

COURSE OUTLINE

JOUR 6102.03

Publishing Residency I

Territorial Acknowledgement: The University of King's College is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people.

The 2020 Publishing Residency in Toronto takes place on the traditional territory of many nations including the Mississaugas of the Credit, the Anishnabeg, the Chippewa, the Haudenosaunee and the Wendat peoples and is now home to many diverse First Nations, Inuit and Métis peoples. We also acknowledge that Toronto is covered by Treaty 13 with the Mississaugas of the Credit.

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 week-long 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 and craft of nonfiction writing and the business side of nonfiction publishing. 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 anticipating and addressing potential legal issues related to the research and writing of your manuscript, seeking support for your writing, developing your author platform, and creating good practices for career development and artistic asset management.

Required Text:

The Business of Being a Writer by Jane Friedman (University of Chicago Press)

Assessment, Assignments and Deadlines

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

* **Assignment One: Supporting your writing (25%)** Using the resources listed in the assignment details on pages 2-3 of the syllabus, in addition to your own additional research, research **one** of the following:

--possible sources of financial support for the research and/or writing of your book
--OR a writing residency, workshop or conference that would assist you in moving your book project forward, through networking, seminars or the development of your writing skills.

Draft a 200-word summary of your project geared to soliciting funding or applying to a residency, and list any programs/grants or residencies/workshops/conferences to which you could apply. **Due January 3, 2020**

* **Assignment Two: Participation and Pitching (25%)**: Participation in residency lectures and activities as well as a formal book pitch by the students during the Publishing Residency. A one-paragraph description of each student's project and student bio must be submitted in advance of the residency. **Advance assignment due December 4, 2019; participation at winter residency; follow-up assignment due January 21, 2020.**

* **Assignment Three: 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 18, 2020.**

* **Assignment Four: Marketing (25%)**: A book marketing assignment to be submitted no later than **March 16, 2020.**

1. Assignment One: Supporting Your Writing (25%)

Due date: January 2, 2020

The purpose of the assignment is to increase student understanding and knowledge in one of two areas: either of the grants available to them OR of residencies/workshops/conferences that would assist in their development as writers. In both cases, students will craft a compelling description of their project geared to grant reviewers or residency applications. Use the applicable resources listed below in addition to your own additional research into grants, residencies, workshops or conferences specific to your location, subject matter, membership in writers' organizations, etc. Research EITHER possible sources of financial support for the research and/or writing of your book OR possible residencies, workshops or conferences you could attend that would assist you in moving your book project forward, through networking, seminars or the development of your writing skills. Please include source references. Draft a 200-word summary of your project geared to soliciting funding or acceptance to residency programs, and list any programs/grants OR residencies, workshops or conferences to which you could apply, including the rationale for a good fit with you or your project. Total length, including project summary: 750 words.

Format: Please use 12 pt type, double-spaced, justified left/rag right setting

File name: Please name your file as follows: YourLastName_Support610203

Learning Resources:

King's MFA Tip Sheet: Seeking Support: Grants and Residencies for Writers

Canadian granting programs:

Canada Council

<https://canadacouncil.ca/funding/grants>

Writers' Union of Canada Government Agencies listing

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

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 funding <https://artsns.ca/grants-awards/grants/grants-individuals>

US granting programs:

National Assembly of State Arts Agencies <https://nasaa-arts.org/>

Funds for Writers <http://fundsforwriters.com/>

New York Foundation for the Arts Source (lists resources nationally)

<http://source.nyfa.org/content/search/search.aspx?SA=1>

Foundation Centre <http://foundationcenter.org/>

Residencies, fellowships and conferences:

Writers' Trust Residency Programs <https://www.writerstrust.com/programs/residency-programs/>

Banff Centre <https://www.banffcentre.ca/literary-arts>

Literistic.com www.literistic.com

Poets and Writers Conferences and Residencies Database

https://www.pw.org/conferences_and_residencies

Alliance of Artists Communities <http://www.artistcommunities.org/residencies/directory>

Rubric: Grade of A: Demonstrates an exceptional understanding of the fit between their project and the targeted grants OR residencies/workshops/conferences. Assignment is exceptionally well written and researched, including clear references/footnotes.

Grade of B: Demonstrates an understanding of the fit between their project and the targeted grants OR residencies/workshops/conferences. Writing and research are adequate.

Please note that any grade below a B- is considered a failing grade (i.e., an F) for this program. Students receiving such a grade would likely be receiving assignment feedback such as the following: Did not make a convincing case for fit between project and grants OR residencies/workshops/conferences. Research not evident or poorly documented. Poor writing.

