

The Writer's Insider



DEPARTMENT
OF WRITING ARTS

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An Interview with a Publisher

by Alex Geffard

I can't say much about how my internship supervisor, Dr. Drew Kopp, came into acquaintance with Ben Allen. From what I understand, the two met while taking a week long class in Cancun near the end of 2017. Kopp learned that Ben had a publishing company in Oregon (BC Allen Publishing Group and Tonic Books) that focuses on books about personal development, professional development, business, entrepreneurship, and leadership. His company has helped publish books like *Happy is the New Rich* by George Resch, *The Achievement Trap* by Brandilyn Tebo, and *Asking Great Questions* by Aileen Gibb. The company began around three years ago, and at the time was mainly focused on author consultation. Nowadays, it focuses on a lot of different publishing aspects, even if it's a relatively small company. Ben usually has a rotating team that consists of five people, and without an actual office space, they work together through telecommunication.

My supervisor has a dream of creating a Rowan publishing company focused on releasing Young Adult novels. When he met Ben, he saw the opportunity for a partnership. By involving the interns in projects with an actual publishing company, Kopp and the Writing Arts department could study what it would take to begin making this dream a reality. After meeting with each other, Ben Allen and Kopp came to an agreement, and

the partnership was born.

In preparation for the interview with Ben, I asked my fellow interns to provide me with questions that would elicit meaningful responses. This was a chance for us to ask an actual publisher about his career and learn what it took for him to reach his position (which is especially beneficial for students who want to pursue a career in publishing). We also wanted to know why a successful man from Oregon agreed to partner with a small department from a university in New Jersey.

"How do you maintain reputation while being almost entirely removed from social media?"

I heard Ben laugh from his side of the call. He was enjoying a rare sunny day in Oregon, and was very enthusiastic to answer my questions for the article. "I think that's created by the work that you do with clients, and my business has grown just by referral and invite, so occasionally I'll find somebody online that seems intriguing to me, and I'll build a relationship with them, and then we start to work together or I give them some of my time for free to give them a sense of who I am. And I come in with a proposal and a project in mind and ideas, and that can influence my reputation..."

Hearing him answer the question, I could sense he wasn't too interested in reputation-- a fact which he quickly confirmed.

"Also, I'm not necessarily inter-

"Don't wait around. Go get involved. Go do internships. Go study it."

CCCA 6TH ANNUAL STUDENT AWARDS AND SHOWCASE CEREMONY

by Amanda Spadel

This year's ceremony takes place on Saturday, April 21st, at 11 a.m. in the Chamberlain Student Center ballroom. The ceremony is an afternoon dedicated to honoring outstanding student achievement within the College of Communication and Creative Arts--this includes Art, Communication Studies, Journalism, Public Relations & Advertising, Radio, Television & Film, and Writing Arts.

There are three main components to the ceremony: Medallion Awards, Scholarship Awards, and the Student Showcase. Faculty from each department nominate their fall 2017 and spring 2018 students for Medallions of Excellence. Nominees are students that have shown incredible dedication

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Debut Classes!

Fall 2018

Writing for Nonprofits

Spring 2019

Writing the Young Adult Novel

Look out for...

Self-Publishing

Editing for Publication

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**Each year the Writing Arts Department recognizes students for their work and dedication.
This year, the Excellence in Writing Arts Medallion winner is Sara Skipp.**

Spotlight on Sara Skipp

by Alex Geffard

Every spring semester, an undergraduate senior in Writing Arts is awarded the Excellence in Writing Arts Medallion. This senior is chosen based on his or her outstanding course performance, strong leadership skills, and excellent course career potential as a writer and/or as a professor of writing. This year, that senior is Sara Skipp.

But don't let this high honor fool you into thinking that she's full of hubris—Sara is just the opposite. She's hard-working, kind, approachable, and very down to earth.

Upon learning of her award from Professor Jennifer Courtney—the chair of the Writing Arts department—Sara's genuine elation couldn't be mistaken: "I am so honored and absolutely elated to hear this news!! Thank you so much—I am so excited! I have had an amazing four years with the Writing Arts department, and I am overjoyed to hear that I have received this Medallion Award from the professors and faculty I admire so much. Words cannot express my gratitude!"

