

NEW COURSE PROPOSAL

Courses must be submitted by October 15, 2014, and finalized by the end of that fall semester for the next catalog (2015-16) production.

Use YELLOWED areas to enter data.

DATE (*Change if modified and redate file with current date*)

10/10/2014; REV. 12.03.14

PROGRAM AREA(S)

ENGLISH

1. Course Information. *[Follow accepted catalog format.]*

Prefix(es) (Add additional prefixes if cross-listed) and **Course No.** ENGL 440

Title: THE PUBLISHING HOUSE **Units:** 3

Prerequisites

Corequisites

Consent of Instructor Required for Enrollment

Catalog Description (Do not use any symbols): An interdisciplinary study of book publishing, including the history of American book publishing, the role of books as cultural artifacts, the future of publishing, investigations into copyright issues, and fieldwork in publishing.

Grading Scheme:

☒ A-F Grades

☐ Credit/No Credit

☐ Optional (Student Choice)

Repeatability:

☐ Repeatable for a maximum of units

Total Completions Allowed

☐ Multiple Enrollment in Same Semester

Course Level Information:

☒ Undergraduate

☐ Post-Baccalaureate/Credential

☐ Graduate

Mode of Instruction/Components (*Hours per Unit are determined by CSU policy*).

	Units	Hours per Unit	Default Section Size	Graded Component	CS & HEGIS # (Filled in by the Provost's Office)
Lecture	3	1	25	<input type="checkbox"/>	
Seminar	<input type="text"/>	1	<input type="text"/>	<input type="checkbox"/>	
Laboratory	<input type="text"/>	3	<input type="text"/>	<input type="checkbox"/>	
Activity	<input type="text"/>	2	<input type="text"/>	<input type="checkbox"/>	
Field	<input type="text"/>		<input type="text"/>	<input type="checkbox"/>	
Studies	<input type="text"/>		<input type="text"/>	<input type="checkbox"/>	
Indep Study	<input type="text"/>		<input type="text"/>	<input type="checkbox"/>	
Other Blank	<input type="text"/>		<input type="text"/>	<input type="checkbox"/>	

Leave the following hours per week areas blank. The hours per week will be filled out for you.

3 hours lecture per week

hours per week

2. Course Attributes:

☒ **General Education Categories:** All courses with GE category notations must be submitted to the GE website: <http://summit.csuci.edu/geap>
Upon completion, the GE Committee will forward your documents to the Curriculum Committee.

A (English Language, Communication, Critical Thinking)

☐ A-1 Oral Communication

☐ A-2 English Writing

☒ A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

☐ B-1 Physical Sciences

☐ B-2 Life Sciences – Biology

☐ B-3 Mathematics – Mathematics and Applications

☐ B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

- C-1 Art
- C-2 Literature Courses
- C-3a Language
- C-3b Multicultural

D (Social Perspectives)

E (Human Psychological and Physiological Perspectives)

X UDIGE/INTD Interdisciplinary

Meets University Writing Requirement (Graduation Writing Assessment Requirement)

Meets University Language Requirement

American Institutions, Title V Section 40404: Government US Constitution US History

Regarding Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

Online Course (Answer YES if the course is ALWAYS delivered online).

Lab Fee Request – Lab fee requests should be directed to the Student Fee Committee.

3. Justification and Requirements for the Course. (Make a brief statement to justify the need for the course)

A. Justification:

Despite optimistic projections for electronic books supplanting traditional book markets, physical books made of paper accounted for nearly 80% of books sold in 2013. With the emergence of e-books working in conjunction with traditional publishing, the book industry is poised to continue its role as a primary creator of cultural values in America. Investigations into book publishing also invite an examination of critical cultural issues like media conglomeration, issues of copyright and the public domain, and basic questions about maintaining the free exchange of ideas upon which democracy is predicated. This course will introduce students to issues facing the publishing industry as well as the initial stages in the process of publishing a book. The course will address two of the mission pillars by engaging in both interdisciplinary and experiential learning.

B. Degree Requirement:

Requirement for the Major/Minor

Note: Submit Program Modification if this course changes your program

X Elective for the Major/Minor

Free Elective

4. Student Learning Outcomes. List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy:

<http://senate.csuci.edu/comm/curriculum/resources.htm>. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

Upon completion of the course, the student will be able to:

- Reflect in written and oral form on the role of book publishing as a cultural institution and the role of the books in contemporary society.
- Evaluate issues and integrate ideas about media conglomeration from cultural and disciplinary perspectives and identify how these ideas relate to the free exchange of ideas upon which democracy is constructed (GE 1.1c).
- Describe the processes of selecting and editing a manuscript.
- Debate knowledgeably issues of copyright and the public domain.
- Analyze written, visual, and symbolic communication inherent in books as cultural objects.
- Write effectively in various forms including research papers, creative nonfiction, and public communications (GE 4.2).