2. Assignment Two: Participation and Pitching (25%)

Deadlines: December 4, 2019 AND January 21, 2020

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

Participation:

By **December 4, 2019**, students must submit a one-paragraph (no more than 100 words) description of their project and a one-paragraph bio (no more than 50 words). This project description and bio will be supplied to guests and other participants in the residency.

Value: 2.5/25 marks

Format: Please use 12 pt type, double-spaced, justified left/rag right setting

File name: Please name your file as follows: YourLastName_OnePara610203

During the residency students will be expected to attend all classes and event and participate in classroom discussions. **Value 12.5/25 marks**

Pitching:

. Following your pitches, you will be required to write a 300-word reflection on the feedback you received and how the insights gained will affect your project. **Due:**

January 21, 2019. Value 10/25 marks

One-to-one pitch: During the residency, each student makes two professional pitches to individuals within the publishing community: editors, publishers, agents, etc. The pitch should be approximately 6 minutes. The panelist will ask questions and provide feedback on the student's presentation for the remainder of the approximately 15-minute meeting.

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.

Rubric: The panelists and MFA faculty will evaluate the pitches according to the following questions:

- 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?

Students should take notes during or immediately following feedback to ensure that they capture the feedback for their reflection assignment. Written feedback will not be provided.

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 book 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.

Reflection on verbal feedback: Following your one-to-one pitches, you will be required to write a 300-word reflection on the feedback you received and how the insights gained will affect your project. ***Due January 21, 2020.***

Format: Please use 12 pt type, double-spaced, justified left/rag right setting

File name: Please name your file as follows: YourLastName_Pitching610203

Rubric: Grade of A: Exceptionally well-written; demonstrates an openness to feedback and an ability to respond to feedback with specific insight with regards to the student’s own project.

Grade of B: Well written; demonstrates openness to feedback but may be unclear on how to integrate feedback within project.

Please note that any grade below a B- is considered a failing grade (i.e., an F) for this program. Students receiving such a grade would likely be receiving assignment feedback such as the following: Poor writing. Lack of evidence that feedback was heard and absorbed; lack of reflection on how feedback could positively influence project.

3. Assignment Three: Legal Issues (25%)

Due date: February 18, 2020

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 and copyright. What specific steps are you taking to address these issues and ensure that you are on the right side of the law? Please include source references (these may be in footnotes or embedded in the text). Length: 750 words (Please include a short description of your book project at the top of your assignment—100 words max. This is not counted in your assignment word count.)

Format: Please use 12 pt type, double-spaced, justified left/rag right setting

File name: Please name your file as follows: YourLastName_Legal610203

Learning Resources:

Canadian:

Defamation:

Canadian Bar Association, BC Branch, “Defamation: Libel and Slander”

<https://www.cbabc.org/For-the-Public/Dial-A-Law/Scripts/Your-Rights/240>

JSource.ca, “The Freedom to Jest: Protecting Our Democratic Right to Parody and Satire” <http://j-source.ca/article/the-freedom-to-jest-protecting-our-democratic-right-to-parody-and-satire/>

Canadian Journalists for Free Expression, “Defamation, Libel and Slander: What Are My Rights to Free Expression?”

https://www.cjfe.org/defamation_libel_and_slander_what_are_my_rights_to_free_expression

Ethics and interviewing:

Canadian Association of Journalists, “Ethics Guidelines”

<http://caj.ca/content.php?page=ethics-guidelines>

Interviewing children, trauma survivors and other vulnerable people

[https://dartcenter.org/resources?type\[0\]=16](https://dartcenter.org/resources?type[0]=16)

<https://victimsandthepast.org/outputs/media-training-workshops/>

<https://dartcenter.org/content/ethics-and-practice-interviewing-victims>

<https://dartcenter.org/content/product-writing-about-ipv-with-insight-accuracy-and-context>

Copyright:

Centre for Canadian Copyright Law <https://www.copyrightlaws.com/centre-for-canadian-copyright-law/>

Government of Canada, “A Guide to Copyright”

https://www.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/eng/h_wr02281.html#understandingCopyright

Professional Writers Association of Canada, “Copyright – The Basics”

<https://www.pwac.ca/PWAC-Copyright-Basics>

American:

Privacy and Defamation:

“A Writer’s Guide to Defamation and Invasion of Privacy”