In her first three years as a Writing Arts major, Sara dedicated a lot of time to academic and creative writing. This year, she chose to become a different kind of writer, exposing herself to new rhetorical situations by pursuing a Fundamental Computing Certificate of Undergraduate Study and adding technical writing classes to her schedule.

She chose the Writing Arts department's Technical and Professional Writing concentration as she was interested in the technological aspects of the field—the parts about computers and software, a common assumption of the concentration's focus. However, she quickly learned the concentration also focuses on writing in factual, creative ways for

more varied purposes.

"When I started the class one of the first things we did was talk about how Technical Writing appears everywhere," she said. "It's everything from instructions you see on a fire extinguisher, to medical brochures, to programming textbooks. And it's amazing, it's very audience-centric and not only about the widespread definition of technology..."



Currently, Sara is also enrolled in Scientific Writing and Rhetoric. Her goal is to communicate scientific information to a variety of audiences through research papers, feature articles and more. Sara is studying better ways of achieving sustainable farming for an ever-growing population. She is currently looking into alternatives to traditional farming such as biological seed modification, and the widespread implementation of aquaponics and hydroponics.

Sara is also enrolled in Tutoring Writing, a subject she took an interest in after visiting the Writing Center seeking advice on her senior portfolio project. She originally thought tutoring was about focusing on copy editing—fixing grammar and punc-

tuation in a writing. But tutoring is more about working on the thesis and the construction. "Tutoring prioritizes big picture ideas and helping students learn, through conversation, how to improve their work and become more confident analysts," she says. The class is about learning to have such conversations and how to help and encourage students to feel better about their writing.

Portfolio Seminar was also very important to Sara. "Rather than take the cumulative, 'here's all the work that I've done and my analysis about my growth as a writer' approach, I chose to work on a narrative piece—the beginning of a book. That was really important to me because I wanted to carry something new with me into the world from graduation, something that could maybe go other places."

She wanted to be in the shoes of an author. Since then, she elected to continue writing the novel, and now, as she's leaving Rowan, it's completed. She's currently on her third round of edits, and is motivated to find an agent and work with a big name publishing company.

On her way out, she's also bringing all of her technical skills and rhetorical analysis skills—accumulating all the knowledge she can. Through the novel and creative writing, she learned about the social power of written communication; through Technical and Professional Writing, she learned how to ethically convey accessible information to a specific audience, rhetorically adapting to different situations through all forms of expression.

"I'm not taking them [the classes] for the sake of my resume," Sara says. "They are useful to me on a personal level. It makes me feel empowered to have these adaptable rhetorical identities and communication skills." ♦

Each year the Writing Arts Department recognizes students for their work and dedication. This year, the Toni Libro Outstanding Master of Arts in Writing Medallion Winner is Myriah Stubee.

by Rachel Barton

Spotlight on Myriah Stubee

Every year, the Toni Libro Medallion is awarded to a Master of Arts in Writing Student who demonstrates outstanding course performance, exceptional writing ability, and strong professionalism. I corresponded with Myriah to find out more about her journey through Writing Arts at Rowan. In her experience, we can see what qualified her for this honor and what she can share with other students.

When asked how she earned this honor, Myriah says the most important quality for success is a willingness to work hard: “There is no way to be really successful as a student if you are going to cut corners and not give your work the time it deserves. You can’t get more out of your education than you put into it, so if you are serious about learning, about writing, and about your program, my advice is to put your all into it. That doesn’t mean just showing up to class and doing all your homework, it means participating in events, looking for opportunities to get involved on campus, and really engaging with all that Rowan and the MA program has to offer.”

Among those opportunities, Myriah recommends that students pursue the internship through *Glassworks*, the literary magazine run within the MAWR program. Students can first interact with *Glassworks* through the Masters course Editing the Literary Journal, which senior WA students can take through senior privilege.

In regards to pursuing Rowan’s MA in Writing, Myriah says she was “just in the right place at the right

time.” The place she mentions was graduating from Rowan in 2015 with BAs in English and Writing Arts. At that time, Rowan announced the Teaching Experience Program; Myriah became part of the inaugural cohort.

