

Types of Publishing:
Where To Go After Reaching Happily Ever After

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Final Instructional Design

Types of Publishing:

Where To Go After Reaching Happily Ever After

Nicholas Westbrook

ILS 575-270: Instructional Design Principles

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Intent Statement

Instructional Topic

After almost four years of researching, writing and editing a book, the last thing that an author thinks about is actually getting the book published. Once the final copy is within reach, the next step is figuring out how to get the supposed masterpiece out into the world of bookstores and libraries. There are many how-to books and suggestions online, but these are often specific to a certain genre or type of publishing. Sometimes, defining what the book is about can be an author's greatest challenge. This instructional design project would be a perspective author's brief look into all the available options and give them a sense of what to do after deciding what they want to do.

This instructional design project would focus not only on what to do next, but the different options that are offered in the digital age. In addition to traditional publishing, authors now have to consider self-publishing, digital publishing, representation and navigate a small gauntlet of professional organizations in order to reach their intended goal of getting their book out their.

Intended Setting

The project will focus mostly on authors who have never tried to brave the publishing world before, the young, twenty-something-year-olds who finished their novel between classes and now want to throw their work in with the rest of the lot. The easiest presentation would be one or more flowcharts, which the perspective author navigates based on preferences to questions posed within the chart along

the way. It would probably be set into a document placed on the web or somewhere else easily accessible to individuals who have never published before. In the world of publishing, there are many ways to publish a manuscript. The best-known way is the traditional route of finding an agent, and then attracting a publisher and having them promote the book for the author. However, with the increasing popularity in digital publications, it is easy to get lost in all the options that are available after searching the Internet. Authors can represent themselves in the world of publishing, instead of trying to attract the attention of an author. There are also self-publishing options and a variety of available options in between. The perspective author has a variety of options, but only one will really work for their manuscript. The purpose of this instructional design would be to clarify that path and make the options easier for the writer to navigate.

Target Audience

The instructional material would contain information about the various types of publishing and ask questions of the viewer, ideally leading them to their preferred option for publication. The audience would be guided through the different modes of publication and given more options within each option until they “make it” into the publishing world. Modes of self-publishing will also be explained so that viewers with an interest in that line of publishing can use that as an additional option.

Ideally, the instructional design project would show the author-to-be all of the possible routes they could take before going into a world of confusion that they might not be ready for. The charts would give them a broad overview, but it would make

the author ask questions they may not have thought of and have them look at their work more carefully before descending into traditional publishing or jumping for something out of their reach in self-publishing.

Supporting Details

In the world of publishing, there are guides of what to do in certain modes of publication.

Judith Applebaum and Carole Blake are experts with books written about how to publish a book in traditional publishing, but give no indication about how to decide if traditional publishing is the right path to go down. *How to Get Happily Published* is Applebaum's work, and gives a framework in the traditional publishing world from the perspective of a publishing analysis. Carole Blake's work, *From Pitch to Publication*, is a more up to date version of Applebaum's piece written by someone with thirty years as an agent working in the traditional publishing industry.. There are also guides on the Lulu website and the CreateSpace website (a child of Amazon.com). However, there are few guides as to how to come to a decision about how to choose your publishing outlet.

Most resources of any value provide information about only one method of publication.

Some resources exist, but don't Michael J. Dowling published an article on The Book Designer website about choosing a method of publishing a manuscript. Dowling's piece provides a series of advantages and disadvantages to multiple publishing outlets and general information about each. The course will be structured similarly to the article, but provide students with the chance to explore each of these methods in relation to their own work in a discussion atmosphere.

Works Referenced

Applebaum, J. (1992). *How to get happily published: A complete and candid guide*. New York: Harper Perennial.

Blake, C. (1999). *From pitch to publication: Everything you need to know to get your novel published*. London: Carole Blake.

Dowling, M. J., & Friedlander, J. (2011, December 23). *How to choose the best method for publishing your book*. Retrieved from <http://www.thebookdesigner.com/2011/12/how-to-choose-the-best-method-for-publishing-your-book/>

Analysis of Needs and Goals

Introduction:

There are many challenges that come with writing a book. No matter what the book's subject, however, the biggest problem comes after the material has been created. One issue that a writer new to the publishing world might encounter is choosing the best line of action for their work. Publishing a book is not as simple as a writer submitting a manuscript to a potential publisher and having them take the author's work for a fee. There are many different outlets for publishing in our digital world. Not only are there numerous publishers and the challenges of attracting the attention of one, there are also different types of publishing and different methods of presenting yourself.

In discussions with perspective authors, there are many methods that come up that were not considered by other authors. Also, questions of what material should be published and how were asked, opening the discussion to even more answers.

Part One: Problem Identification

From personal experiences of trying to get published (by myself and others), there are several problems that come with finding the "right way" to publish something. There are many successful publishing stories, but no two are the same. A problem in the publishing industry is, with all of the options, how does a perspective author decide which option is in their best interest?

Part Two: Problem Analysis

Lack of knowledge is a hindrance to writers attempting to get into the field. Talking with other authors entering the dreaded world of publishing, the main problem for not knowing how to get published, was lack of knowledge on the subject. In discussion with other authors, the following questions and uncertainties came up:

- Perspective authors were not sure what medium of publication to pursue for their work. They lacked knowledge on:
 - Digital publishing
 - Magazine/journalism publishing
 - Traditional publishing
 - Publishing in anthologies
- Questions were raised on qualifying factors
 - How long is a novel? When is it a short story?
 - What genre does it fall under?
- Authors were not sure how to go about finding representation or if they even wanted to be represented
 - Is an agent the best option?
 - Is a publishing company right for my book?
 - What options are available for self-publishing?
- The group had difficulty agreeing on a single method of getting published.
 - Different authors had different types of material
- Authors had issues picking how they would want their work presented.
 - Do I want big bookstores ordering my book and running the risk of not having them sell?
 - Would it be beneficial to consider having a certain number of copies printed to prevent overstock?

During the discussion, it was realized that the group had plenty of instruction of how to write their works, but they were uneducated in how to handle it afterward and what they should do with their work.

Part Three: Problem Solution

There are a few ways to go about solving the problem presented by this issue. Inexperienced writers could be given additional courses in their writing training, emphasizing how to get published and what methods are available, but not all writers receive technical education in their careers. There are books that offer different methods, but none really seem to agree and can quickly become outdated with all of the changes happening in the industry. In an increasingly digital world, there are options for websites that could give the education needed or at least offer more instruction, but not all of them offer the best advice for choosing your publication path.

When looking at these problems, the easiest solution is a cumulative education. The simplest of these would be some type of step-by-step guide to lead the writer toward their best option, so they are not forced to sift through the endless options of the publishing world. Novice writers need the knowledge to give their publication the best chance it has. In response, an instruction will be created to guide an author through the process of choosing their publishing method. Using this tool, the author will:

- Identify how they want their material presented
- Educate themselves on the various “selling platforms” of publishing companies
- Gain the knowledge of how to best approach self-publication
- Develop a sense of what to expect when entering the publishing world

The new writer will be given a comprehensive overview of what their options are before they are forced to jump into a choice that might not be best for them.

Part Four: Articulated and Prioritized Goals

In order to work toward solving the problem, a flow chart will need to be developed. This chart will help the author develop their idea of what kind of author they are. It will also help them figure out what options are best for them and where to fall back to if their initial choice doesn't work out. Through out the guide, the author will be given a series of questions (i.e. how well do you take advice from others) to help them decide what best fits their personality, in addition to their preferences of how they are represented and what it takes to get them to their goal. The goal of the instruction is best described as:

Perspective and inexperienced authors will better understand all available options available when considering the publication of their first material.

