

COURSE OUTLINE

JOUR 6102.03
Publishing Residency I

Instructor

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Course description

JOUR 6102.03 is the first-year Publishing Residency and associated assignments. While the presentations, discussions and lectures are presented to students in both JOUR 6102.02 and JOUR 6202.03 (the corresponding second-year course), the assignments are tailored to the knowledge level and stage of manuscript development expected of first-year students.

Students and faculty convene in January of alternating years in Toronto (even-numbered years) or New York (odd-numbered years) for a seven-day Publishing Residency session as part of the core curriculum. They are joined by high-ranking professionals from the book industry, including publishers, editors, literary agents, publicists, book retailers, and digital publishing specialists. Together they examine the core topics outlined in the curriculum materials below. This course content is presented through a series of lectures, workshops, panel discussions, and Q&A sessions – all of which focus on the art, craft, and professional application of nonfiction writing skills. As well, students are directed to required and optional readings and resources useful in completing their assignments.

The curriculum focus is on marketing, legal and editorial issues related to nonfiction writing, including preparing for contract negotiations, navigating the editorial and production processes, and creating good practices for career development and artistic asset management. Approximately 25 guest speakers make presentations to the King's MFA students during the residency.

Learning Objectives

At the end of the Publishing Residency I course, six key learning outcomes are achieved. Students will have:

- Been introduced to the key concepts of publishing contracts and the negotiation process.
- Developed specific knowledge of legal issues that may affect the research and writing of a nonfiction manuscript, including libel, privacy and copyright.
- Developed knowledge of granting programs and opportunities appropriate to their project.
- Been introduced to the mechanics of book acquisition and editing.
- Increased their ability to create, maintain, and further develop a professional platform and embark on initial steps to develop their platform.
- Acquired increased literacy in the artistic and craft elements of non-fiction writing.

Texts/Learning Materials

Learning resources:

Build Your Author Platform by Carole Jelen and Michael McCallister (BenBella Books)

Association of Canadian Publishers Get Published: Federal Supports

<http://publishers.ca/2017/07/18/federal-supports/>

Writers' Union of Canada Government Agencies listing

<https://www.writersunion.ca/government-agencies>

Writers' Trust of Canada Program Guidelines

<http://www.writerstrust.com/Programs/Financial-Grant/Woodcock-Fund/Program-Guidelines.aspx>

Access Copyright Foundation grants <http://acfoundation.ca/grants/>

Toronto Arts Council Grants to Writers <http://www.torontoartscouncil.org/grant-programs/tac-grants/literary-arts/writers-program>

Arts Nova Scotia Grants to Individuals <https://artsns.ca/grants-awards/grants/grants-individuals>

Assessment

The grade for this course is based on four assignments, which are each worth 25% of the overall grade:

* Supporting your writing (25%) Using the online resources listed above, in addition to your own additional research, research possible sources of financial support for the research and/or writing of your book. Draft a 200-word summary of your project geared to soliciting funding, and list any programs/grants to which you could apply. Due January 5, 2018

* Participation and pitching (25%): A formal book pitch by the students during the Publishing Residency. A one-paragraph description of each student's project must be submitted in advance of the residency of December 14, 2017.

* Legal issues (25%): What legal issues do you need to be aware of as you work on your particular manuscript? These could include but are not limited to privacy, libel, copyright. What specific steps are you taking to address these issues and ensure that you are on the right side of the law? Due February 19, 2018.

* Marketing (25%): A book marketing assignment to be submitted no later than March 14.

The rationale for these deadlines is to encourage the students to manage their time and workload – essential skills for independent writers.

Assignment One: Research Paper (25%)

Due date: January 5, 2018

The purpose of the assignment is to increase your understanding and knowledge of the grants available to you, and to craft a compelling description of your project geared to grant reviewers. Using the online resources listed above, in addition to your own additional research into grants specific to your location, subject matter, membership in writers' organizations, etc., research possible sources of financial support for the research and/or writing of your book. Draft a 200-word summary of your project geared to soliciting funding, and list any programs/grants to which you could apply, along with a

short rationale for why your project might fit. Total length including project summary: 750 words.

Assignment Two: Participation & Pitching (25%)

MFA students are expected to participate in all aspects of the residency: classroom activities, field trips, and special events. This involves preparation for each lecture, and active engagement with the presenters.

By **December 6, 2017**, students must submit a one-paragraph (no more than 200-word) description of their project. This project description will be supplied to guests and other participants in the residency.

On the second-last day of the residency (January 12, 2018), each student makes two professional pitches to individuals within the publishing community: editors, publishers, agents, etc. They are graded based on feedback from those individuals.

Marks are allocated for the following:

- Full attendance at all classes and events during the week
- Participation in classroom discussions
- Appropriate interaction with guest speakers
- Professional participation in all field-trips
- Appropriate preparation for the pitching sessions
- Successful delivery of the pitches

The compilation of these grades is done with input from all the MFA faculty present during the Publishing Residency.

