours)**

You must choose two courses (6 credit hours), at least one of which must come from Group A.

**Group A**

- English 3304, 3405, 4567S, and English or CSTW 3467S

**Group B**

- Some of the courses on this list may have prerequisites and/or are required for majors. If you are required to take one as part of your major, then the minor defaults to 12 credit hours.

- Agricultural Communication 4130, 5135
- Agricultural Systems Management 2305
- Aviation 2200
- Communication 2221, 2221, 2210, 2511, 3334, 3404, 3629, 4202, 4511
- Construction Systems Management 2305
- CSTW 4175
- English 2268, 2271, 2276, 3305, 3468, 4568, 4570, 4572, 4574, 5662
- Engineering 4401, 4402
- Theatre 5331, 5961
- Any additional course from Group A

Other courses such as English 4573, 4575, 4579, 4585, 01 or 4585, 03 may also be acceptable, depending on the writing instructional content for a specific semester and with review and permission of the minor coordinator.

**Core requirements (6 credit hours)**

- CSTW 4150 (3 credit hours)
- CSTW 4191 (3 credit hours)

To register for 4191, you must
- apply the second week of the semester before you wish to take the internship;
- have completed 9 hours of courses toward the minor, including 4150, (the 4150 course must be completed by the semester you take 4191);
- submit a formal application, cover letter, resume, and professional writing portfolio to the internship office; and
- be approved after a portfolio review/interview with one of the internship coordinators.

**Professional writing minor program guidelines**

The following guidelines govern minors:

**Required for graduation No**

**Credit hours required** A minimum of 12-15 credit hrs

1000 level courses shall not be counted toward the 12 credit hr minimum.

**Transfer credit hours allowed** No more than one half of the credit hours required on the minor.

**Overlap with the GEC** Permitted, unless specifically disallowed by an individual minor program.

**Overlap with the major** Not allowed and

- The minor must be in a different subject than the major.
- The same courses cannot count on the minor and on the major.

**Overlap between minors** Each minor completed must contain 12 unique hours.

**Grades required**

- Minimum C- for a course to be listed on the minor.
- Minimum 2.00 cumulative point-hour ratio required for the minor.
- Course work graded Pass/Non-Pass cannot count on the minor.

**Minor Approval**

- The academic unit offering the minor.

**Filing the minor program form** The minor program form must be filed at least by the time the graduation application is submitted to a college/school counselor.

**Changing the minor** Once the minor program is filed in the college office, any changes must be approved by:

- The academic unit offering the minor
The Ohio State University
College of Arts and Sciences
Minor in Professional Writing

Cecilia Johnson (advises students with last names A – L)
Ruth Friedman (advises students with last names M – Z)
Department of English
421 Denney Hall, 164 West 17th Avenue
Columbus OH 43210
614-292-8065 (call to make an advising appointment)

The Department of English’s professional writing minor is designed to give students the opportunity both to develop the cognitive knowledge, practical skill, and hands-on experience needed to write well in the 21st-century workplace and to obtain a credential certifying that knowledge, skill, and experience to potential employers.

The minor requires 12-15 credit hours and builds on the foundation provided by 2367, the second-level writing course. Two electives from a portfolio of courses offered by departments throughout the university provide instruction in specific areas of professional writing. The required core course, CSTW English 4150, examines the nature of writing in various settings and prepares students for their internship term/capstone experience in English 4189. As part of this latter course, students are engaged in a semester-long hands-on and meaningful writing internship at a Columbus area business, nonprofit, government agency, or university workplace.

The minor culminates with its capstone course, CSTW 4191, which provides students with a hands-on and meaningful writing internship at a Columbus area business, nonprofit, government agency, or university workplace.

For further information or minor program approval, please schedule an appointment with a Department of English advisor by calling (614) 292-6065.

Required course (3 credit hours)
2367, Writing Level 2

Elective requirements (6 credit hours)
You must choose two courses (6 credit hours), at least one of which must come from Group A.

Group A
English 3304, 3305, 3405, 4567S, and English or CSTW 3467S

Group B
Some of the courses on this list may have prerequisites and/or are required for majors. If you are required to take one as part of your major, then the minor defaults to 12 credit hours.