Task Analysis**Introduction:**

Ideally, this instructional model will take the hopeful writer through the process of choosing their first mode of publication. After a task analysis, the proper procedure will be able to guide the perspective author through the many different options available to them in the publishing industry. The writer will be able to understand all of the options available to them and know what is required in each category of publishing. In order to do this, the writer will need understand the various options available to them and help guide them to a preferred option of publication.

Subject-Matter Expert:

Since there are many different modes of publishing and each have their own advantages and disadvantages, this instruction requires more than one expert in the subject. Primarily, the project will rely on Jonathan Westbrook, a self-published author/illustrator who has successfully published books in both the self-publishing and digital publishing realms. Jonathan Westbrook has successful published two short novels of a planned trilogy is working on releasing a collection of short stories. Jonathan also has experience in self-publicity and the various outlets used in the publishing industry.

The designer of the instruction, Nicholas Westbrook, also has some expertise in the various publishing areas. Nicholas has been studying the various forms of publication for his own use and can bring some of that working knowledge to the design. Where Jonathan Westbrook has expertise in self-publishing, Nicholas Westbrook has focused more on traditional publishing routes. However, the project required an individual who had taken a project from beginning to end, so Jonathan Westbrook seemed like an expert in the area.

Other experts will be cited as well, but a bulk of the planning will rely on these two individuals. Other experts will include authors Carole Blake and Judith Appelbaum. Carole Blake is a literary agent in Britain with a long career of fifteen years in the publishing business. Judith Appelbaum is columnist and reviewer for the *New York Times Book Review* as well as author of the book *How to Get Happily Published*. Both of these experts are skilled in their fields, but may be a little outdated, hence the other experts will be brought in to fill the gaps of knowledge on digital publishing.

Task Analysis Method:

Task Inventory- The following tasks have been identified as important to the instruction:

1. Have a general knowledge in the major types of publishing
2. Be able to make decisions about what would be best for their work
3. Understand what is required before attempting any method of publication
4. Be able to identify what advantages lie in each type of publishing.
5. Be able to recognize which will help or hurt their work

Task Selection- Considering the tasks required for the goal in mind, the following have been identified as the tasks that require the most publishing. The tasks have been simplified into a few simpler steps that express the main ideas required for the proper instruction.

1. Identify the major types of publishing and advantages of each
2. Know the importance choosing the proper format
3. Know what they want from their work

4. Be able to decide which method of publishing they wish to choose for their work

Task Decomposition and Description:

This instruction will be broken down into different components, which include:

1. Identify major types of publishing and understand the advantages of each:
 - a. Traditional Publishing: Going through an agency or representing one's self to seek promotion and publication for a corporate publishing house.
 - i. Seeking an agent
 - ii. Seeking a publishing house
 - b. Self-Publishing: Using personal funds to publish the book, but also being able to keep more of the money made from it.
 - i. Website based
 - ii. Out of pocket expenses
 - c. Digital Publishing: Presenting the book in the form of an e-book online, which can be cost efficient, since they require no materials to make and can be sold through a website that allows the creator to keep the funds made from it.
 - i. Using Amazon.com and other websites
2. Know the differences between each format:
 - a. Identify the advantages and disadvantages
 - b. Learn about responsibilities of the author for each type of publishing model

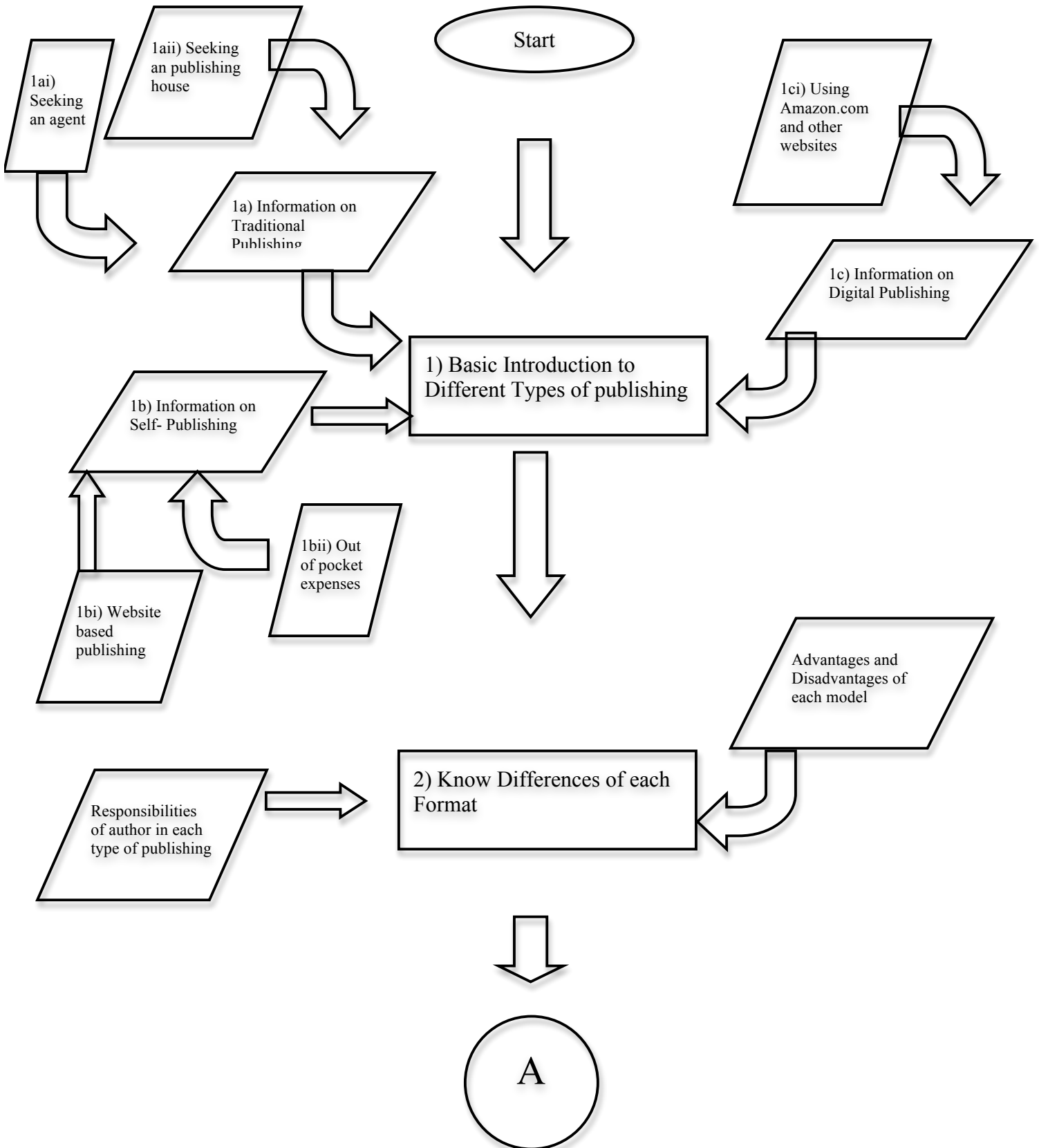
3. Understand what the author wants:
 - a. Does the author want to make a lot of money? Is that the sole reason for publishing?
 - b. Does the author want the readability and public exposure?
 - c. How much control is the author willing to give up for the sake of being published?
4. Be able to decide which method of publishing is best for the perspective author:
 - a. What gives the author the most of what they want?
 - b. Does the writer see himself or herself enjoying this kind of publishing?
 - c. Which system best suits the author's needs?