5. Course Content in Outline Form. [Be as brief as possible, but use as much space as necessary]

I. Introduction and Overview

- A. History of book publishing. (What is a publisher? What is the cultural role of book publishing?)
- B. Types of presses (corporate, independent, vanity).
- C. Developing an aesthetic for a press.
- D. Determining a need or rationale for a new book.
- E. Selecting a manuscript for publication.

II. Copyright and the Public Domain

- A. The public domain (what is it? Who does it serve? Why is it important?).

- B. Intellectual property.
- C. Key issues of debate.
- III. Media Conglomeration
 - A. The Big Five publishers and how they came to be.
 - B. Amazon and its impact on culture.
 - C. Independent presses.
- IV. Emerging Technologies
 - A. E-books and the internet.
 - B. Fundamental changes in the way we read.
 - C. How these changes impact critical thinking
- V. Reflection
 - A. Articulating the significance of small press publishing.
 - B. Exploring the best practices (and recognizing shortcomings in the process).
 - C. Examining the future of publishing.

Does this course content overlap with a course offered in your academic program? Yes ☐ No ☒ X
 If YES, what course(s) and provide a justification of the overlap.

Does this course content overlap a course offered in another academic area? Yes ☐ No ☒ X
 If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs' signatures.

6. Cross-listed Courses (Please note each prefix in item No. 1) Beyond three disciplines consult with the Curriculum Committee.

A. List Cross-listed Courses (Signature of Academic Chair(s) of the other academic area(s) is required).
 List each cross-listed prefix for the course:

B. Program responsible for staffing:

7. References. [Provide 3 - 5 references. For references more than 10 years old, provide a one-sentence explanation of relevance.]

Revolution and the Word: The Rise of the Novel in America, Cathy N. Davidson, Duke UP 2004.
Words and Money, Andre Schiffrin, Verso 2010.
The Lost Art of Reading: Why Books Matter in a Distracted Time, David L. Ulin, Sasquatch Books, 2010.
Censors at Work: How States Shaped Literature, Robert Dornton, Norton 2014

8. Tenure Track Faculty Qualified to Teach This Course.

Sean Carswell

9. Requested Effective Date:

First semester to be offered: Fall, 2015

10. New Resources Requested. Yes ☐ No ☒ X

If YES, list the resources needed.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

C. Facility/Space/Transportation Needs

☐

D. Lab Fee Requested Yes ☐ No ☐ (Lab fee requests should be directed to the Student Fee Committee)

E. Other

☐

11. Will this new course alter any degree, credential, certificate, or minor in your program? Yes ☐ No ☒

If, YES attach a program update or program modification form for all programs affected.

Deadline for New Minors and Programs: October 1, 2014.

Priority deadline for Course Proposals and Modifications, and for Program Modifications: October 15, 2014.

Last day to submit forms to be considered during the current academic year: April 1, 2015.

Sean Carswell

10/10/2014

Proposer of Course (Type in name(s). Signatures will be collected after Curriculum approval) Date

GE Committee response to your request have ENGL440: The Publishing House added to **A3: Critical Thinking**

Approved by 2014-2015 Committee:
ENGL 440 forwarded to Curriculum Committee.

Request Submitted

Course: ENGL440 The Publishing House
Area: A3 Critical Thinking
Date Submitted: 10/15/2014 10:11:20 AM
Date Approved: 11/12/2014 9:37:17 PM

1. Prepare the student to use reasoning of both inductive and deductive types

This will be addressed in several ways. For example, one section of the course examines the rhetoric and sales figures of e-books. Students will be required to reconcile the disparity between the cultural conversation about e-books being the future of book publishing and the typically low number of sales of e-books. This examination will require students first gain the tools of deductive reasoning to understand the actual sales figures and the methodology of gathering those statistics, then apply inductive reasoning to speculate about the cause of the disparity.

2. Focus on the analysis of written, oral, visual and/or symbolic communication

The course focuses on the book as a cultural artifact. This requires investigating the text of books (written communication), the role and effectiveness of cover design (visual communication), and symbolic weight that books carry in culture.

3. Prepare the student to assess common fallacies in reasoning

As with the e-book section, students will interrogate several cultural conversations about media conglomeration, the future of publishing, and issues of copyright and the public domain. All of these conversations are fraught with common fallacies in reasoning. To adequately investigate them, we must first learn the fallacies.

4. Address modes of argument, rhetorical perspectives, and the relationship of language to logic

Student work will culminate in a research essay. In preparation for this essay, students must learn modes of argument, rhetorical perspectives, and the relationship of language to logic.

Approval Sheet

Course Prefix and number: ENGL 440

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
	Signature	Date
Program Chair		
	Signature	Date
Program Chair		
	Signature	Date
General Education Chair		
	Signature	Date
Center for International Affairs Director		
	Signature	Date
Center for Integrative Studies Director		
	Signature	Date
Center for Multicultural Engagement Director		
	Signature	Date
Center for Civic Engagement Director		
	Signature	Date
Curriculum Chair		
	Signature	Date
AVP		
	Signature	Date