Agricultural Communication 4130, 5135
Agricultural Systems Management 2305
Aviation 2200
Communication 2210, 2221, 2232, 2240, 2511, 3334, 3404, 3629, 4202, 4511

Construction Systems Management 2305
CSTW English 4150
English 2268, 2271, 2276, 3305, 3468, 3662, 4568, 4570, 4572, 4574, 5662
Engineering 4401, 4402
Theatre 5331, 5961
Any additional course from Group A

Other courses such as English 4573, 4575, 4579, 4585.01 or 4585.03 may also be acceptable, depending on the writing instructional content for a specific semester and with review and permission of the minor coordinator.

Core requirements (6 credit hours)
CSTW English 4150 (3 credit hours)
CSTW English 418991 (3 credit hours)
To register for 418991, you must
• apply the second week of the semester before you wish to take the internship;
• have completed 9 hours of courses toward the minor, including 4150, (the 4150 course must be completed by the semester you take 418991);
• submit a formal application, cover letter, resume, and professional writing portfolio to the internship office; and
• be approved after a portfolio review/interview with one of the internship coordinators.

Professional writing minor program guidelines
The following guidelines govern this minor:

Required for graduation No

Credit hours required
A minimum of 12-15 credit hrs
1000 level courses Shall not be counted in the minor. At least 6 credit hrs must be at the 3000 level or above.
3000 level courses Shall not be counted toward the 12 credit hr minimum.

Transfer and EM credit hours allowed
A student is permitted to count up to 6 total hours of transfer credit and/or credit by examination. No more than one half of the credit hours required on the minor.

Overlap with the GEC
Permitted A student is permitted to overlap up to 6 credit hours between the GE and the minor, unless specifically disallowed by an individual minor program.

Overlap with the major
Not allowed and
• The minor must be in a different subject than the major.
• The minor must contain a minimum of 12 hours distinct from the major and/or additional minor(s).

Overlap with the major and additional minor(s)
• The minor must be in a different subject than the major.
• The same course cannot count on the minor and on the major.

Overlap between minors
Each minor completed must contain 12 unique hours.

Grades required

CAA
10 of 23
• Minimum C- for a course to be listed on the minor.
• Minimum 2.00 cumulative point-hour ratio required for the minor.
• Course work graded Pass/Non-Pass cannot count on the minor.
• No more than 3 credit hours of course graded Satisfactory/Unsatisfactory may count toward the minor.

X193 credits No more than 3 credit hours.

Minor Approval The minor course work must be approved by the academic unit offering the minor.

Filing the minor program form The minor program form must be filed at least by the time the graduation application is submitted to a college/school counselor.

Changing the minor Once the minor program is filed in the college office, any changes must be approved by the academic unit offering the minor.

College of Arts and Sciences
Curriculum and Assessment Services
154 Denney Hall, 164 W. 17th Ave.
http://artsandsciences.osu.edu

Updated 12-26-13 DH
Cecilia Johnson (advises students with last names A – L)  
Ruth Friedman (advises students with last names M – Z)  
Department of English  
421 Denney Hall, 164 West 17th Avenue  
Columbus OH 43210  
614-292-6065 (call to make an advising appointment)

The Department of English’s professional writing minor is designed to give students the opportunity both to develop the cognitive knowledge, practical skill, and hands-on experience needed to write well in the 21st-century workplace and to obtain a credential certifying that knowledge, skill, and experience to potential employers.

The minor requires 12-15 credit hours and builds on the foundation provided by 2367, the second-level writing course. Two electives from a portfolio of courses offered by departments throughout the university provide instruction in specific areas of professional writing. The required core course, English 4150, examines the nature of writing in various settings and prepares students for their capstone experience in English 4189. As part of this latter course, students are engaged in a semester-long hands-on and meaningful writing internship at a Columbus area business, nonprofit, government agency, or university workplace.

**Required course (3 credit hours)**
2367, Writing Level 2

**Elective requirements (6 credit hours)**
You must choose two courses (6 credit hours), at least one of which must come from Group A.

**Group A**
- English 3304, 3305, 3405, 4567S, and English or CSTW 3467S

**Group B**
- Some of the courses on this list may have prerequisites and/or are required for majors. If you are required to take one as part of your major, then the minor defaults to 12 credit hours.