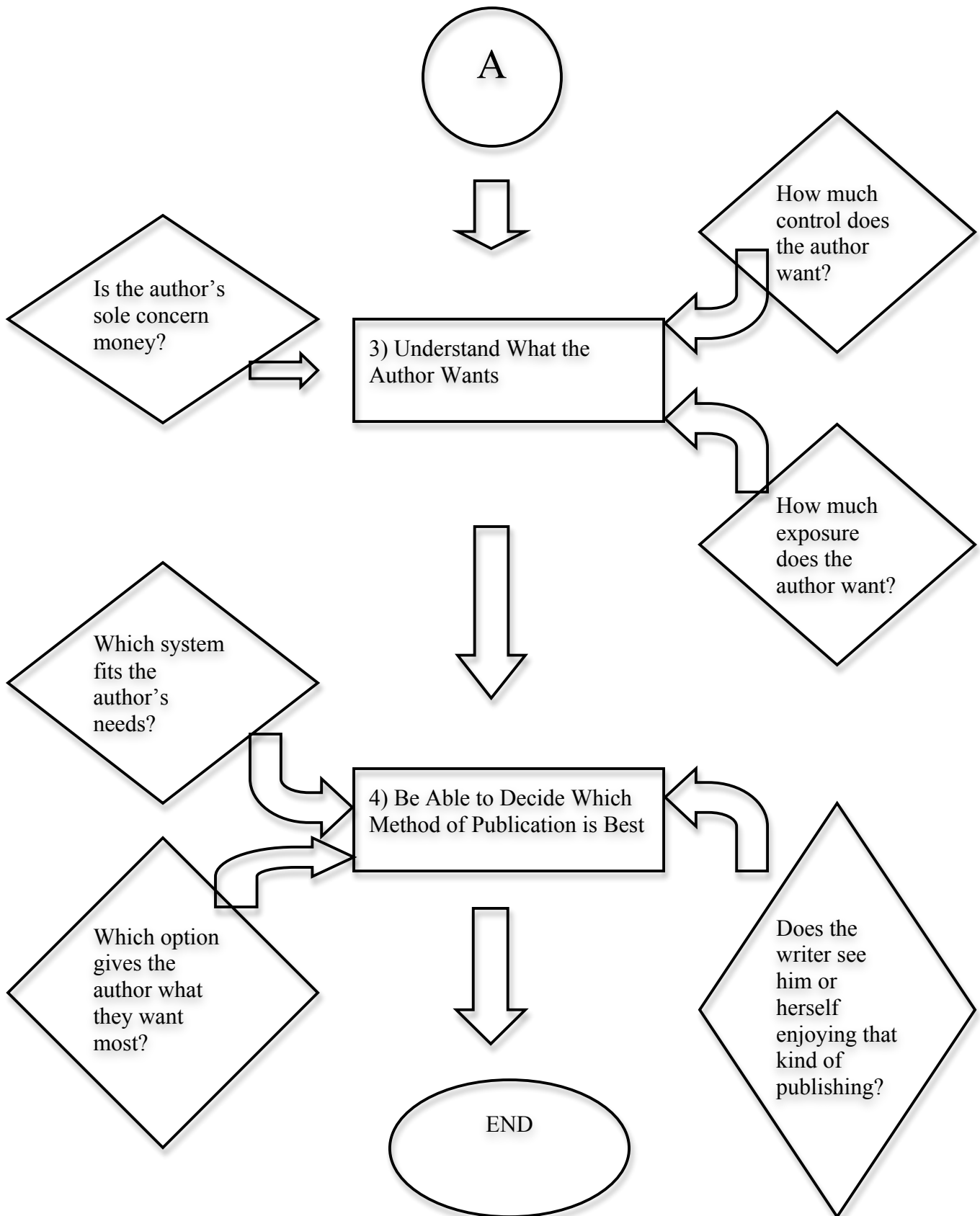
Task Sequence:

In order to properly understand the methods of publishing, individuals in the instruction will go through the process as follows:

1. A basic introduction to the types of publishing
2. An explanation of the benefits and pitfalls of each
3. Defining what the author's responsibilities are for each mode of publication.
4. An exploration of the authors own tastes to better understand what they want from a publishing option
5. The final ability to choose the publishing option that they believe best suits their needs.

Flow Chart:





Analysis of Learners and Contexts:**Introduction:**

This analysis is to better understand the nature of the learners that the instruction will be designed for. Through observations and personal experiences, various aspects of the learners will be understood in order to better instruct the perspective students. From there, the design will be able to take on characteristics of the audience in question.

Learners will then have to understand a few basics before entering the instruction, which will ultimately be determined by a short questionnaire before “entering” the course.

General Characteristics

The intended learners will be young, twenty-something-year-olds fresh from college. These are individuals who have been taken the time to write some work that they believe is ready for publication. These individuals come from various cultural backgrounds, as well as various genders. While age is a factor in publication choices, the instruction is mostly designed for 22 to 26 year old individuals who have never been published before. The program should work for learners older than this determined age group, but the instruction will benefit individuals within the specified age limit. Factors like knowledge of technology and ability to use email and word processor programs.

Economic factors may play an important part in the instruction. Most of the learners will need enough of an education to read and write, but theoretically this will be in place before entering the course since they will need some formal education in order to have written the work in the first place. Jobs may vary, but the primary audience will most likely be individuals who have part-time work. Socioeconomic factors are important, mainly to determine those who would be interested in seeking out self-publishing options.

The most important factor of the audience is that they have a piece of writing that they believe is ready for publication. The learners in the course are interested in getting their work published and are interested in seeing the options that are available to them as an author.

Specific Entry Competencies

The skills before entering the instruction will be decided by a brief questionnaire the learner will have to take before taking the instruction. For the best possible results, the knowledge required would be mostly writing based. The ability to use word processing computer programs and an understanding of the Internet is important for options that are primarily digital publishing interests.

Questions on the entry questionnaire would include questions such as:

1. How familiar are you with word processing programs on the computer (such as Microsoft Word or TextEdit)? Do you know how to use email for corresponding with individuals in the industry?
2. Is the manuscript already completed? Is the manuscript edited properly?
3. Are you familiar with Internet browsers? How familiar are you with searching the web for companies or services?
4. Do you often consult friends about your writing? Do you have an editor?
5. How familiar are you with the options of publishing?
6. Have you tried to publish through one medium of publication before?

These questions (and others) will determine if the individual is prepared to examine options for attempting publishing. By determining these factors, the instructor will better understand the learner's needs going into the project.

Learning Styles

The number of methods that people learn varies with each individual. It is difficult to narrow down a single learning style that applies to every individual. However, for the most part, the learners in question are mostly visual learners. The ability to read and write has had an impact on the crowd and most have developed their style through writing as well as reading other writers. As far as Gregorc's model is concerned, the most valuable style would best be marked as Concrete Random. In this particular instruction, the learners will discover their options by examining their situation and learning about each of the methods in question. Perspective authors work best alone or in small workshops, so the instruction would probably be beneficial if it could be taught in small groups or as something the learner could experience alone.

Motivation

Learners will have attention on the instruction because it could directly impact the success or failure of their manuscript. The instruction will have a direct effect on the learners because it will provide them with more information about their options when it comes to choosing the appropriate method of publication. The instruction will give the learners confidence when approaching their publishing options as what they truly feel is best for their manuscript. With the instruction completed, the students will receive immediate rewards from the knowledge that they gain. Less immediate rewards will come when they have the confidence to attempt their preferred method of publication, whether that means gaining more knowledge about publishing options they already know or gaining new information about methods they were not already aware of.

Learners will also be motivated by the grades of the test units. This would motivate them to maintain knowledge of the course, so they can present their final argument in an intelligent manner and so they can actively contribute to group discussions.