Her journey was not always a smooth one. Myriah learned quickly that she needed to take a hard look at the way she managed her time. She also faced some difficulty in TEP: “I don’t think I fully realized how much work professors put into the day to day stuff. Planning lessons, developing activities, and trying to come up with ways to get students engaged.” However, that challenge helped her realize that she loves teaching.

Her love for teaching bloomed slowly. Myriah was discouraged by the news and the problems in the world. Ultimately, she felt guilty for not doing more for the causes she believed in. Teaching became the way that she could bridge that gap: “Even if I’m unable to fight for all of my causes, I am helping my students develop the tools they will need

to fight for theirs.” She considers each day “an opportunity for [her] to try to teach more interactively, more creatively, and more meaningfully so that [her] students can get the most out of class.”

As you can probably guess by now, Myriah cites the Teaching Experience Program as the most rewarding aspect of her MA in Writing.

She recalls several classes that were both helpful and interesting. Teaching Practicum with Dr. Jenni-



fer Courtney provided Myriah with not only technical knowledge, but also personal support as she began TEP. Through Editing the Literary Journal with Katie Budris, Myriah gained hands-on experience in the world of editing and publishing. She also enjoyed all of her classes with Marya Hornbacher: “Her support and enthusiasm helped me to care about my story and to keep writing even when I felt like I had no more words to give.”

In fact, Myriah cites those women as some incredible mentors and role models. The list also includes Lisa Jahn-Claugh and her second reader, Megan Atwood. To these women, Myriah says “I aspire to be as wonderful as you all when I grow up!”

As she grows up, Myriah is doing great things. For her MA project, she is writing a fiction piece described as a “community narrative.” The narrative includes a variety of perspectives, including characters living in a retirement community. This project actually began in Writing the Novel under the guidance of Marya Hornbacher.

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WHAT YOU THINK YOU KNOW ABOUT TECHNICAL AND PROFESSIONAL WRITING IS WRONG

by Rachel Barton

As a student in Writing Arts, my focus always centered on Creative Writing. Like many writers in the major, I have been writing my whole life. I had a clear image of the sort of writing I did in my head: short stories, creative nonfiction, longer fiction, sometimes poetry. My extension into New Media Writing & Publishing, based in career advancement, made sense to me. I had the writing I liked to do and I had the sort of skills I needed for future careers. I never once even considered Technical Writing -- and I'm not the only one.

To me, Technical Writing seemed boring. It certainly wasn't the same as writing fiction. I couldn't create characters and stories. How could it be fun? I also veered away from Technical Writing because I viewed it as a solitary act. I pictured grantwriters shut up in tiny cubicles, tucked away from humanity -- maybe even someone editing a procedural handbook in a boiler room somewhere.

As I'm sure you've noticed, these thoughts have been written in the past tense. Why? What changed my mind? What's going to change yours or the next Writing Arts student that may be inclined to glance over Technical Writing?

This paradigm shift was catalyzed by an interview with Dr. Jennifer Tole, who earned her Ph. D. from Temple before coming to Rowan in 2014. She teaches classes within Writing Arts, like Writing for the Workplace, but she also bridges into other disciplines through courses like Sophomore Engineering Clinic. In Fall 2018, she will be teaching a Special Topics course in Writing for Nonprofits. Hearing Dr. Tole explain the course not only caught my interest, but also challenged me to reevaluate my perspective on Technical Writing

as a whole.

According to Dr. Tole, Technical Writing didn't have to be boring. In fact, it could be extremely creative.

"We tend to think of creative writing as poetry and short stories, fiction. Or we might think of writing in the academic sense in terms of Comp I or Comp II class. But technical and professional writing has a distinctly creative aspect as you are creating information, documents, and work that help people get things done in a work setting that wasn't there before. There are choices that you make in this situation that are creative. There is no rule book.

There are strategies, there are techniques, there are genres and conventions of those genres. But within all those parameters there are a number of choices that each writer makes."