- Agricultural Communication 4130, 5135
- Agricultural Systems Management 2305
- Aviation 2200
- Communication 2210, 2221, 2321, 2511, 3334, 3404, 3629, 4202, 4511
- Construction Systems Management 2305
- English 2268, 2271, 2276, 3468, 3662, 4568, 4570, 4572, 4574
- Engineering 4401, 4402
- Theatre 5331, 5961
- Any additional course from Group A

**Core requirements (6 credit hours)**
- English 4150 (3 credit hours)
- English 4189 (3 credit hours)
- To register for 4189, you must
  - apply the second week of the semester before you wish to take the internship;
  - have completed 9 hours of courses toward the minor, including 4150, (the 4150 course must be completed by the semester you take 4189);
  - submit a formal application, cover letter, resume, and professional writing portfolio to the internship office; and
  - be approved after a portfolio review/interview with one of the internship coordinators.

**Professional writing minor program guidelines**
The following guidelines govern this minor:

**Required for graduation** No

**Credit hours required** A minimum of 12-15 credit hrs. 1000 level courses shall not be counted in the minor. At least 6 credit hrs must be at the 3000 level or above.

**Transfer and EM credit hours allowed** A student is permitted to count up to 6 total hours of transfer credit and/or credit by examination.

**Overlap with the GE** A student is permitted to overlap up to 6 credit hours between the GE and the minor.

**Overlap with the major and additional minor(s)**
- The minor must be in a different subject than the major.
- The minor must contain a minimum of 12 hours distinct from the major and/or additional minor(s).

**Grades required**
- Minimum C- for a course to be listed on the minor.
- Minimum 2.00 cumulative point-hour ratio required for the minor.
- Course work graded Pass/Non-Pass cannot count on the minor.
- No more than 3 credit hours of course graded Satisfactory/Unsatisfactory may count toward the minor.

**X193 credits** No more than 3 credit hours.

**Minor Approval** The minor course work must be approved by the academic unit offering the minor.

**Filing the minor program form** The minor program form must be filed at least by the time the graduation application is submitted to a college/school counselor.

**Changing the minor** Once the minor program is filed in the college office, any changes must be approved by the academic unit offering the minor.

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Curriculum and Assessment Services  
154 Denney Hall, 164 W. 17th Ave.  
http://artsandsciences.osu.edu

Updated 12-26-13 DH
This course offers a window into the world of editing and publishing works of literature: what editors and publishers do and why and how they do it. There will be plenty of both theoretical and practical work (and sometimes it’s hard to draw the line between the two, as you shall see) as we look closely at the role of the editor in discovering, acquiring, nurturing, tending to, coaxing along, helping to make better, and disseminating the literature of his or her time. We will talk about literary judgment and literary taste and how one’s own aesthetic is formed; we will also work to develop the skills every editor needs—and on which every aspiring editor is tested; i.e., copyediting. While this course is not a course in copyediting per se, attention will be paid both to the fundamentals and to the particular and peculiar requirements of copyediting literary works.

You will have the opportunity (indeed, you will be required) to experience firsthand the work of an acquisitions editor, serving this semester both on the editorial staff of The Journal, Ohio State’s nationally distributed, award-winning, over forty-year-old literary magazine and on the screening staff for the prize The Journal administers each year jointly with the Ohio State University Press (for a booklength work of literary prose, which is published by the Press). You will be reading and evaluating submissions of poetry, short fiction, and narrative nonfiction for The Journal with an eye to possible publication, and participating in editorial meetings to discuss all submissions receiving mixed reviews as well as those unanimously deemed publishable—to determine whether any substantial revisions to those manuscripts are necessary. (Once a manuscript has been accepted, you will also have the chance to practice your line- and copyediting skills in a real-world situation.) For the book prize, you will work in teams and participate in small-group editorial meetings led by MFA student associate/assistant editors for the prize. In other words, you will gain plenty of hands-on experience.

**Nuts & Bolts**

While there is much less writing required in this course than in other creative writing courses, there is a great deal of reading. Besides the manuscripts you’ll be evaluating, you will be reading many articles, essays, interviews, stories, and so on. *Do not fall behind.* All of the reading is required. (And note that the solution to the problem of not keeping up is *not* to not show up on days when you haven’t done the reading, because your attendance is required. Four unexcused absences will result in a failing grade. This is not negotiable. *See more on attendance below.*)