Analyzing of Learning Contexts

Learning Environment:

The instructional activities will mostly take place in the individual's home as well as (in some cases) a small classroom setting. Learners can develop an understanding in the comfort of their own home or in a small group. They will also have the quiet needed to work at their own place. Somehow, in the course of the instruction, the learner will have to be able to access the Internet in order to research their options for publication. They will also, most likely, need access to a library in order to further research their options (particularly concerning agents, where resources are available at the library).

The students will have to develop an understanding of technology (most of which will be further explained as the instructor goes through the course). The learners, by the end of the course, will have the ability to decide what method of publication they would like to use. This means that they will have to understand the options available of digital and self-publishing websites.

Site Constraints:

The instruction would have to occur somewhere with access to computers and access to some form of Internet. Students will need to access the sites and also have access to email for contacting agents. Most of this will depend upon the individual, but can also be found at the local public library for reference materials. At the library,

individuals can access books and websites related to publishing options. It also provides a quiet space for individuals to work.

At a public library, it's possible for people to gather all of the information that they need, while also having the space needed to work. As far as timing is a factor, learners will be able to work at a pace that makes them comfortable so they can absorb all of the information needed to make a properly informed decision concerning their options.

Analyzing the Performance Context:

Compatibility of the site with instructional requirements:

The site can be very flexible, since the work is mostly done alone. The learner will be able to work and research alone, but there are also options for group work.

Groups can meet in the library and cooperate in small meeting groups.

Adaptability of the site to simulate workplace:

The author's "workplace" is difficult to understand because many authors have different workplaces. One author may prefer to work alone in their office, while another may prefer the hustle of a coffee shop. However, the option of the library presents a few options for different types of workers. Authors can work in silent, small areas or work in a public area where the bustle will resemble the coffee house enough. The library (as a site) offers a number of options for workplace adaptability.

Adaptability for delivery approaches:

The delivery approach will mostly be individual work. The instruction will be something that the perspective author will read and possibly interpret in a small group.

The approach, however, can also be transformed into a one-on-one atmosphere or a

slightly larger lecture setting. The information will be the same, but the delivery can change to fit the learner needs as they arise.

Learning-site constraints affecting design and delivery:

The site shouldn't affect the design or the delivery. Most likely, the instruction will be formatted as a fair amount of individual work. The learning-site should provide a range of levels of noise and private. Depending on the learners preference, the site can adapt to their needs while still being an effective method of delivery.

Pre-Instruction Questionnaire

1. Do you have a completed manuscript? Describe it (length, type of writing, part of a series).
2. Have you edited the manuscript? Have you used a professional service or trusted your friends and family to edit it?
3. Are you familiar with word processor programs like Microsoft Word or TextEdit?
4. How familiar are you with Internet browsers? Can you perform basic functions online (web searches, email)?
5. Describe your previous experiences with publishing. Have you ever successfully been published?
6. Are you familiar with all options of publishing? What options are you aware of?
7. What are some of your goals for your finished and published manuscript? Do you care more about making money with the work or do you care more about being seen by a wide audience?
8. Describe what you know about traditional publishing methods. Do you know anything about agents?
9. Describe what you know about digital publishing.
10. Describe what you know about self-publishing.

Performance Objectives**Instructional Goal:**

Perspective and inexperienced authors will better understand all available options available when considering the publication of their first material.

Terminal Objective:

Given a series of possible publishing options, students will be able to select an option that would most benefit their manuscript.

Terminal Objective	Given a series of publishing options, students will be able to select an option that would most benefit their manuscript.	
Enabling Objectives	Given general information about a publishing company, students will distinguish what kind of company it is with accuracy.	
	Given ten minutes, students will be able to define the major characteristics of each type of publishing method including benefits and drawbacks of each.	
	Secondary Enabling Objectives	Give thirty minutes, students will identify eight benefits of each

		method of publication.
		Given thirty minutes , students will identify six shortcomings of each type of publication.
Enabling Objectives (Continued)	After thoroughly examining their work, students will select which method to attempt publication with three possible companies.	
	Secondary Enabling Objectives	Given access to a publisher's website, students will be able to distinguish 'real' and 'scam' companies.
		After thorough examination of their material, students will realize if they fit the parameters of any given publisher.
Enabling Objectives (Continued)	Given access to a computer, students will locate three websites of agents for possible	

	representation.	
	Given access to a computer, students will find three sites for digital publishing websites that are suitable for their work.	
	Given access to a computer, students will find three sites for self-publishing websites that are suitable for their work.	
	Given access to a self-publishing company website, student will identify what benefits the company offers in relation to the responsibilities they will inherit.	
	Given access to the internet, student will find three digital publishing outlets and explain the benefits of each.	

Performance Measurement

Background:

For measuring performance, a series of tests will be given on each of the major sections of the instruction. A preliminary test will be given to determine what the perspective author knows about their book (subject matter, length, etc.) more for personal use than as something to be graded. The three subsequent tests will focus on the various forms of publishing, hitting on the major characteristics learner through the instruction. A final test will be given, combining what the author has learned about various forms of publishing and what they know about their own preferences from the pre-test. The pre-test and three major tests will be short, written answers on a test that will be administered with a computer nearby so that students may access the Internet for the test. The final test will be presented by the student and delivered as the final statement.

Pre-Test:

This will help the author better understand their wants/needs before entering into the course. The Pre-Test will determine the preliminary characteristics of the student by determining what the student is looking for in their publishing method, as well as their personal preferences for dealing with other people handling their work. The pre-test will be used to help the student identify what they want out of their manuscript and help them to make an informed decision about their work for the final test. **(Appendix A)**

Test One: Traditional Publishing

The first test will focus primarily on the method of traditional publishing. The test will focus on subjects such as finding an agent and identifying the major benefits and drawbacks of the traditional publishing outlet. Students will be tested on knowing the difference between a legitimate and scam-company for a traditional publishing company.

Students will also explain the benefits of having an agent and the methods of getting one.

(Appendix B)

Test Two: Self-Publishing

For the second test, students will complete a test on their knowledge of self-publishing. Students will have to explain the advantages and fall backs that come with attempting the self-publishing method. The student will also have to present a self-publishing company's website and (based on the website) give advantages of the company. Students will also have to identify what roles they will take on as the self-publishing author against the self-publishing company of their choice. **(Appendix C)**

Test Three: E-Publishing

The third test will determine what students have learned about the digital presentation options. Students will explain the benefits and pitfalls of presenting their manuscript to an e-book publishing company. The student will also have to provide examples of digital publishing outlets and present one benefit that each offers.

(Appendix D)

Final Test:

For the final test, learners in the course will present a case for which method of publication they think is best for their work. The students will write a short statement as their final test and the perspective authors will present their arguments for what method best meets the needs of their publishing requirements. Students will also provide names of potential publishing outlets/agencies they are considering submitting their work to.

The students written statement will be graded based on a rubric provided. **(Appendix E)**

After the final class, students will fill out the instructional assessment for the instructor to look at to adjust future classes. **(Appendix F)**

Appendix A:

Name: _____

Pre-Test: Respond to each question in full.

1. Describe your manuscript:
 - a. Type of Manuscript (poems, novel, etc): _____
 - b. Length: _____

2. How much money (and time) are you willing to invest in the publication of your manuscript (this also includes the amount percentage you are willing to give to a perspective agent)?

3. How much control do you want over your manuscript (do you want sole control of the manuscript or are you willing to allow others to work on your novel)?

