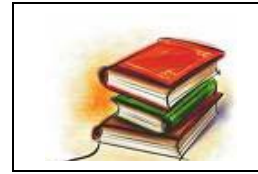


ON LINE REPLICATION KIT FORMAT



Get Published! Write Now!

2007

Michelle Unrue
Indianapolis-Marion County Public Library

Nancy Niblack Baxter, local author

munrue@imcpl.org

1. Description of Primary Learners: Computer literate adults ready to publish.

- | | |
|---|--|
| <input type="checkbox"/> Early Learners | <input checked="" type="checkbox"/> High Schools |
| <input type="checkbox"/> Primary Schools | <input checked="" type="checkbox"/> Young Adults |
| <input type="checkbox"/> Upper Elementary | <input checked="" type="checkbox"/> Adult Learners |
| <input type="checkbox"/> Middle Schools | <input type="checkbox"/> Intergenerational |

2. Subject/Topical Areas of Inquiry: Publishing business, writing community

- | | |
|---|--|
| <input type="checkbox"/> Science/Technology | <input type="checkbox"/> Daily Life Skills |
| <input type="checkbox"/> Social Sciences | <input checked="" type="checkbox"/> Business/Economics |
| <input type="checkbox"/> Arts/Humanities | <input checked="" type="checkbox"/> Local Community |
| <input type="checkbox"/> Personal Development | <input type="checkbox"/> Home, Garden, Auto |

3. Library Resources/Media Formats Used: Print and online resources

- | | |
|---|---|
| <input checked="" type="checkbox"/> Reference Books | <input checked="" type="checkbox"/> Databases |
| <input type="checkbox"/> Periodicals | <input checked="" type="checkbox"/> Collections |
| <input checked="" type="checkbox"/> Web Sites | <input type="checkbox"/> Videos, Art Forms |
| <input type="checkbox"/> Production Tools | <input type="checkbox"/> Production Equipment |

ON LINE REPLICATION KIT FORMAT

Get Published! Write Now!

Program Description:

This is a two hour experience for the writer ready to find a publisher. It begins by setting a learning context through listening and interacting with a published author. The experience includes learning marketing research methods, working with librarians and library resources to identify and investigate potential publishers. The experience concludes with the participant using his research skills to create a list of three potential publishers. This list will include who to contact, why this publisher was selected and submission guidelines.

The writers demonstrate proficiency with the real world application of their knowledge product by making contact with targeted publishers.

Program Benefits: This program enables learners to find and evaluate publishers. Targeting a particular publisher will increase the chance of having work published. The program also allows writers to learn about and connect to the local writing community.

Past participants have valued the program because it helped them to learn to identify publishers inclined to be interested in their work and increase the probability of having their work published.

The Roles the Librarian Plays (check all that apply):

- X Information Specialist
- X Instructor in Information Literacy/Inquiry Skills
- X Partner to Teachers/Instructors/Subject Experts
- X Program Advocate and Administrator

ON LINE REPLICATION KIT FORMAT

Get Published! Write Now!

LEARNING OBJECTIVES FOR PRIMARY LEARNERS

Learning Dimension	Content Objectives	Information Literacy Objectives
Concepts	<p>Writing the work is just the first step. Market research is necessary even for writers</p> <p>Learning about a publisher before submission increases chances of success</p> <p>Publishers must be contacted in recommended manner to have work considered</p> <p>Writers still have a lot of hard work ahead after the writing is done</p>	<p>Participants will understand that the library provides research resources to achieve goal of publishing</p> <p>They will understand the library provides expert assistance in using research resources.</p> <p>They will understand the library resources and expertise are available every time they are ready, now or in the future</p>
Practices	<p>Writers will use suggested methods for conducting market research</p> <p>Participants will research and find publishers, then use the publisher's guidelines when submitting a work</p> <p>Writers will make a polished and professional submission</p> <p>Participants will interact with publisher author and other writers, becoming active member of writing community.</p>	<p>Participants will learn to use the library catalog, web sites and databases to do market research</p> <p>Writers will learn to use reference books and web sites to identify and research publishers, their products and requirements</p>
States of Being	<p>Writer is confident in know she is making a professional submission to the publisher</p> <p>Learner is excited about connecting with other writers</p>	<p>Participant is skilled in using library resources and comfortable approaching library staff</p>

ON LINE REPLICATION KIT FORMAT

INSTRUCTIONAL GUIDE

This is a guide for the **librarian, teacher, and/or subject expert** to follow when replicating the program.