Along with the reading assignments and the writing of readers’ reports on the manuscripts you’ll be evaluating, you will also be expected to give two in-class presentations and to turn in your notes for those presentations. (See Appendix 1 below for detailed explanations of the presentations.) Last, but not least, you will be turning in a final project at semester’s end. For this project, you may undertake anything that interests you that relates to the course subject (we will have at least one brainstorming session in class to help you choose your topic and the form that it will take). For example: you might assemble an anthology of contemporary literature around an organizing principle you discuss, along with the individual works you have chosen, in a critical introduction to the anthology; you might draw up a proposal for a new literary magazine and
include a mock-up of the first issue; you might write a scholarly paper (an analysis of book cover art and design? a critical analysis of television book club picks?) or expand on the work you began in your LMP or further explore the work you began in your EP (see Appendix 1)—or interview the editor whose work you examined for your LMP or EP, or interview another editor (or publisher, or literary agent) whose work interests you, and edit the transcript of that interview. You may also choose to write a substantial review of a new book (if so, check in with me early in the semester—The Journal receives many new books in galleys for review). All such reviews will be considered for publication in The Journal by the book review editor—and all will receive written feedback from the book review editor as well as from me. (If you choose this option, you might consider turning in a draft well before the deadline for final projects, so that your final version incorporates suggestions for revision.) The original written portion of this final project (e.g. the critical introduction to your anthology, or a full-length book review) should be between roughly 5000 and 7500 words.

**Texts**

Four books must be purchased (see below). All the other required reading will be online (either on Carmen, available for downloading, or as direct links to material available online elsewhere—and of course there are all those Journal submissions and book manuscripts, which will be made available electronically) or else handed out in class or available on loan. When it comes to online material for class discussions, you will want to print out (you will have to print out) the readings and bring them to class to have available for your reference during class discussions—or, if you prefer and you are able to, you are welcome to bring a laptop or iPad, to save on printing expenses (or to pair up with someone who has a laptop or iPad and sit close together). (Please be aware that using your laptop or tablet for any purpose other than for reference to class materials will result in your being marked absent for the day. Your physical presence is not all that is required.)

Print issues of The Journal are always available for you to borrow. Back issues of many other literary magazines are in my office, where I maintain a lending library (and you are free to examine them as you make a decision about which literary magazine you’d like to focus on for your LMP and also for use in that presentation if you need them). OSU’s library subscribes to many literary magazines, too, and recent issues can be examined there. Bound, collected, past issues of many magazines can be borrowed from the library as well. Note that we have an excellent librarian, Anne Fields (fields.179@osu.edu), with whom you should feel free to get in touch if you need help navigating the library’s literary magazine collections.

You must also purchase (or beg, steal, or borrow) the following four books:

*The Whole Story: Editors on Fiction*, edited by Warren Slesinger  
*Spreading the Word: Editors on Poetry*, edited by Stephen Corey and Warren Slesinger  
*The Copyeditor’s Handbook*, by Amy Einsohn  
*The Chicago Manual of Style* (CMS), 16th ed.
A further note on attendance: That I expect you to attend every class should go without saying, and I did note many pages ago how strongly I feel about this, but I'll say it again here because the university obliges me to put my attendance policy in writing. If it is inevitable that you miss a class, because of illness or emergency, e-mail me. Two unexcused, unexplained absences will drop your grade by one full letter. Three and it drops by two full letters. Four and you fail the course. (Other grounds for automatic course failure: not turning in the final project on the date it's due, not being prepared to present on the day you are scheduled to make a presentation.) If you are unable to come to class, I not only expect you to get in touch with me so that I know what's going on, but that—if you're well enough to work—you keep up with the work you're missing; you'll need to make arrangements to change your LMP date if you have to miss it, too. (In the unlikely event of class cancellation due to emergency, I will contact you via e-mail and request that a note on be placed on the door and/or the blackboard, and I'll let you know what will be expected of you for our next class meeting.)

Re plagiarism: it's a sin. And I am obliged to tell you this: “It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term ‘academic misconduct’ includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487).”

Please note that the Office for Disability Services, located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact the ODS at 292-3307. Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs.

Disability Services Statement:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901

Grading:
Participation: 20%
EP: 15%
LMP: 20%
Copyediting exam: 10%
Final project: 35%
3662 Day by Day

**Week 1**  Introduction to the course. Discussion: what editors do and how they do it. Read, on Carmen, Richard Curtis, Michael Curtis, Jonathan Galassi, and Gerald Howard; read excerpts from Hothouse.