These choices include, but are not limited to: document design, layout, word choice, sentence structure, visuals, paragraph breaks, and number of sentences.

As Dr. Tole described, we tend to view Technical Writing as the process of creating "cold informational pieces to get information from Point A to Point B." However, hours of intricate planning go into that document to insure the author's meaning is delivered and understood by readers who can then produce the desired effects. These documents help people to get things done, change minds, and influence the adoption of new ideas.

When Dr. Tole explained Technical Writing this way, I was confused at first. Was she talking about the

right subject? Then, as I processed her well-chosen words, I began to understand. The only thing keeping Technical Writing from being creative was the way I approached it. If you treat a document like a cold, straight-forward piece, it will probably end up that way. However, if you take the time to craft the document and make those choices Jennifer described, you can create something as nuanced as a creative piece.

Dr. Tole didn't stop there. As she described Writing for Nonprofits, she explained that the course gives students experience writing in genres

specific to nonprofits: PR, press releases, grant proposals, and fund-raising materials. The skills of analyzing and producing those documents, rhetorical flexibility,

and professional communication can extend beyond the realm of nonprofit, just as Dr. Tole herself stretches from Writing Arts into other disciplines.

The course itself is heavily based in service learning. Small teams throughout the semester will work in partnership with local nonprofits. Although each team will be doing something different, projects may include social media, promotional brochures, informational reports, or even powerpoints.

"There are obvious reciprocal benefits. The students get to practice their course skills and the nonprofit receives help with their own specific communication needs."

This service learning experience

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Dr. Jennifer Tole

can be featured by students on their CVs, resumes, or in their professional portfolios.

Technical Writers, then, are not restricted to drab cubicles or locked away in boiler rooms. In fact, Technical Writers are vital to successful communication in the workplace. Furthermore, these writers can bring their skills to nonprofits and causes that matter to not only have social based work, but also to do the sort of work that matters. One of my favorite things about Creative Writing is how personal it can be, how much of myself I can present in my words. Service and social justice are both things I consider to be major parts of myself. Technical writing presents a special way of combining my love of writing and these aspects of myself to better serve community and causes in need. ♦

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Myriah is currently looking into MFA programs to continue her education. After that, she is considering a PhD in Composition and Rhetoric or a related field. “And lots of writing,” she adds. “Of course.” ♦

PUBLISHING AND WRITING FOR THE PUBLIC

by Matthew Vesely

Previously known as the concentration in “New Media Writing and Publishing,” The Writing Arts Department at Rowan University is excited to launch its revamped concentration in “Publishing and Writing for the Public” beginning in Spring 2019.

The publishing industry is a multi-faceted field that can sometimes feel complicated to young writers. Working with others’ writing can seem daunting because your responsibilities become more than your own work. The publishing industry includes careers in editing, marketing, communications, and subsidiary rights.

Writing Arts Professor Jason Luther, who is currently proposing a course in Self-Publishing for the major, seeks to re-frame our understanding of writing in public contexts: “Rhetorically-speaking, public writing tends to refer to the wider scene of composition and its role in civic engagement — how texts collide with audiences and produce other texts. So we’re not just talking about genres, but the ways in which writing finds (or even produces) audiences through the creation or cultivation of certain publications, spaces, or sites.”

This concentration focuses on how your writing can take part in “civic engagement.” Rhetorically, as a writer, we conceive our authorial (intended) audience, but they may seem abstract, like some far off being. Writing for the public means not just considering your audience, but finding (or even creating them) through “certain publications, spaces, or site” - traditional forms of publications in our modern day-in-age.

Professor Katie Budris, who both teaches Editing the Literary Journal and serves as Editor-in-chief of

Glassworks, encourages increasing innovation and creativity: “All the while, you want it to be interesting! There’s so much on the internet for the public to access and read on a daily basis, we have to find ways to draw our audience in.”

Alum of the Rowan Writing Arts program, Kristina Forest is already succeeding in the publishing field! She currently holds a job at Penguin Random house as the Subsidiary Rights Coordinator. In a recent interview, Forest explained “employers want to make sure the people they hire have a genuine interest in the material they’ll be working with.” She tries to show her dedication and passion for everything she does.

