This abbreviated syllabus should serve as a reference only. For a full discussion of course policies, assignments, expectations, and our schedule, please see: http://www.auburn.edu/~dgr0003/4150_Historyofbook/4150_HistoryofBook.html

The History of the Book in Theory and Practice

Monday/Wednesday 1:30 - 2:45

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Goals

By the end of the course, you should be able to:

Show an understanding of developmental change in print history

Demonstrate an understanding of basic bibliographic principles

Demonstrate an understanding of workflow and process of group-based production practices

Apply and discuss basic theories and practices of design

Apply and discuss basic theories and practices of editing and content management

Understand and apply principles of textual criticism

Required Books


Description

In the fifteenth century, Johannes Gensfleisch zur Laden zum Gutenberg developed technology which allowed print production to move from block-press technology to movable type. When he ultimately went bankrupt and sold off his equipment to pay off his debts, other entrepreneurs began to open shops to facilitate the mass-production of texts. As a result, five trades came to prominence: printing, publishing, editing, bookselling, and typefounding. These trades constitute the basic elements of today’s production and design economy—professional writers, editors, and document designers, along with modern publishing houses and the surrounding industry, owe a large part of their existence to the development on modern design and printing practices, and an understanding of these practices can shed light on much of our modern production economy. In this class we will explore how the history of book production (and associated publications) shapes today’s practices. In doing so we will consider the impact of changing technologies on print production, how audiences influenced (and continue to influence) print production, changing document design practices, and the work of the editor in moving from source material to various print editions. This course will culminate with you showing what you have learned by having you create your own printed book edition from source material located in Auburn’s own rare book collection.

0-59% (F) The document is disappointing. It meets some of the objectives of the assignment but ignores others. The assignment is poorly organized.

60-69% (D) The document is disappointing. It meets some of the objectives of the assignment but ignores others. The assignment is poorly organized.

70-79% (C) The document is acceptable. It meets all of the objectives of the assignment but requires minor improvement in presentation. Typography and design elements are not entirely suited to audience and purpose. Outside information is not cited appropriately. The organization and design of the document make the information understandable, accessible, and usable. The mechanics and grammar are correct. Typography and design elements are ethical, and appropriate to audience and purpose. Outside information is not cited appropriately. Some of the objectives of the assignment are covered, but the discussion is inadequate, the presentation is superficial, typography and design elements are poorly suited to audience and purpose, and/or largely fail in their intended purpose. Most outside information is not cited appropriately.

80-89% (B) The document is good. It meets all of the objectives of the assignment, but requires minor improvement in presentation. Typography and design elements are not entirely suited to audience and purpose. Outside information is not cited appropriately. Some of the objectives of the assignment are covered, but the discussion is inadequate, the presentation is superficial, typography and design elements are poorly suited to audience and purpose, and/or largely fail in their intended purpose. Most outside information is not cited appropriately.

90-99% (A) The document is superior. It exceeds all the objectives of the assignment. The presentation and discussion is ethical, sophisticated, thorough, thoughtful, and ideally suited for the audience. The style is clear and appropriate to the subject, purpose, and audience. The organization and design of the document make the information understandable, accessible, and usable. The mechanics and grammar are correct. Typography and design elements are ethical, sophisticated, and ideally suited for the audience. Outside information is not cited appropriately. Some of the objectives of the assignment are covered, but the discussion is inadequate, the presentation is superficial, typography and design elements are poorly suited to audience and purpose, and/or largely fail in their intended purpose. Most outside information is not cited appropriately.

100% (A+) The document is excellent. It exceeds all the objectives of the assignment. The presentation and discussion is ethical, sophisticated, thorough, thoughtful, and ideally suited for the audience. The style is clear and appropriate to the subject, purpose, and audience. The organization and design of the document make the information understandable, accessible, and usable. The mechanics and grammar are correct. Typography and design elements are ethical, sophisticated, and ideally suited for the audience. Outside information is not cited appropriately. Some of the objectives of the assignment are covered, but the discussion is inadequate, the presentation is superficial, typography and design elements are poorly suited to audience and purpose, and/or largely fail in their intended purpose. Most outside information is not cited appropriately.