4. What is more important to you in making a publishing decision?
 - a. Making Money
 - b. Critical Acclaim
 - c. Reaching a wide audience
 - d. Selling as many copies as possible

Appendix B:

Name: _____

Traditional Publishing Test

1. Describe three benefits of traditional publishing

a _____

b _____

c _____

2. Describe three disadvantages of traditional publishing

a _____

b _____

c _____

3. Describe the main benefits of having an agent

4. What are some of the warning signs to look for when looking at publishing companies?

5. Give an example of a traditional publishing company. What makes them “real”?

6. Give an example of three agents and the companies they work for.

7. Look up the following companies online. Identify the three traditional publishing companies from the list below

- | | |
|----------------|----------------|
| a. Aptara | f. BlueToad |
| b. Simon Pulse | g. AuthorHouse |
| c. Yudu | h. KNOFF |
| d. Del Ray | i. Smashwords |
| e. Lulu | |

Appendix C:

Self-Publishing Test

Name: _____

1. Describe three benefits of self-publishing

a _____

b _____

c _____

2. Describe three disadvantages of self-publishing

a _____

b _____

c _____

3. Give an example of a self-publishing company. What makes them “real”?

4. Give an example of three self-publishing companies. What benefits do they offer?

5. Describe the responsibilities of the author when self-publishing companies are used.

6. Look up the following companies online. Identify the three traditional publishing companies from the list below

j. Aptara

o. BlueToad

k. Simon Pulse

p. AuthorHouse

l. Yudu

q. KNOPF

m. Del Ray

r. Smashwords

n. Lulu

Appendix D:

Digital Publishing Test

Name: _____

1. Describe three benefits of digital publishing

a _____

b _____

c _____

2. Describe three disadvantages of digital publishing

a _____

b _____

c _____

3. Give an example of a digital publishing company. What makes them “real”?

4. Give an example of three companies in digital publishing.

5. What sort of materials are best represented by digital publishing? What type authors benefit from it the most?

6. Look up the following companies online. Identify the three traditional publishing companies from the list below

- | | |
|----------------|----------------|
| a. Aptara | f. BlueToad |
| b. Simon Pulse | g. AuthorHouse |
| c. Yudu | h. KNOPF |
| d. Del Ray | i. Smashwords |
| e. Lulu | |

Appendix E:

Final Test Rubric:

For your final test, students will present a statement about their

	1	2	3	4
Knowledge of Publication Methods	Shows little or no knowledge of any methods of publishing	Demonstrates some knowledge of chosen methods	Demonstrates significant knowledge of selected method	Demonstrates substantial knowledge of preferred method
Reasoning	Student presents no reasons for their choice of publication	Student presents no sound reasoning behind choice	Student gives some reasoning, but lacks in some areas	Student reasoning for choosing their method is sound
Knowledge of publishing companies or potential agencies	Student give no examples of companies that they would choose	Student provide some information, but fail to explain benefits	Student provides substantial information on one or two potential companies	Student provide examples and reasons for three companies chosen
Grammar and Spelling	Many Spelling Mistakes and several Grammar Errors	Many Spelling Mistakes and few Grammatical Errors	No Spelling Mistakes and few Grammatical Errors	No Spelling Mistakes or Grammatical Errors

Appendix F:

Name: _____

Instructional Evaluation: Respond to each question in full.

1. After taking this course, do you feel you understand the world of publishing better?

2. Describe what you liked best about this course.

3. Where do you think this course needs improvement?

Fill out the following chart, rating the following parts of the course.

	Above Average	Average	Below Average
Instructor Competency			
Instruction Effectiveness			
Material Effectiveness			
Test Difficulty			
Course Length			
Course Effectiveness			

Instructional Strategy

Background:

Pre-Instructional Activities:

At the beginning of each section, the learners will take place in a discussion. During these discussions, the instructor will present several examples of the publication method their discussing. For example, during the discussion on traditional publishing, the instructor will give examples of authors who have published books through obtaining an agent or going directly to a publishing company. These success stories will catch the attention of the learners.

- Section One:
 - Gaining Attention:
 - Students will partake in discussion about the traditional publishing route. The discussion will include examples of successful publications through the traditional publishing route.
 - Informing Learner of Objectives:
 - Students will read instructor handouts on methods of traditional publication before class.
 - At the close of the discussion, the instructor will review the following objectives in front of the class, summarizing the coming lecture.
 - Searching online for agents and traditional publishing companies.

- Students will be able to select their agents based on their requirements.
 - Students will be able to identify the signs of a publishing company scam.
 - Students will be able to identify the major characteristics of traditional publishing, including the benefits and shortcomings.
- Section Two:
 - Gaining Attention:
 - Students will partake in discussion about Self-Publishing.
Students will be presented successful cases, where the author has made success from self-publishing
 - Informing Learner of Objectives:
 - Students will read instructor handouts on methods of self-publication before class.
 - At the close of the discussion, the instructor will review the following objectives in front of the class, summarizing the coming lecture.
 - Students will be able to identify the responsibilities of the author in a self-publishing scenario.
 - Students will be able to identify the major characteristics of self-publishing, including the benefits and shortcomings.

- Students will be able to search the Internet and find self-publishing websites to promote their work.
- Section Three: Digital Publishing
 - Gaining Attention:
 - Students will partake in discussion about Digital Publishing.
Students will be presented successful cases, where the author has made success from digital publishing
 - Informing Learner of Objectives:
 - Students will read instructor handouts on methods of digital publication before class.
 - At the close of the discussion, the instructor will review the following objectives in front of the class, summarizing the coming lecture.
 - Students will be able to identify the major characteristics of digital publishing, including the benefits and shortcomings.
 - Students will be able to find different digital publishing websites and explain the benefits each company offers.

Instructional Activities:

Before Instruction, students will read the handouts provided by the instructor. Students will also come prepared to discuss the material in class. The classes will primarily focus on the method of publication being discussed, providing students with the information they need fill out the worksheets, as well as contribute to the discussions.

- Section One:

- Stimulating Recall of Prerequisite Learning:
 - Discussion of the known publishers involved in traditional publishing.
 - Brief discussion where students discuss what they know about traditional publishing outlets.
- Providing Learning Guidance:
 - Class discussions about the process of obtaining an agent and the steps that are required to gaining one. Merits of an agent will also be discussed.
 - Discussion will also include the benefits of using an agent/traditional publishing routes.
 - Students will fill out worksheet in small groups of 2 or 3. The worksheets will direct the students in searching for traditional publishers and agents. Groups will also discuss the signs of scam companies.
- Eliciting Performance:
 - Students will take the section test to identify that the student has absorbed the material presented by the instruction. The test was presented in Appendix B of the Performance Measurement.
- Section Two:
 - Stimulating Recall of Prerequisite Learning:
 - Review discussion about the characteristics of Traditional Publishing

- Class discussion of the known publishers involved in self-publishing.
- Brief discussion where students discuss what they know about self-publishing outlets.
- Providing Learning Guidance:
 - Learners will partake in a discussion about self-publishing, going through the steps and major characteristics of a self-publishing application.
 - Students will fill out worksheet in small groups of 2 or 3. The worksheets will direct the students in searching for self-publishers. Groups will also discuss the signs of scam companies.
 - Worksheets will also cover the responsibilities of the author in a self-publishing situation.
- Eliciting Performance:
 - Students will take the section test to identify that the student has absorbed the material presented by the instruction. The test was presented in Appendix C of the Performance Measurement.
- Section Three:
 - Stimulating Recall of Prerequisite Learning:
 - Review discussion about the characteristics of Self-Publishing
 - Class discussion of the known publishers involved in digital publishing.

- Brief discussion where students discuss what they know about digital publishing outlets.
- Providing Learning Guidance:
 - Students will fill out worksheet in small groups of 2 or 3. The worksheets will direct the students in searching for digital publishers. Groups will also discuss the signs of scam companies.
 - Students will have discussions to find out the benefits of the digital presentation method over the traditional paper-based method.
- Eliciting Performance:
 - Students will take the section test to identify that the student has absorbed the material presented by the instruction. The test was presented in Appendix D of the Performance Measurement.