<http://www.writersdigest.com/online-editor/defamation-and-invasion>

Kelly/Warner “Chart: Differences Between United States and Canadian Defamation

Law” <http://kellywarnerlaw.com/chart-differences-between-united-states-and-canadian-defamation-law/>

HG.org “Defamation Law – Guide to Libel and Slander”

<https://www.hg.org/defamation.html>

Ethical issues:

Society of Professional Journalists “SPJ Code of Ethics”

<https://www.spj.org/ethicscode.asp>

Copyright:

Copyright Law of the United States <https://www.copyright.gov/title17/>

BitLaw “Copyright Law in the United States”

<https://www.bitlaw.com/copyright/index.html>

CopyrightLaws.com “Canadian vs U.S. Copyright Law”

<https://www.copyrightlaws.com/canadian-and-u-s-copyright-law/>

Rubric: Grade of A: Demonstrates an exceptional understanding of the specific legal challenges that may affect their book project, including but not limited to privacy, libel and copyright. Assignment is engaging and exceptionally well-written, with clear evidence of strong research, including footnotes/references.

Grade of B: Demonstrates a good understanding of the specific legal challenges that may affect their book project, including but not limited to privacy, libel and copyright. Assignment is well-written, with evidence of research, including footnotes/references.

Please note that any grade below a B- is considered a failing grade (i.e., an F) for this program. Students receiving such a grade would likely be receiving assignment feedback such as the following: Poor writing. Lack of adequate consideration given to potential legal challenges. Lack of depth of understanding of legal challenges and steps to redress them. Poorly researched.

Assignment Four: Marketing (25%)

Due date: March 16, 2020

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 2020 residency to launch this activity. Please include source references. Length: 750 words. (Please include a short description of your book project at the top of your assignment—100 words max. This is not counted in your assignment word count.)

Format: Please use 12 pt type, double-spaced, justified left/rag right setting

File name: Please name your file as follows: YourLastName_Marketing610203

Learning Resources:

Required reference: *The Business of Being a Writer* by Jane Friedman (University of Chicago Press)

Optional references: *Sell Your Book: An Author's Guide to Publicity and Promotion* by Suzanne Alyssa Andrew, published by The Writers' Union of Canada and available as a downloadable PDF for \$9.99 at <https://www.writersunion.ca/writers-how-to>

Rubric: Grade of A: Demonstrates an exceptional understanding of the elements of book marketing and the role of the author in supporting that exercise. Student has demonstrated convincingly how they plan to promote and publicize their writing. Exceptionally well written, with clear evidence of research, including references/footnotes.

Grade of B: Demonstrates a good understanding of the elements of book marketing and the role of the author in supporting that exercise. Student has demonstrated in a satisfactory manner how they plan to promote and publicize their writing. Adequately written, with evidence of research, including references/footnotes.

Please note that any grade below a B- is considered a failing grade (i.e., an F) for this program. Students receiving such a grade would likely be receiving assignment feedback such as the following: Failed to provide sufficient and/or appropriate arguments regarding specific steps to promote and publicize their writing. Poorly written. Poorly researched. Demonstrates an inability to provide substantial information, arguments, or supportive materials in multiple aspects of the assignment.

Learning Objectives

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

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

Grade Scale

Grade	Grade Point Value	%	Definition
A+	4.30	90-100	
A	4.00	85-89	
A-	3.70	80-84	
B+	3.30	77-79	
B	3.00	73-76	
B-	2.70	70-72	
F	0.00	0-69	
INC	0.00		Incomplete
ILL	Neutral and no credit obtained		Compassionate reasons, illness

Ethical Conduct

All students are expected to familiarize themselves with the School's Handbook of Professional Practice <kingsjournalism.com/handbook> and abide by its ethical standards.

Safety

To do journalism well, you must sometimes be uncomfortable. You should never be unsafe. All students are expected to read the School's safety guidelines <kingsjournalism.com/handbook/#safety>. 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.

Inclusive Behaviour

King's prides itself on inclusiveness and respect for others. Our classrooms 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, find the Yellow Book at <policies.ukings.ca/>

Academic Integrity

Violations of academic integrity at the graduate level are taken 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 section on Intellectual Honesty on p. 23 of Dalhousie's Graduate Studies Calendar <academiccalendar.dal.ca/> (Find "PDF Versions" at the top of that page).

Accessibility

Students may request accommodation as a result of barriers to inclusion related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. If you experience barriers related to the design, instruction, and/or experiences within this course please contact the Student Accessibility Centre <https://www.dal.ca/campus_life/academic-support/accessibility.html>.

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

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 page 42 the University of King's College Calendar.