“I applied for various internships with different children’s books publishers. After three internships at Macmillan (Subsidiary Rights internship), Simon & Schuster (Editorial internship) and Abrams (Editorial internship), I got a full time job at Simon & Schuster as a Subsidiary Rights assistant. About ten months later I was offered a promotion to be a Subsidiary Rights Coordinator at Random House. I’ve been there for a little over a year.”

Having a concentration is one step toward launching a successful career like Kristina Forest. The Publishing and Writing for the Public concentration covers the whole range of the publishing industry: traditional and self publishing, old and new media, editorial and design careers. Publishing is a vast field and includes a variety of routes for authors.

Prof. Jason Luther teaches a class on the route growing more and more popular: self publishing. “There is a misconception that DIY or self pub-

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AN INTERVIEW WITH MARISSA COHEN ON SELF PUBLISHING AND ADVOCACY

by Amanda Spadel



Marissa Cohen, taken by Michael Fotos

Marissa Cohen is an inspirational leader, author, nonprofit organization founder, and Rowan University alum. Her nonfiction novel, *Breaking Through the Silence: The Journey to Surviving Sexual Assault*, was published in November, 2017.

Breaking Through the Silence contains a compilation of narratives, interviews, poems, and letters written by survivors of sexual and domestic violence, which Cohen transcribed in her book. The book also contains interviews with professionals working in the field of supporting survivors such as Sexual Assault Nurse Examiners, detectives, Child Protective Services Coordinators, police officers, and more. Cohen, a survivor herself, includes her own nonfictional narratives spread throughout the book as well.

Cohen's book reminds survivors that they are not alone, and the novel sends strong messages for survivors to seek help sooner than later. Each narrative ended with advice: survivor to survivor. Most of the time, the advice is for survivors to find their voice, to break the silence that many victims struggle with for a while, if not years after an incident. The book encourages survivors to tell their story, without fear of being judged, because there are people who will help them. They should never feel

shame.

Writing the book required empathy and patience. "One of the most difficult tasks was transcribing the interviews," says Cohen. "I had to make sure I was telling their story accurately, while also keeping their identity anonymous," says Cohen.

Cohen stresses the impact her friends made by being her support system throughout this process: "I would spend days making sure one sentence was perfect. I would call my friends, and talk to them on the phone for hours about this one sentence."

Cohen self-published *Breaking Through the Silence*, which was a challenging, yet extremely rewarding process in itself. "It took almost a year and a half. I started early in 2016 and the book was published this past November," says Cohen.

The decision to self-publish didn't come easily: "I did all the prep work to find a literary agent, and finally realized that I wanted to have full control over the book. I wanted to take the full accomplishment if it did well, or the full accountability if it flopped. I liked the idea of this project beginning and ending on my terms."

Another benefits to self-publishing was setting her own deadlines, which Cohen found to be more time efficient. Also considering the nature of her book, self publishing seemed like the better option in order to

avoid any edits to the interviews: "I didn't want anyone to come in and try and change the concept. It's from a real place. The words you read are verbatim from the survivor's mouth. I wanted their voices to be heard."

Cohen knew she had an interest in helping and advocating for people at an early age, and she always knew that she would write a book one day. Cohen is also the founder of a nonprofit charitable organization called Within Your Reach, Inc. The organization is dedicated to advocacy for sexual and domestic assault survivors by creating educational programs, hosting events, planning fundraisers, and raising awareness. "You have to be extremely organized in order to keep everything functioning," says Cohen. "Creating email lists, planning events and fundraisers, and posting on social media takes up a lot of time, and hopefully when the business really gets off the ground, I'll be able to hire people to help with these tasks."