Post-Instructional Activities:

At the end of each section, there will be a test to ensure that the student has fully absorbed the material. The tests will be taken after the completion of a section. After the instructor reviews their tests, the students will have the opportunity to resubmit their tests with the correct answers. This will reinforce the correct answers into the student's head and ensure the student retains the correct information.

- Section One:
 - Providing feedback and Assessing Performance:
 - At the beginning of Section Two, the class will review the test from Section One.

- Students will re-submit the exam with the correct answers to reinforce the correct information in their heads.
- Section Two:
 - Providing feedback and Assessing Performance:
 - At the beginning of Section Three, the class will review the test from Section Two.
 - Students will re-submit the exam with the correct answers to reinforce the correct information in their heads.
- Section Three:
 - Providing feedback and Assessing Performance:
 - The second to last class, the students will review the test from Section Three before the students review their final assignment (Appendix E)
 - Students will re-submit the exam with the correct answers to reinforce the correct information in their heads.
- Final Examination
 - Enhancing Retention:
 - The final statement will cover the cumulative collection of knowledge from the student's experience in the course. The students will not only have to make their claim, but support their decision by providing information, not only about their choice, but also about why they did not choose another option.

- Students will receive the results of their final statement 'exam' from the instructor after the course is completed. At this point, students will also receive their graded rubric and grade for the instructional course.

Instructional Materials:**Availability of Existing Materials:**

1. How to Get Happily Published: Appelbaum's book is highly circulated (with hundreds of thousands of copies sold). The book is available at any library and easily found at a bookstore. The book is more for the instructor than the students, but will be important for instructor to have in order to answer questions students may have about the topic of traditional publishing.
2. Internet Resources: The Internet resources required (namely the publishing company websites) can be accessed on any computer with an Internet connection (whether it is the learner's laptop or a desk top computer at the venue).

Production and Implementation Constraints:

1. Infrastructure: The learners would need access to a computer with some type of Internet connection. Most young people who would be taking this course have some form of Internet connection in today's modern digital world. The learning venue would also need space for the students to work, depending on the size of the group.
2. Expertise: The instructor will have to have a certain amount of expertise in the field of publishing. Optimistically, the instructor is someone with experience at least attempting to be published in one or more of the methods in the course. Some degree of knowledge of the writing world is necessary, so that they understand the importance of finding by the perfect method of publication. The discussion will be driven both by students and instructor, so while the instructor is in charge of presenting the material, the responsibility also falls to the student.

3. Time: The course will take place over four main lessons. These four lessons can either be back to back in an extended workshop or on a weekly basis. Ideally, each class is broken down into an hour with twenty minutes to review and correct the test from the previous class and forty minutes to establish and test on the new material.
4. Cost: A room could be rented for free at a local community center or library. Materials would mostly be paper-forms and digital files shared online (via email) so the cost would be relatively small. If the instructor required payment of some kind, they would only need four hours worth of compensation.

Treatment

For each class, the instructor will cover a certain method of publication. At the beginning of class, the instructor will review the previous session as needed. After thoroughly reviewing the materials from the prior class, the instructor will begin a guided discussion about the method of publication for the current class. The discussion will rely mostly on the students, who have prepared themselves by reading the instructor handout before class. The instructor will pose questions to the class as the discussion is dying down, but for the most part the students will be the ones who lead where the discussion goes. After the discussion is completed, the instructor will present a brief test to cover the unit. Once the unit test is finished, the instructor will hand out the handout for next week so the student can be more thoroughly prepared.

Scripts for Each Class**Script for Class One:****Materials:**

1. Handout for Traditional Publishing Unit
2. Pre-Test for students

Instructor: *(making eye contact with each student as their talking. The atmosphere is more like friends talking than a formal class).* Good evening and welcome to the first meeting of this course! My name is *(Instructor's Name)* and I'm the instructor. I'd like to take a moment to go around and have everyone introduce themselves. Tell us your name, your age and tell us a little bit about the work you're trying to publish.

(Students go around the room introducing themselves and getting comfortable talking in front of the group about their work).

Instructor: *(Resuming instruction)* This week, we're going to have a shorter class. We're going to take some time to consider our own works in relation to the publishing industry. Now that we've talked a bit about our work, I'd like you to fill out this questionnaire, so you start thinking more about your work in a publishing perspective.

(Instructor hands out the Pre-Test to the students. When the students complete the test, they return it to the instructor. When the class completes the test, the instructor will distribute the handout for the next class.)

Instructor: Next week, we'll be covering traditional publishing methods, so be sure to bring some examples of works that have been published through traditional companies or agents! See you next class. *(Class is dismissed)*

Script for Class Two:

Materials:

1. Handout for Traditional Publishing Discussion
2. Test on Traditional Publishing Unit
3. Handout for Self-Publishing Discussion

Instructor: Good evening and welcome back. To begin tonight's discussion, I'd like to hand back the test from last week.

(Instructor distributes pre-test. The test was meant more for the instructor's purposes than as a formal test. It does not need to be reviewed unless the students have questions.)

Instructor: *(Resuming instruction)* This week, we're going to talk about traditional publishing. This is probably the one that you're all most familiar with, so I'm excited to see what you come up with. So who can give me an example of an author that has published through the traditional route?

The following questions should be used to encourage further discussion:

- What are some known publishing companies?
- What benefits are there to using an agent when presenting something to a publisher?
- Find an agent using the website. What kind of books does the agency accept? How does this fit your criteria? *(Have each student search for one agent for themselves)*
- Does the author in a traditional publishing setting have to sacrifice some of their control on the project to publish?
- What kinds of projects are best suited for this publishing method?

Instructor: *(At the completion of the discussion, the instructor will take any remaining questions)* OK, now that we've wrapped up the discussion, let's move on to the test.

(Hands out test for The Traditional Publishing Unit). When you're finished, please hand in the test.

When the class completes the test, the instructor will distribute the Self-Publishing handout for the next class.

Instructor: Next week, we'll be covering Self-publishing, so be sure to bring some examples of works that have been published through this format! See you next class.

(Class is dismissed)

Script for Class Three:

Materials:

1. Handout for Self-Publishing Discussion
2. Graded Tests for Traditional Publishing Unit
3. Handout for Digital Publishing
4. Test on Self-Publishing Unit

Instructor: Good evening and welcome back. To begin tonight's discussion, we're going to go over the test from last week.

Instructor hands back test and reviews the examination. Students should be encouraged to answer the question and rewrite their answers if they were incorrect.

As you can see, most of you did very well, but are there any questions before we go? *(At this point instructor answers any questions about the test and collects and corrected tests from the class)*

Instructor: *(Resuming instruction)* This week, we're going to talk about the characteristics of self-publishing. Before we begin, who can take a guess at the main differences between self-publishing and traditional publishing?

The following questions should be used to encourage further discussion:

- What are some known publishing companies that specialize in self-publishing?
- What responsibilities are placed on the author in self-publishing?
- Does the author in a self-publishing situation have to have additional skills (not necessarily degrees) in order to make their work successful?
- What kinds of projects are best suited for the self-publishing method?

Instructor: *(At the completion of the discussion, the instructor will take any remaining questions)* OK, now that we've wrapped up the discussion, let's move on to the test.

(Hands out test for The Self-Publishing Unit). When you're finished, please hand in the test.

When the class completes the test, the instructor will distribute the handout for the next class.

Instructor: Next week, we'll be covering digital publishing, so be sure to bring some examples of works that have been published only in a digital format! See you next class.

(Class is dismissed)

Script for Class Four:

Materials:

1. Handout for Digital Publishing Discussion
2. Graded Tests for Self-Publishing Unit
3. Rubric for Final Assignment.
4. Test on Digital Publishing Unit

Instructor: Good evening and welcome back. To begin tonight's discussion, we're going to go over the test from last week.