**Week 3**  Judgment, taste, and (more) takedowns. The development of a personal aesthetic and what we’re talking about when we talk about “good taste.” Read http://www.huffingtonpost.com/anis-shivani/philip-levine_b_925788.html; http://www.huffingtonpost.com/anis-shivani/the-15-most-overrated-con_b_672974.html#s123717title=William_T_Vollmann; Dale Peck on Rick Moody (http://www.powells.com/review/2002_07_04.html?printer=1/) and Laura Miller’s roundup: http://www.salon.com/2013/07/03/the_greatest_literary_takedowns_of_all_time/. For Day 2, you will bring in passages (or stanzas) from

1) A book of poetry or prose you consider “good”/respect/admire but that you dislike (and be prepared to talk about why—both what you mean by “good” and why you dislike it)
2) A book of poetry or prose you consider “good”/respect/admire and also like very much (ditto)
3) A book or poetry or prose you consider “bad” but like (or love) anyway (it is particularly important to be able to articulate what you like about it, and why you’re willing to excuse what’s “bad” about it—and also to articulate what is “bad” about it)

We will discuss the passages and your rationales in class on Day 2 of Week 3.

**Week 4**  An introduction to literary magazines. The following resources will be useful to you: http://www.clmp.org/indie_publishing/indi_litpubl.html http://www.newpages.com/literary-magazines/complete.htm Also this: one measure of rankings of literary magazines—http://networkedblogs.com/Ea6NC?a=share—and another: http://thejohnfox.com/ranking-of-literary-journals/

**Weeks 4-6**  By the start of Week 4, you must have all of The Whole Story and Spreading the Word read in preparation for the EPs. We will do 3 stories/poems per class. Presentations should be no more than 15 minutes long, leaving time for the ensuing class discussion. See Appendix 1. Sign up for LMPs (see Appendix 1, and we will discuss this in class, too). (An updated syllabus will be
distributed once everyone has his/her assigned date for the LMP.) LMPs will begin on Week 7, with one presented at each class session.

**Week 7** Introduction to *The Journal* by its editors (and today your e-accounts will be set up so that you will have access to submissions). Read and write up comments on your first *Journal* “slush” (unsolicited manuscripts). The book prize is introduced. First LMPs. Read “An Open Letter to a Would-Be Editor” and Rakoff, Oates, Houlihan on Carmen.

**Week 8** Keep reading slush; keep reading for the book prize. Copyediting segment begins. Reading assignments below; class discussion and practice for each skill, with ample time for your questions. (LMPs continue; editorial meetings for *The Journal* as necessary.) Please note that there are *four* copyediting packets on Carmen (they are labeled thus) and you should *look at them all before Week 8, Day 1*. Other reading assignments from the Einsohn book and from the *Chicago Manual* as noted below; also online reading as noted.

**Week 8 Day 1** Line editing/copyediting (Einsohn, chapter 1; Chicago Manual 2.45–2.48); querying (Einsohn, 39–47; CMS 2.65–2.69)

**Week 8 Day 2** Editing “hard copy” (Einsohn, 29–36; CMS 2.87–2.96); editing electronic copy (Einsohn, 37–39; CMS 2.75–2.86); [http://public.wsu.edu/~brians/errors/errors.html#errors](http://public.wsu.edu/~brians/errors/errors.html#errors) (and bookmark this on your computer for future reference, whether you intend to be a professional copyeditor someday or not).

**Week 9 Day 1** Spelling variants, hyphens, capitalization (Einsohn, chapters 5 and 6; CMS, chapters 7 and 8); grammar review (CMS, chapter 5; Einsohn, chapter 14) and punctuation review (Einsohn, chapter 4; CMS, chapter 6); style sheets (Einsohn, 47–54, 421–429; CMS 2.52). Also: LMPs, editorial meetings.

**Week 9 Day 2** Read [http://www.press.uchicago.edu/Misc/Chicago/734255.html](http://www.press.uchicago.edu/Misc/Chicago/734255.html) (and if you’re serious about earning a living copyediting, whether as a long-term plan to support your writing habit or as a steppingstone to a career in editing and publishing—for it is nearly always the first step—you probably should buy the paperback edition of *The Subversive Copyeditor*, for now, take a look at this online, on the difference between proofreading and copyediting: [http://www.subversivecopyeditor.com/blog/2013/03/wannabe-editors-can-you-pass-a-proofreading-test.html](http://www.subversivecopyeditor.com/blog/2013/03/wannabe-editors-can-you-pass-a-proofreading-test.html) Test yourself here: [http://www.copyediting.co.uk/test.htm](http://www.copyediting.co.uk/test.htm) Finally, check out this extraordinary site: [http://www.journaliststoolbox.org/archive/2013/08/copy-editing-resources.html](http://www.journaliststoolbox.org/archive/2013/08/copy-editing-resources.html). LMPs and editorial meetings.