TABLE OF CONTENTS

This Instructional Guide contains these components, in order of use:

	Page
1. Program Format	4.1,
2. Author's talking points	4.5
3. Rubrics introduction	4.6
4. Program Rubrics	4.7

Get Published! Write Now!
Topic/Activity Guide

- A. Registration
- Greet and register participants as they enter.
 - Have nametags for participants to pick up as they enter – write names in large print, attach name tags to folder.
 - Give participants folders. The folders contain all handouts for program.
 - **Helpful Hint** – Copy handouts on different colors of paper – it makes it easier to find.
- B. Pre-program survey
- Refer participants to pre-program survey in their packet (page 5.1).
 - Participants fill out brief survey, this survey allows you to know computer literacy level and knowledge of publishing industry.
 - Study the surveys as they are filled out, the surveys may allow you to emphasize one part of the program.
- C. Program Overview (10 minutes)
- Introduce yourself, presenters and any people assisting.
 - Briefly discuss program agenda.
 - Explain purpose of program and learning goals of program.
 - Discuss logistics – room set-up, displays, snacks, and restrooms. Let people know when there will be breaks.
- D. Expert presenter – published author (30 minutes)
- Introduce author, list books that author has published and have those books on display.
 - Know path author took to getting book published (traditional publisher, self published, electronic), discuss this in introduction.
 - Author's talking points, see Addendum 1.
 - Author should have outline of entire program and know what information is being presented later.
- E. Question & Answer (15 minutes)
- Allow participants to talk with and question author's experiences.
 - Have some questions prepared in case questions are slow in coming.

SCREEN 4+ INSTRUCTIONAL GUIDE

- Keep Q & A session on track. Allow participants to gather information, but do not allow this part of program preempt later topics.
- F. Break (15 minutes)
- Let participants know how long the break is.
 - Participants may continue to talk with author during break.
 - Offer presenter refreshments.
 - Look over pre-program survey, see what participants want to know and how computer literate they are.
- G. Reconvene & introductions (15 minutes)
- Introduce self (again) & any assistants, tell participants what will be covered in this part of program.
 - Participants introduce themselves and talk about their writing project – use program form to guide conversation.
- H. Researching the market (20 minutes)
- Explain importance of market research.
 - Discuss what information we are looking for in the demonstrations.
 - Demonstrate market research using library catalog.
 - Demonstrate market research using online bookstore.
 - Have a prepared example to use in the demonstrations – As I have written a book on growing up on a Indiana farm, what else has been published on that topic?
 - Give example of writer who did research and how that led to a published work.
- I. Distribute assignment & participant work session (30 minutes)
- Direct participants to handout (page 5.2 & 5.3) for this assignment; explain specific pieces of information participants will be looking for in work session. Participants will be looking for the information demonstrated in section H.
 - Each participant will be using a computer with Internet access and access to the library's catalog.
 - Make sure participants are successfully using computer access. Circulate among the group and encourage them to ask questions. This is where extra help is essential because participants have different levels of computer expertise.
- J. Finding & researching a publisher (30 minutes)
- Discuss how the market research will assist in finding a publisher.
 - Show and demonstrate use of publisher's directories. Talk about where they are found in the library. Discuss the information that is found in the directory and why that information is important. Discuss strong points of

various directories. Hand out photocopies of sample pages as each directory is discussed.

- Select a publisher with a useful web page and demonstrate type of information that may be found on publisher's web page. Demonstrate 2 – 3 web pages with varying amount of information.
- Use same prepared example as in section H for demonstrations.

K Assignment & participant work session (30 minutes)

- Direct participants to handouts (page 5.4, 5.5 & 5.6) for this assignment; explain specific pieces of information participants will be looking for in work session. Participants will be looking for the information demonstrated in section J.
- Participants should be using reference books demonstrated. Have plenty of copies on display so people may look at and use without rushing. Circulate and assist people in using the books.
- Encourage participants to use reference books and publisher's web sites. Talk with participants as they fill out worksheets and suggest researching both online and through print sources.
- Encourage participants to share information and research tips with each other.

L Break (10 minutes)

- This break may be more casual running together with section K.
- Encourage people to move around, get refreshments and network with each other.

M. Self-check and discussion of best ideas (10 minutes)

- Ask participants to share information about one publisher. Discuss why this publisher was chosen, what information was gathered and why.
- Ask if some participants did not find any publisher they want to approach. Discuss reasons why and how can this be changed.
- Ask and discuss what best ideas from class were, have assistant write down ideas on white board.
- Tell participants they will be asked this again in the program evaluation.

N. Connecting to the writing community and other sources of help (15 minutes)

- Refer to list of local writing groups (page 5.7), online groups and classes in packet. Indicate this is not an exhaustive list (this also contains list of books).
- Ask class if they know of other groups.
- Ask class if they participate in writing groups.
- Emphasize there is a writing community that will assist aspiring writers with inspiration and practical advice.
- Discuss turning to other writer's experiences through their books. Refer to handout in packet.