(Instructor hands back test and reviews the examination. Students should be encouraged to answer the question and rewrite their answers if they were incorrect.)

As you can see, most of you did very well, but are there any questions before we go? *(At this point instructor answers any questions about the test and collects and corrected tests from the class)*

Instructor: *(Resuming instruction)* This week, we're going to talk about the new frontier of digital publishing. Obviously, there are some major differences between this and other methods we've discussed. What benefits do you see coming from publishing digitally?

The following questions should be used to encourage further discussion:

- What makes digital publishing different from other types of publishing?
- What responsibilities go to the author when he or she chooses to use digital publishing as their method of publication?
- Select a website in the digital publishing industry. What benefits do this particular company offer?
- What kinds of projects are best suited for the digital publishing method?

Instructor: *(At the completion of the discussion, the instructor will take any remaining questions)* OK, now that we've wrapped up the discussion, let's move on to the test.

(Hands out test for The Digital Publishing Unit). When you're finished, please hand in the test.

(When the class completes the test, the instructor will distribute the rubric (identified as Appendix E) for the next class.)

Instructor: Next week, we'll be going over your final assignment, so be sure to be prepared for it! Look over this rubric and come prepared with any questions. See you next class. *(Class is dismissed)*

Class Five:

Materials:

1. Rubric for discussion
2. Graded Tests for Digital Publishing Unit
3. Rubric for Final Assignment.

Instructor: Good evening and welcome back. To begin our last class, we're going to go over the test from last week.

(Instructor hands back test and reviews the examination. Students should be encouraged to answer the question and rewrite their answers if they were incorrect.)

As you can see, most of you did very well, but are there any questions before we go? *(At this point instructor answers any questions about the test and collects and corrected tests from the class)*

Instructor: *(Resuming instruction)* Now, we're going to go over the final examination. For this, you'll have to take everything you've learned from this course and make a case for which method of publication you think that your manuscript is best suited for. You'll need use your powers of reasoning as well as examples from what you've learned in this course. Are there any questions about what you'll have to do for this assignment?

(The instructor will take and answer any questions about the assignment. Students should feel confident about the material before leaving for the night)

Instructor: *(At the completion of the discussion, the instructor will take any remaining questions)*

Instructor: Email me your final assignment next week. Good night and thanks for an awesome class, guys! *(Class is dismissed)*

Sample Handouts:**Handout 1: Traditional Publishing**

When the word “Publishing” is said in the writing world, most people will think of the traditional form of publication as the only form of publication. While not the only form, traditional publishing is the most popular and best known. Generally speaking, going through a traditional publishing company (on one’s own or through representation) involves contacting an established company, who will in turn print, market and sell your book to perspective book companies. A major benefit to publishing companies is that each comes with a certain amount of ‘clout’ or reputation. Many booksellers consider the success of previous endeavors from a company before buying any copies of a published book from that company.

The most common way an author obtains a publishing contract is through an agent. The author and agent work together to find a publisher that will accept their work. Generally, agencies will take a percentage of what the author makes from the project as a fee for representing them (*Note: do not give an agency or publishing group any money before they agree to represent you, this is often a scam. Remember if it’s too good to be true, it probably is.*). Agencies often go to publishing companies on behalf of the author and work out the “nitty-gritty” work involved in the publishing contract. The agent knows people in the business and also knows the trade, making them a powerful ally when attempting to enter the jungle of publishing options that are available. An agent is there to ensure that the author gets what they deserve and protect the rights of the writer if the issue should arise (rights including everything from the first edition publication to action figures).

The downsides to traditional publishing include creative differences between yourself, your agent and (sometimes) your publisher. Since these groups are going in on the project with you, the success or failure of the project is also something they have to consider. While you may not have to change the entire novel, there might be some things that you would be asked to change. It is also important to note that getting into the traditional publishing business is incredibly hard (with or without an agent). Many major publishers will get hundreds of queries every month and only select a few out those options for the year. Do not get discouraged, but bear in mind that it is going to be incredibly difficult.

Below are some famous publishing houses. When examining potential publishers, look at the group's past projects to determine if your material is right for them. Look these groups up online so you know what to look for in legitimate publishers:

- TOR: Science Fiction
- Harper Perennial
- Vintage Crime
- Little, Brown

Below are some famous agencies. Many agencies are only looking for specific genres or projects, so be sure to look at their requirements carefully. Look these groups up online so you know what to look for in legitimate agencies:

- Nelson Literary Agency
- Writer's House
- Fine Print Literary Agency

Handout 2: Self-Publishing

In the world of publishing, there is more than one method of publication. Another, very popular, method of publication is self-publishing. Self-publishing can be defined as “going through the process of publishing a manuscript without the services or use of established company or agency”. By self-publishing, the author is in charge of the project and completely in control of the book’s fate.

There are a couple of ways to go about self-publishing. The writer can either self-publish through a digital service or a website that will convert their digital file into something physical. Authors going the self-publishing route will pay for the expenses involved in publishing a book from their own pocket.

With this newfound control over the publishing process, come responsibilities to the author. The author will be responsible for the success or failure of the book and the expenses tend to come directly from their pocket. If an author arranges for a self-publishing option, they also take on the role of publicist, distributor and sales coordinator. If an author is motivated, they can make a success of their book by sending out information about the book to local bookstores and even attempt to sell to larger chain stores (though this rarely works out, if ever).

There are many benefits to self-publishing. Through self-publishing, the author is in complete control of the project. The author does not need to take advice of a publisher or agent into consideration when they are going through the process. The author will be free to make any creative choices that agents might not be supportive of. Since the author is the only one taking a risk on the self-published method of publication, he or she would be able to take chances on projects that companies might not go through with. The

author also has control over where the book is sold. Another benefit is that authors can keep all of the profits from their work and not have to give any to an agent or publishing conglomerate.

The most obvious downside to the process is that the author has to pay a lot out of his or her own pocket. With websites like Kick Starter, it is easier for the author to ask for donations or make money in other ways. Other downsides include the author's inexperience in promoting their work or their inability to work with bookstores and having to sell units individually or online.

When considering self-publishing, there are some websites that will take an author's money without delivering a project. Be sure to research the company in question before giving them any money (look specifically at their public relations and find what projects they have done in the past to make them a legitimate company).

Below are some well-known self-publishing sites. When examining potential publishers, look at the group's past projects to determine if your material is right for them. Look these groups up online so you know what to look for in legitimate publishers:

- Outskirts Press
- Lulu
- Author House
- Create Space (Amazon Child Site)

Handout 3: Digital Publishing

An increasingly popular option for authors is the option to publish digitally. This is a new way for authors to present their work to the general public. In an increasingly digital world, everyone is getting a digital reader. Kindles, iPads and Nooks are becoming increasingly common items to have not only in the house, but often on someone's person. When travelling, an e-reader can save precious space in a bag while still providing a wide array of books and other forms of entertainment. By using digital publishing, an author can take advantage of this technology and use it to their advantage.

Authors involved in digital publishing have many advantages. For one, they can choose between using an agent and representing themselves in the digital market. The world of digital publishing is constantly expanding, with more formats becoming available. In a few years, an author could easily add new media into their manuscripts to enhance their manuscripts value. If they represent themselves, authors get to choose the price of their manuscripts without having to worry about costs for materials and printing. They can also have complete control of what websites they can sell their manuscripts to. The digital publishing option also allows for changes to the manuscript after production without worrying about reprinting costs. By publishing digitally, an author also can publish projects that might not be considered for length reasons or type of project (poetry anthologies or small fact books).