*Keep reading slush and book prize mss, weeks 8-10!*

**Week 10 Day 1** Copyediting exam

**Week 10 Day 2** Brainstorming session for final projects; LMPs. Keep reading slush; keep reading book mss.
Weeks 11-14  LMPs, Journal editorial meetings, book prize editorial meetings, additional brainstorming for final project as needed, mandatory conference appointments

Final projects are due on the last day of finals week by midnight (via email) or by 5PM to my mailbox if you would rather (or have to, because of the format of the project) turn in a hard copy.

Appendix 1: Presentations

**EP – Editorial presentation.** For this assignment, you will select a story from *The Whole Story* or a poem from *Spreading the Word* (if more than one person chooses the same story or poem, you will make your presentation at a team). Note that *TWS* includes twenty-three stories published in literary magazines such as *The Antioch Review*, *Carolina Quarterly*, *The Gettysburg Review*, *The Greensboro Review*, *The Iowa Review*, *New Letters*, *Prairie Schooner*, *The Sewanee Review*, and *Shenandoah*, accompanied by essays by the editors who chose them (about how and why they chose them, and what the editorial process was like); *STW* includes poems from twenty literary magazines, including *The Georgia Review*, *The Kenyon Review*, *The Southern Review*, and *Beloit Poetry Journal*, with essays by the editors who chose them. Pick a story/poem that you would not have chosen to publish if you were the editor of a literary magazine. You will lead a fifteen- to twenty-minute discussion about it. Do not forget to engage with the editor who did choose it, who will be “present” in the form of his or her essay.

**LMP. Literary magazine presentation.** You will be expected to choose a magazine that regularly publishes literature (and you may choose any such magazine—a high-profile literary magazine or a relatively obscure one; a glossy, available-on-every-newsstand, high-paying, commercial magazine or an online-only magazine—whatever interests you most). I ask only that it have a history of at least a year and four issues (which, in practice, for most literary magazines will mean more than a year). A historical presentation (of a magazine that no longer publishes) is welcome, as is a presentation of a magazine that has existed in different forms over time (for example, *The North American Review*, or *Story*). For the LMP, I will expect you to learn everything there is to know about the magazine you choose: its history (which you in present in brief), its design, its funding sources, its submission policies, its editorial slant (etc.—this is by no means an exhaustive list, nor will every item on it be relevant for every magazine), but most important of all: what the editors themselves don’t seem to know, but what you have figured out about (let us call it the “secret”) editorial bent. Read the most recent issues and as many back issues as you can get your hands on: see what you can uncover. You’ll be surprised (as no doubt the editors would if you were to share this information with them).

(I should note here that if you get excited enough about some aspect of your LMP, you may well get a final project out of it—also that if you’d like to try to make contact with an editor, check with me; I may be able to facilitate that.)
Appendix 2: Additional Resources

Comprehensive list of (trade) book publishers (including some small presses) and their websites: http://www.publishers.org/members/trade/


Another useful list of small presses: http://www.agentquery.com/publishing_ip.aspx

Job listings in publishing: http://www.mediabistro.com/joblistings/?c=jgalleycat
October 7, 2014
To: Meg Daly, Chair of ASCC
From: Janice M. Aski, Chair of ASCC Arts and Humanities Panel

Dear Meg,

At our meeting on Friday, September 26, 2014 the Arts and Humanities Panel reviewed the proposal from English Department to revise the Professional Writing Minor.