Students will make individual pitches to publishing industry professionals during a one-to-one 20-minute session. The pitch should be approximately 6 – 8 minutes. The panelist will ask questions for approximately 5 minutes after the student's pitch. After the question stage, the pitch will conclude, and the panelist will provide feedback on the student's presentation for the remainder of the 20 minutes.

Students may choose to use a laptop to supplement their script. However, the primary goal should be a convincing oral narrative. The following guidelines may be helpful:

- 1) Introduce yourself.
- 2) Give the title of the book and explain the genre/subject area of your material.
- 3) Draw a comparison to a similar title, if this is appropriate.
- 4) Describe the potential audience for your book.
- 5) Elaborate further on the content of the book and its special features.
- 6) Explain why you are the ideal person to write this book.
- 7) Describe your personal platform for promoting the book.
- 8) Close the pitch by giving a quick summary of the above points.

The panelist will complete a “scorecard” for each student, with comments where appropriate. This evaluation will be added to the other criteria listed above in order to determine the student’s overall grade for participation during the Winter Residency. Please also note the grading rubric below for further guidance on the expectations of the panelists and MFA faculty:

- Is the pitch clearly defined, appropriately focused, and succinctly delivered in terms of the potential publishing format and delivery channel?
- Is the pitch convincingly directed to a distinct readership and market niche?
- Does the author support both of the above goals by providing sufficient market analysis and consumer data?
- Does the content of the presentation conform to all of the norms and expectations of the creative nonfiction genre and marketplace?
- Is the author ideally situated in terms of his/her art and craft to deliver a publishing manuscript as described in the pitch presentation?

From an academic perspective, the four learning outcomes of the pitching exercise for the students focus on:

- Managing time and resources to create the content of a convincing business pitch.
- Developing strong interpersonal skills in order to make a dynamic personal pitch in a business context.
- Acquiring additional rhetorical skills needed for a pitching environment.
- Demonstrating an ability to “close the deal” by delivering a strong message that demonstrates how your creative idea can be publishing opportunity.

N.B. Please note that preparation and pitch assistance will be offered during the Publishing Residency.

Assignment Three: Legal Issues (25%)

Due date: February 19, 2018

The third assignment focuses on legal issues that may arise during the writing of a nonfiction manuscript. What legal issues do you need to be aware of as you work on your particular manuscript? These could include but are not limited to privacy, libel, copyright. What specific steps are you taking to address these issues and ensure that you are on the right side of the law? Length: 750 words

Assignment Four: Marketing (25%)

Due date: March 14, 2018

The final assignment is to consider and outline the steps you will take for one new marketing/platform-building activity that you can undertake now to start to build interest in and audience for your project. Outline specific steps you will take before the Summer 2018 residency to launch this activity. Length: 750 words. Reference: *Build Your Author Platform* by Carole Jelen and Michael McCallister (BenBella Books)

Academic Performance

Grading Scale:

A+ 90-100

A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
F	<70

Students must achieve a B- in all classes.

Academic policies

1. Ethical Conduct

All students are expected to familiarize themselves with and abide by the School of Journalism Code of Ethics, which can be found at kingsjournalism.com/ethics-code

2. Safety

All students are expected to read the School's safety guidelines which can be found at kingsjournalism.com/safety-guidelines/. To do nonfiction well, you may sometimes be uncomfortable. You should never be unsafe. If you run into trouble, or if you feel a situation might put your or others' personal safety at risk, bail out and call your instructor right away.

3. Inclusive Behaviour

King's prides itself on inclusiveness and respect for others. Our classrooms and newsrooms are public spaces in which racist, sexist, homophobic or intolerant comments or humour will not be tolerated. Do not screen such videos, images or web pages on school equipment or in school facilities. Offensive behaviour is not just disrespectful to your colleagues and to your profession; it may constitute harassment under the King's Code of Conduct. For more information, go to the King's website policies.ukings.ca/ and find the Yellow Book.

4. Contacting the Police

Students must talk to their instructor before they contact Halifax Regional Police or RCMP. On approval of their request, they must send the police an email from their official school account that is cc'd to their instructor.

5. Academic Integrity

Violations of academic integrity at the graduate level are taken very seriously. The punishment for plagiarism or other forms of academic integrity can range from receiving a zero on the assignment, to failing the course, being suspended or expelled from the university. If you have any doubt about proper citation for an academic paper or proper attribution in a piece of journalism, contact your

instructor or the Writing Centre at Dalhousie University. For more information, consult the calendar of the University of King's College.

6. Accessibility

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation – Form A.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to participate in the class.

7. Appeals

Disputes over academic performance and assessment will be dealt with according to the Academic Regulations of the School of Journalism. Students may appeal decisions of the Journalism Studies Committee to the Faculty of Graduate Studies. For more information, see the University of King's College Calendar and the Dalhousie University Graduate Calendar.