SCREEN 4+ INSTRUCTIONAL GUIDE

- Remind participants that library is an information source to help them get published.
- O. Post survey (5 minutes)
- Ask participants to fill out post survey (page 5.8) in packet. Explain this allow improvements in the program.
 - Thank attendees and make sure they have their packets of information.
 - Thank presenter, assistants and anyone else who helped with programs.



Get Published! Write Now!
Expert Author's talking points

1. **Survey the market**
This should be emphasized by both the author and program presenter
Is the topic enough for an entire book?
What else is being published?
Who is publishing on this topic?
When were other books on this subject published?
2. **Research the publishers**
Mentioned by author, emphasized in the rest of the program
Find out who publishes the type of book you have written, and then research that publisher. Use publishing resource books and web sites. Consider major publishers, medium market and small presses. Writers may want to consider a niche market – writing for a specific group or company.
3. **Consider self-publishing**
Investigate costs and benefits of self-publishing, then marketing the book locally. Analyze both monetary and time commitments
4. **Establish a writing reputation**
Even before publishing a book, the writer can establish a portfolio of work, in local newspapers, newsletters, company or church letters. There are many opportunities for getting writing in print.
5. **Join a writers group**
Network and get ideas and feedback from others.
6. **Make sure the written work is good**
All of the research, marketing and networking will not help sell a poorly written work.
7. **Set realistic goals**
Know what you want to accomplish, whether it is self-publishing or seeing your book in a bookstore. It is hard work, but this knowledge will help you get started.

Get Published! Write Now
Program Rubrics

Use the following program rubrics as a basis for what should be covered in the program. The section refers back to the program agenda. Before presenting the program, review the rubrics and keep them in mind as you present the program. After the program is finished, review the rubrics. Use the yes/no check list to indicate whether the information was included in the class. This will allow you to evaluate the program content.



**Get Published! Write Now!
Program Rubrics**

Section	Yes	No	Topic
C/G			Did the program overview give participants a clear idea of what they would learn in the program?
C/G			Did the program overview give participants a clear idea of why learning this information is important?
C/G			Did the program overview give participants a clear picture of how they would learn this information?
D			Did the introduction of the author (expert) give learners an understanding of her subject authority and knowledge?
D			Did the expert provide authoritative information on the publishing industry?
D			Did the expert provide specific ideas on how to get published?
D/E			Did the expert encourage questions and provide informative answers?
E			Did the participants demonstrate they had been attentive by asking questions based on the expert's presentation?
H/J			Did the librarian (presenter) explain importance of market research?
H			Did the presenter explain what information to look for as market research?
H			Did the presenter demonstrate a library catalog search in a way participants can understand and duplicate?
H			Did the presenter explain information found in a library catalog entry and how the information can be used for research?
H			Did the presenter demonstrate using an online bookstore (internet) in a way participants can understand and duplicate?
H			Did the presenter explain how to evaluate online bookstore information for use as a market research tool?
I			Did participants demonstrate ability to find information using library catalog and online bookstore?
I			Were participants able to evaluate this information and use it for their own market research?
J			Did presenter introduce print resources and explain where they are found in the library?
J			Did the presenter explain how to use print resources in a way the participants could understand and duplicate?

**SCREEN 4+
INSTRUCTIONAL GUIDE**

J		Did the presenter explain the information found in print resources and how to evaluate and use that information?
J		Did the presenter demonstrate finding and using a publisher's web site?
J		Did the presenter explain how to evaluate information found on the publisher's web site?
J		Did the presenter use a variety of publisher's web sites, demonstrating the varying amount of information that may be found?
K		Did the participants demonstrate the ability to use print resources to target a publisher?
K		Did participants use print resources to find relevant publishing information, and then list this information on the worksheet?
K		Did the participants use the internet to find a publisher's web page?
K		Did the participants navigate and find relevant information on the publisher's web page, then list this information on the worksheet?
N		Did the presenter explain importance and assistance local writing groups may offer?
M		Did the presenter encourage participants to share their experiences and knowledge of getting published?
L/M		Did the participants share and network with other in the class?
N		Did the participants understand there is a local writing community to provide assistance?
O		Did the participants understand the library is an important information resource?
O		Did the results of the post program survey show participants learned from the workshop and are able to find potential publishers?

ON LINE REPLICATION KIT FORMAT

LEARNERS' MATERIALS

This is the collection of materials that may be reprinted for distribution to the learners in your program.