During the Summer 2013 term, the College of Arts & Sciences decided to move the Minor Program in Professional Writing from the Center for the Study and Teaching of Writing (CSTW) to the Department of English. This move necessitated the removal of three courses from the CSTW curriculum (4175: Special Topics in Professional Writing, 4150: Cultures of Professional Writing, and 4191: Internship in Professional Writing) and the addition of two courses to the English undergraduate curriculum (4150 and 4189: Professional Writing Minor: Capstone Internship—a new, capstone version of 4191). They also re-titled the current English internship course, English 5191, from 'Writing Internship' to 'Internship' and changed the description to an internship experience that includes a wide variety of career fields instead of just experiences requiring writing, editing, and/or research to better reflect its content. They also propose to allow a technical writing course (3305) to count toward the first elective category, Group A, on the minor, and 3662 (Introduction to Literary Publishing) to count toward the second elective category, Group B. Finally, due to lack of use, they would like to delete the ‘Special Permissions Category’ that was designed to allow individual iterations of a variety of courses—iterations that were reviewed by minor program staff and met the program criteria of instruction in “writing and writing-related work”—to count toward the minor program’s Group B elective category.

The panel found this proposal to be detailed, clear and thorough and unanimously approved the changes to the Professional Writing Minor.

Respectfully,

Janice M. Aski
Dear Bernadette,

Thank you for communicating the good news that the proposed changes to the Minor in Professional Writing have been approved by the ASCC. And many thanks to the committee. We have no questions regarding the updated boilerplate language to the minor program sheet and will consider this the final version incorporating recent OAA modifications. (Please note the name change for advising for the program, from Pablo Tanguay for students with last names M-Z to Ruth Friedman.)

To clarify our selection of 4189 to identify the capstone course for the program, we felt the capstone course should be viewed as a field experience (X189) rather than as a standard academic internship. As appropriate, many academic internships are often focused on observations linking theory with practice, information gathering, and acclimatization to a particular professional work environment; in many cases there are few specific requisites, so as to allow liberal participation, and expected learning outcomes may be generalized.

Enrollment in the capstone course for the Minor in Professional Writing, on the other hand, is distinguished by a rigorous application process and portfolio review of professional writing samples by the Program Coordinator to assess character and quality of student work for those students from varying majors across the institution who have completed a certain complement of courses. The required portfolio review is designed to assess the student’s capacity to write functionally as expected in a real-world workplace, successfully take on a specific role (individually or as part of a team) in order to actively participate in completing a writing project in a professional setting. Through presentation of his or her portfolio of work, the student applicant must demonstrate professional-level writing skills and the ability to use them to do meaningful work for a sponsoring organization. The Program Coordinator facilitates field experiences for individual students which are negotiated with workplace partners based specifically on readiness for project-based, real-world experiences. Rather than extending the learning experience explicitly, the link between demonstrated skill and outcomes is very direct; English 4189 provides a real-world experience of direct practice.

Students who have completed this course in the past have written grant proposals for the Columbus Museum of Art, scripted the televised City of Columbus Martin Luther King Jr. Day Celebration, researched and edited content of multimodal textbooks at McGraw-Hill, composed press releases and promotional materials for the Ohio Environmental council, and developed communication materials and promotional initiatives for Mid-Ohio Food Bank’s Operation Feed Campaign, to name a few undertakings.

In addition, we wished to appropriately distinguish between the capstone for the Minor in
Professional Writing and our Internship in English Studies, English 5191, intended primarily for undergraduate English majors and students admitted directly to the English PhD program with a BA, in terms of preparation, requirements, and expectations, which vary considerably.

I hope this is helpful. Please let me know if any questions at all remain and when you might expect the program to advance to CAA.

All my best,
Deb

Debra Lowry
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From: Vankeerbergen, Bernadette
Sent: Thursday, October 16, 2014 1:42 PM
To: Lowry, Debra
Cc: Fink, Steven; Daly, Marymegan; Jenkins, Mary Ellen; Vankeerbergen, Bernadette
Subject: Revision to the Professional Writing Minor

Debra,

On Friday, October 10, the ASCC reviewed proposed changes to the Minor in Professional Writing. I am happy to report that the changes were unanimously approved by the Committee.

The Committee did have a question as to why the number 4189 was chosen for the internship (Professional Writing Minor: Capstone Internship) rather than 4191, which would more closely conform to OAA numbering guidelines.

Also, after you and I worked on the minor advising sheet over the summer, OAA made additional clarifications to the university minor guidelines. I have now edited the advising sheet to reflect the updated language. (See highlighted track changes.) Please let me know if you have any questions or concerns regarding this.
Once we hear back from you about the 4189 question and the updated boilerplate language on the advising sheet, the proposal will be advanced to CAA for their review and vote.

Should you have any questions about this feedback, please do not hesitate to contact Professor Meg Daly (Chair of the ASCC; cc’d here), or me.

Sincerely,
Bernadette

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