Cohen is currently employed with the United States Army Reserve, where she recently accepted a promotion as a Substance Abuse Prevention Coordinator. Previously, she had been an Employee Assistance Program Coordinator. Cohen graduated from Rowan University in 2014 with her Bachelor's of Arts in Psychology with a concentration in Cognitive Psychology. ♦

Marissa Cohen is a Rowan alum with a mission rooted in advocacy. In an event titled Publishing Advocacy, Marissa took an audience through her experiences supporting sexual assault and domestic violence survivors. Audiences were exposed to the realities of violence and learned how to be an advocate for victims. Marissa also shared her efforts in self publishing in the field of mental wellness. Students interested in the growing field of self publishing as well as memoir found the talk particularly useful to their careers. Those with similar missions in social justice learned how they could use their skills to make our world a safer, healthier home. The event was held February 28th, 2018 2pm-3:30pm in Student Center Room 144A. by Michael Fotos

ested in reputation so much as I am in finding people that feel like a good fit... and through building relationships. So, referral is really how my business has grown... I go into all my interactions with prospective clients with the attitude that I really want to serve them. Whether they publish with me or not. I try to let go of the outcome and serve them as much as I can-- giving them a sense of what we can do together, and who I am, and what we can create... And that's what builds I think what you're referring to as reputation, which I would replace with like...connection. Our end goal is really to help spur human evolution and disseminate brilliant ideas that are useful for people."

After hearing him, this really made sense to me. Reputation shouldn't be in the forefront of our minds. It should be our connections and interactions with other people that shape how we work. Good reputation, in my eyes, really comes out of that.

But, with a business model like this, which doesn't involve social media, wouldn't he encounter obstacles? "As a business owner, your whole thing is to overcome different obstacles--create into the world something that didn't exist before, and where there's competition for it to exist.

"I don't think of business as a dog eat dog world. I'm much more about how can we help and serve and there's enough for everybody. But there's always overcoming different obstacles. The major thing is that scaling a business, when your offering just by referral. When people have really tailored, polished, manicured marketing campaigns and structures, they know predictably how many clients they'll close. With referral, you can't really 'turn on the knob' to get more immediately. It hasn't really been an issue for us, but it could be. It's a little bit more like boom or bust. Sometimes you get a ton of clients, other times, you're kind of in a lull. So, there isn't a predictability to it. And ultimately, our purpose is not to build out in social

media, but to create out more predictable channels for client creation."

What really stood out to me here is that even with a perceived limitation like no social media presence, a publishing company can still be very successful and get a lot of clients. I always thought that in this technology filled world, the best way to get noticed is to build a presence and following on social media like Facebook and Instagram. Once the person was famous enough, they would start to receive deals. But Ben's company gets many deals, and has zero presence on these platforms. It shows me that the popular path is not always the necessary one to be successful.

So, what does a normal day look like for a guy like Ben? "It's so dynamic. I'm changing what we do and how we do it all the time. The previous two years we were primarily focused on consulting with the authors (bringing in authors, working with them to write their books)... and we've starting shifting to focus more on the marketing/publishing side (though we're still doing the writing side for some of the clients). So the day consists of phone calls with my clients/authors, phone calls with my team (designers, editors, ghost writers, proofreaders, distributors, my project manager, my assistant), ... and then reading people's work, providing comprehensive global developmental feedback (I only do that in a small capacity... my team does more). I also strategize and plan for working with our authors and laying out plans for marketing. And all that can look a million different ways..."

It's a very busy schedule, but it keeps him on his toes. He also provided some advice for managing such a day (which he believed would be really helpful for students' productivity): "Every morning, I get up, and before I check my email or I get on my phone, I meditate, then I do two hours of uninterrupted work on my number one project, and I structure my day in oscillation like that, and I focus, and

then I relax for a little while, and then I focus again..."

As a student who constantly feels the need to procrastinate, and is dismayed by it, this advice really caught my attention, and I am in the process of trying it out (I encourage anyone else like me to try it as well).

At this point, you may be thinking, what does a guy like Ben look for when hiring interns and employees? Are there any skills that he keeps his eye out for?

"I look for someone that's hard working, that's intelligent, that can figure things out on their own, that's independent. One of the biggest things for me is people who are aligned with the vision that I have as a business owner- like they are excited, compelled, moved by the visions we have as a company. Money is not a great motivator. There have been tons of studies on it. What really sticks out is mastery, autonomy, and purpose. So when my business overlaps with their business as a human being, I think we have a great place to start. Skills, you can learn. But like having the same purpose and the ability to be masterful is really awesome and then also, just people skills--being able to be really good with clients and with one another. It's essential."

