

## The Professional Development Certificate in Publication Pedagogies and Practices

This certificate aims to document faculty and staff professional development in publication pedagogy and practice. With close and collegial coaching and mentoring, those who undertake the certificate will emerge with

- Knowledge of theory in publication, circulation, and bookmaking.
- Hands-on practical knowledge of specific publication activities and skills
- Self-designed projects for classroom application
- Experience teaching the self-designed publication projects, either in a class or workshop setting

The certificate is organized into four sequences. They are designed to be taken sequentially, but after the first sequence, any of the other three can be taken in any order.

### SEQUENCE 1a: The Center + Print Basics (8 hours, Fall Semester)

- Theory: focus on design, especially print design, as an influence on composition and writing studies. Ex.: James Purdy, "What Can Design Thinking Offer Writing Studies?" (*CCC* 65:4, June 2014); John Trimbur, "Delivering the Message: Typography and the Materiality of Writing."
- Basic equipment tour: the Publication Center does what?
- InDesign basics: laying out a broadside or other simple designed-for-print document
- Designing and packaging documents for print
- Project design from start to finish
- Teaching the project: planning, programming, pedagogy (class setting or workshop)

### SEQUENCE 1b: Next-Level Printing, Next-Level Equipment (12 hours, Fall Semester)

- Theory: focused on a history of print forms, including the book; adaptable print forms for adaptable purposes. The future of the book. Ex.: Excerpt from *Pamphlets and Pamphleteering in Early Modern Britain*, Joad Raymond (2003); Diana George & Mariolina Rizzi Salvatori, "Holy Cards/Imaginette: The Extraordinary Literacy of Vernacular Religion," *CCC*, December 2008.
- Next-level InDesign: How to design and layout a book.
- Work with the Center's printers and press, the Docucutter, and creaser. Bind books with the and coil binder, perfect binder, and saddle stitch binder.
- Design of a booklet project, start to finish
- Teaching the booklet: planning, programming, pedagogy (class setting or workshop)

## SEQUENCE 2a: Using Digital Tools, Creating Accessible Web Artifacts (12 hours; Spring Semester)

- Theory: Multimodal composition practices for accessibility; designing for accessibility. Ex.: Mara Mills, "Other Electronic Books: Print Disability and Reading Machines" (on the MIT *Unbound* blog, April 2012); excerpt from Anna Arnar, *The Book as Instrument: Stephane Mallarme, The Artist's Book, and the Transformation of Print Culture* (2011)
- Digital project(s) of choice: film (video essay, digital story, documentary); annotated web object; digital comic; digital curated display. All projects would be designed and executed with accessibility practices in mind.
- Teaching the digital project: planning, programming, pedagogy (class setting or workshop)

## SEQUENCE 2b: What is handmade/What is the work of the hands? (15 hours, Spring Semester)

- Theory: The intersection of multimodal-as-digital and multimodal-as-handmade. Ex.: Jody Shipka, "Transmodality in/and Processes of Making: Changing Dispositions and Practice," *CCC*, January 2016; excerpt from Guy Claxton, *Intelligence in the Flesh: Why Your Mind Needs Your Body Much More Than It Thinks*.
- InDesign: layout a print book in a standard edition; adapt to a special handmade edition (with special attention to accessibility)
- Use binding tools for handmade bindings(including the perfect binder), etching press, linocut, and bookmaking tools
- Teaching the handmade book project: planning, programming, pedagogy (class setting or workshop)

### *For the year 2016-17:*

- Full-time faculty should plan to 'declare' their intention to do one or more of these sequences at their goal-setting meetings with the Associate Dean, or at the very latest, by the first week of fall semester.
- Part-time faculty should register for one or more sequences, subject to approval by the Associate Dean. (Pay for this professional development activity to be determined)
- For this first year, we will plan to move through the four sequences as a cohort.