Many digital publishers will ask for some kind of account set up, but won't ask for much more additional money, since there isn't anything physical being created and no money being risked in the publication of the book in a digital format.

There are a few disadvantages to digital publishing, in addition to the benefits. People in digital publishing have the disadvantage of people not being able to share their books. Only people with the digital readers can have access to these e-books. Another problem is trying to find ways to keep your book in “the spotlight” in the world where all sorts of media are vying for a person’s attention. Other disadvantages are as numerous as the problems of e-books themselves. There’s nothing that can replace the warmth of a physical book in a person’s hands and some people prefer the feeling of an actual book in their hands.

Below are some well-known digital publishing outlets. When examining potential publishers, look at the group’s past projects to determine if your material is right for them. Look these groups up online so you know what to look for in legitimate publishers:

- Amazon.com
- BN.com
- Apple’s iBookstore
- Kobo

Formative Evaluation:
One-To-One Trial

For purposes of a simple one-to-one trial, the material was tested for understanding and completeness in relation to the ‘tests’ for one of the units. The test subject was an aspiring author, twenty-two years old with very little previous publishing knowledge, which fits the parameters of the audience requirements. Due to distance problems and issues with time constraints, the one-to-one trial was held over an online videoconference. For purposes of the trial, Unit One on Traditional Publishing was tested on the learner.

Process:

For the one-on-one trial, the instructor and trial learner met in an online videoconference. Before attending the “class” with the instructor, the learner was sent a copy of the proposed handout for the Unit One Instruction to read in advance. The instructor also sent a copy of the “Pre-Test” to better understand the learner’s needs. The learner submitted her evaluation before the meeting and the instructor reviewed it for purposes of understanding question clarity and prior knowledge before entering the course.

During the course, the instructor reviewed the “Pre-Test” with the subject, to summarize what the instructor understood about the perspective author’s work before entering the class. The instructor then transitioned to the discussion portion of the instructor script. For the most part, the discussion was a question and answer session between the instructor and the learner. Most of the discussion was for the instructor to see what the recall for the learner was from the handout.

Afterwards, the instructor administered the Unit Test to the subject. The subject was able to complete the examination in a short period of time with sufficient answers. When asked if the test was difficult, the learner said that the test was pretty straight forward after reading the handout.

Once the one-on-one trial had been completed, the following observations were made:

- In the one on one trial, it was difficult to facilitate a discussion-based lesson, since it was only the instructor and a single student. These issues should resolve themselves in the larger group trials, where students can interact with one another and provide various opinions and insight for the material.
- The “Pre-Class Handout” was emailed to the learner in advance of the lesson for their review before “class”. The learner found few errors in the worksheet, believing it was overall comprehensive and easy to follow.
- When taking the test, the trial subject found that she had an easy time recalling the information from the worksheet to give her the correct answers. When asked for if she felt the material was retained well with the help of the test, she believed that the addition of the ‘test element’ made her pay closer attention to the worksheet provided.
- When asked if she believed she knew more about Traditional Publishing, the learner stated that she “felt more comfortable in understanding how agencies worked”
- Overall, the one-on-one trial proved to be very useful in detecting immediate problems in the individual learner. The connection directly from “Instructor

Handout” to “Student Test” was strong and the test subject could quickly recall information in a useful amount of time.

Small-Group Trial

Finding volunteers for a small group evaluation proved slightly difficult. Three individuals were found and met in another video conferencing venue (for distance and convenience reasoning again). The group consisted of both male and female learners who were interested in the publishing world. Unit One was tested again, and the Traditional Publishing Handout was emailed to the group in advance. Students were informed of the test and given adequate time to read through the material.

The primary goal of this trial was to see how discussion could be facilitated within a small group of individuals. The instructor remained (mostly) the observer for the group, however to facilitate the discussion would occasionally interject with questions or comments to put the discussion back toward the goal.

Process:

Like the one-on-one trial, the small group was sent both the handout and pre-test before the conference was started. The Pre-Test was returned and the instructor analyzed the answers to find common trends in the group to better understand the group as a whole.

After explaining the observations from the Pre-Test, the instructor moved into the discussion. The small group made the conversation less like two people asking and answering question, but more of a full discussion. The students were able to carry the conversation easier on their own, but the instructor was still required to keep the discussion on track. The instructor had to encourage certain answers out of students to

encourage further discourse. The learners were still able to make intelligent comments based on the handout and kept the discussion going if there were pauses (even if it took a little coaxing).

The instructor administered the Unit Test to the group and graded their answers after the course was finished. The answers were well organized and correct. When asked about the difficulty of the test, most learners felt that the exam was manageable. They believed that the handout had given them enough prior information to take the test confidently.

After final testing, students were asked to describe the experience. Some people said that they were cautious to answer questions because they were not comfortable around the group and they were felt like they held back in the group of strangers.

The following observations were made:

- The group, for the most part, needed a lot of coaxing to get into the discussion. It was difficult bringing three, introverted strangers together for an hour (without any knowledge of the others) and force a discussion. Some individuals talked more than others and some needed to be “called on” in order to increase their participation in the discussion.
- The discussion was relatively agreed upon. The addition of more individuals to the group dynamic (different backgrounds, levels of confidence, etc.) might increase the interest of the discussion, but it is difficult to guess these from a random sampling.

- Trial learners were tested on the material and provided correct answers. When asked how the test element affected their reading of the handout, some said it did not change their reading habits, but others said it made them pay closer attention.

Final Notes

When the trials are considered a few things come to mind to make the course slightly more interesting and increase the value for the learner. The following are notes made by the instructor of things that could have been changed or will be changed.

- The videoconference format (while convenient and cost-effective) was not the intended learning environment. For purposes of testing the material (in the one-on-one trial), the videoconference was a way to share ideas in a real-time immediate format. When it came to the group discussion in the small group trial, there was a disconnected feeling between the participants. In the future, a room would have to be accessed in order properly use the discussion.
- The groups are also smaller than intended. If the groups were larger, more people would be able to add to the discussion. It would also be easier to have a larger group, so people don't feel as put on the spot in a group of strangers. When asked if they would feel more comfortable in a larger group discussion, participants suggested that the large group setting (and having a better relationship with their classmates that would be easier to obtain through simple introductions) would increase their interaction with their fellow learners.
- The group discussion needs more encouragement. Suggestions for this problem have been to add more questions to the discussion from the instructor to facilitate further discussion. The original intent was to have the discussion led by the

group, letting the conversation go where it would, with the instructor providing the guiding questions when required. However, this model only works if there are enough questions to facilitate enough discussion. By introducing more questions, to the instructor materials that pertain directly to the student's work (i.e. "What parts of this method appeal most to you?" or "Can you see yourself publishing in this medium? Why?") would encourage further interaction between the learners.

Another suggestion is to have the instructor give examples during the discussion, by going through the process of an author who went through one of these methods (giving the lesson more context). It is one thing to present the students with a list of potential agencies and publishers in the various methods, but it is another to have learners examine those in a practical application.

Levels of Effectiveness:

Clarity:

Learners in the program found that the information was presented in a clear way. The information in the handout was presented in a way that was easily understandable by a majority of the learners. The material is clear for the learners to the point that they can take the information they learned and put it into a test or discussion format and feel like they understand the material.

Impact:

Learners described the experience as informative. After the class, the students felt they were better informed about that specific method of publishing and believe that they were better prepared. When asked if they would like to learn about other methods of

publishing, the group agreed that they would like to learn about the other methods of publishing to get a better idea of what their options were.

Feasibility:

The course seems feasible, being both cost and time effective. All totaled, the course could be condensed into a five-day workshop/five-week class. The space could easily be acquired at a local library or community center and it would not be such a high cost outside of providing a fee for the instructor or compensation for printing of the handouts.