And for someone like Ben to reach a position like the head of a publishing company, certain traits are needed. "Stuff that I learned as a student helped. Obsessive focus-- wanting to master one thing by focusing on it, and researching it and finding the people that are leading in that field (and then studying what they do). Hard work, for sure. Taking action all the time--staying in action. Not in a way that burns you out, but ideally in a way that gets results. Nothing happens without action. It's the hallmark of performance and results. And then the last one is being able to confront and overcome fear. And thinking creatively as well, actually. And people skills!"

As a student with six classes and multiple extracurricular activities,

lishing means writers or composers must do everything alone in order for that work to be authentic. The truth is, communities that I study are constantly teaching each other through workshops at neighborhood print shops, informal meet-ups at libraries or punk shows, or simply by watching YouTube videos made by their peers. The concentration, and my course specifically, provides a number of different pathways to develop a career in public writing, whether that happens through journalism, film, social media management, or self-publishing.”

On the other side of publishing, Prof. Katie Budris teaches Editing the Literary Journal, which is much like an internship. “While students in the class receive a grade for their work, they are also editors of *Glassworks* magazine, and we function as an editorial team. Under my guidance, and with the collaboration of several faculty editors, student editors get hands-on experience producing a literary magazine, including reading submissions, selecting work for publication, proofreading the finished product, and marketing new issues online and at on-campus events. Students also produce editorial content such as book review, author interviews, and opinion pieces. At the end of the semester, I ask students to prepare a cover letter and resume for an actual entry-level job in publishing. All the work students

do in this class applies as real world experience.”

For Writing Arts majors, as with all concentrations in the Writing Arts department, acquiring the “Publishing and Writing for the Public” concentration on your degree requires 4 courses (12 credit hours) from qualifying classes.

For non-Writing Arts majors, all Rowan University students are welcome to acquire a CUGS (Certificate in Undergraduate Study), which also requires 4 courses (12 credit hours) from qualifying classes.

In addition to “Publishing and Writing for the Public,” the Rowan Writing Arts Department will also be launching a minor and CUGS in “Technical and Professional Writing.” Minors are an advanced form of the concentration (offered only in “Creative Writing” and Technical and Professional Writing”) that require 6 courses (18 credit hours) and will appear on your diploma at graduation.

Any Rowan undergraduate in the Writing Arts major may claim the “Publishing and Writing for the Public,” “Technical and Professional Writing,” or “Creative Writing” concentration with their advisor. Find (or even create) your audience through Rowan. Find a highly admired career in writing and publishing through Rowan. Find your rhetorical voice, identity, and purpose through Rowan. ◆

PUBLISHING AND WRITING FOR THE PUBLIC CLASSES

- ◆ The Publishing Industry
- ◆ Self-Publishing
- ◆ Editing for Publication
- ◆ Professions in Publishing
- ◆ Rhetorical Theory
- ◆ Editing the Literary Journal (SP)
- ◆ Publishing (Senior Privilege)
- ◆ Writing for the Workplace
- ◆ Photojournalism
- ◆ Publication Layout Design
- ◆ Online Journalism
- ◆ Media Law
- ◆ Intro to New Media
- ◆ Fiction to Film
- ◆ App Media
- ◆ Research Practicum
- ◆ Internship for Writing Arts

to their academic and professional development. The Scholarship Awards announce the winners of various opportunities that CCCA students have applied for throughout the academic year. The ceremony concludes with the Student Showcase, which is an exhibit of student work where professors from each department within the CCCA have asked their strongest students from the 2017-2018 academic year to participate.

The showcase is a chance for colleagues, friends, and family to step into the world the CCCA. During last year’s ceremony, Art students displayed stunning printouts of their photography, and New Media concentrations displayed their interactive video projects, allowing viewers to scroll through the project on the student’s laptop. RTF majors showcased their work with the Rowan Radio, and some students also had their own podcasts playing on personal devices with headphones for visitors to tune in. From the Writing Arts Department, students from Intro to Technical Writing created a poster to showcase the work they did with the Edelman Fossil Park. Students from Writing, Research, and Technology displayed zines they had produced. Sophomore Engineering Clinic students were also there to display and discuss their visual argument projects. Writing Arts interns showcased work they had done for the *Writer’s Insider*, and *Glassworks* and *Avant* were displaying their publications as well. The showcase is highly interactive, typically engaging viewers to experience the project hands on. The showcase allows visitors to experience the talented and passionate work of students within the College of Communication and Creative Arts. ◆

I realized that I have some of these traits--obsessive focus, hard work--which have led me to the position I am now (about to graduate after only three years, and preparing to complete a master's during that fourth year). I take a lot of action, but I do get burned out a lot, often getting little sleep. Plus while I try to be kind to everyone I meet, I also tend to be socially awkward and fumble my words (if any come to mind at the time). These are things I need to work on, but it's nice to know that I am on the right track.

You'd think a man like Ben Allen would have prepared his whole life around being a publisher, but that's not true.

"I was a professor for a long time, and I thought that was it. I did that for about five and a half years, but about... four years in, I got real restless and I didn't know if I could do it anymore. It stopped... filling me the way it used to. I wanted to impact beyond the classroom, impact more people. Now, working with some authors, with a push of a button, we can reach millions of readers-- which is huge. I can reach a lot of people at once, whereas in the classroom I can reach only so many. I started experimenting building businesses, both of which are successful right now and are still running (even though I backed out of them). Then I started working with authors one-on-one, and as a result of the success of that, I built the publishing house."

As you can see, Ben never pre-meditated a business in publishing-- it was really something he just wound up in. Something that he really, truly loved and could share with millions of people. This was an indication to me that if I ever ended up in a career that I grew to dislike, I would still have the ability to "drop everything" and pursue something that interested me. "Impacting many people with books is huge--that's a really awesome thing. Books really have the potential to change lives, which is super rewarding for me.

"I really love working with the

authors and meeting the people that I meet on a regular basis, and working with the people that I work with-- it's just so inspiring. I get paid to read books that I would pay to read, and I get paid to be in close relationships with people who I would seek out as mentors! You know, that, is an incredible gift for me. That gets me so jazzed! I get to help authors live out a life mission, help them with a goal. A lot of these people wanted to write books their whole lives and get stuck, and then they meet me, and my team helps them get unstuck."

It's a win-win-win situation-- it's a win for the publication house, it's a win for the clients, and it's a win for the readers. It's a great place to be in.

So what drove Ben to partner with Kopp and Rowan University?

"I really like Drew [Kopp]. I think he's awesome and a brilliant guy. He really cares about his students and he really wants to offer them great opportunities. As a former teacher who loves working with students, I see Drew like a guy who shares that vision with me, which I appreciate."

I could see where Ben was coming from, as Kopp has been a mentor to me my entire college career. He's been really helpful along the way. It's people like him who truly make an effort to create new and innovative opportunities for students. This partnership has already created new opportunities for me. I was able to practice my interviewing/people skills through this interview with Ben, a guy I have only briefly talked to before (in the presence of the other interns), who's the head of a company in a state on the other side of the country, and who I've never met or seen in person. I'd like to be a film critic or film journalist one day, and experiences like this are ones that I have to get used to. I learned a lot conducting this interview and adapting it into an article, and none of it would have been possible without the partnership between Ben and Kopp.

I also know quite a few Rowan students who are trying to get a career

in publishing and business, so I asked Ben if he had any advice for them. "Just go start working in it. Don't wait around. Go get involved. Go do internships. Go study it. Offer to help some author that you love. Find a way to serve the people you really want to work with. That's a great place to start.

"I also feel like as a business owner (and I think for anybody in business), they have to be willing to stumble around and try to figure things out. "I'm fine with not knowing certain things and screwing somethings up and making a mess, and trying to figure things out... I feel pretty lucky that I've had the success that I've had with knowing as little as I knew..."

Don't be afraid to "test the waters". Trying different things out is really how you'll learn what you really like and don't like. It may not be easy (especially for anxious, shy people like myself), but believe me-- it's worth a try. ♦

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