TABLE OF CONTENTS

The Learners' Materials are listed, in order of use:

	Page
1. Pre-program Survey	5.1
2. Marketing Worksheet	5.2
3. Marketing Worksheet Example	5.3
4. Connecting with Publisher Worksheet	5.4
5. Publishers – A List of Directories	5.5
6. Publisher's Webpage - Sample	5.6
7. Further Inspirations	5.7
8. Program Evaluation	5.8



Get Published! Write Now!

Name:

Are you comfortable using a computer and the internet?

Briefly describe your written work: (is it fiction, non-fiction, magazine article, etc)

Have you published work previously?

Have you submitted work to a publisher in the past?

List three things you want to learn in this workshop.





Get Published! Write Now!

What else is being published in my subject area?

List 3 books that are written on the same subject or in the same genre area.

Author:

Title:

Publisher:

Date of Publication:

Other notes:

Author:

Title:

Publisher:

Date of Publication:

Other notes:

Author:

Title:

Publisher:

Date of Publication:

Other notes:



Get Published! Write Now!
example

What else is being published in my subject area?

List 3 books that are written on the same subject or in the same genre area.

Author: Burkhart, Lorene

Title: Accidental pioneer

Publisher: Hawthorne Publishers in Carmel Indiana

Date of Publication: 2006

Other notes: recently published by local publisher

Author: Hinshaw, Dorothy

Title: When I was young in Indiana

Publisher: Guild Press of Indiana

Date of Publication: 1993

Other notes: several years old published by local publisher, still in business? Find out

Author: Kitchel, Thomas

Title: Growing up in Indiana

Publisher: River Road Publications

Date of Publication: 1992

Other notes: this is for children and out of print, not a good one to follow up on



Get Published! Write Now!

Connecting with a Publisher

Publisher Name

Contact Information: (editor's name, address, e-mail, telephone)

Type of books this publisher prints:

Does this publisher accept unsolicited manuscripts/proposals?

Is a query letter required?

Is a book proposal required?

Is an agent needed?

**SCREEN 6+
LIBRARY RESOURCES**

Call Number	Author	Title
070.5025		Writer's Market published annually, there are versions that target specific groups, as Novel & Short Story Writer's Market, etc
070.5025	Herman:	Jeff Herman's guide to book publishers, editors & literary agents
070.5025		Literary market place: LMP
070.593	Smith	How to self-publish & market your own book
808.02	Glatzer	Street smart writer: self defense against sharks and scams in the writing world
808.02	Schneider	The everything get published book: all you need to know to write better and get published
808.02	Smith	The writer's little helper: everything you need to know to write better and get published
808.02	Appelbaum	How to get happily published
808.02	Bykofsky	The complete idiot's guide to getting published
808.02	Resnick	Rejection, romance & royalties: the wacky world of a working writer

SAMPLE OF PUBLISHER'S WEB SITE



[HOME](#) > Publish

SERIES FROM ARCADIA PUBLISHING

Arcadia accepts submissions year-round. Our editors seek proposals on local history topics and are able to provide authors with detailed information about our publishing program as well as book proposal submission guidelines. Our current portfolio of series is shown below. Due to the great demand for titles on local and regional history, we are currently searching for authors to work with us on new photographic history projects. Please contact one of our [regional publishing teams](#) if you are interested in submitting a proposal.

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**GET PUBLISHED! WRITE NOW!
FURTHER INSPIRATIONS**

Groups

Writer's Center of Indiana (317) 255-0710, www.indianawriters.org

Based in Indianapolis, this organization supports emerging writers and nurtures the writing community in Indiana.

Midwest Writer's www.midwestwriters.org

This organization offers a yearly workshop and is dedicated to serving writers, both aspiring and accomplished.

Absolute Write www.absolutewrite.com

The one stop web home for writers, both professional and beginning.

Books

808.02 Jenkins: Writing for the soul

Instruction and advice from an extraordinary writing life

808.02 Shapiro: Only as good as your word

Important lessons on what to do (and what not to do) while on the road to becoming a writer

808.02 Bookmark now: writing in unreaderly times

Disproving the dire warnings about the disappearance of a reading public

810.9 The resilient writer: tales of rejection and triumph from 23 top authors

Personal anecdotes and stories of the publishing world

808.02 Rountree: The Writer's mentor

Answers to the most frequently asked questions about writing

808.02 King: On writing

Stephen King offers valuable advice to novice writers, along with personal memoirs.



GET PUBLISHED! WRITE NOW! PROGRAM EVALUATION

	BEFORE			AFTER		
	Above average	Average	Below average	Above average	Average	Below average
I would rank my knowledge:						
Using library to find reliable information						
Ability to target a potential publisher						
Sources available to research targeted publisher						
Finding publisher's submission requirements						

Three useful things I learned today:

- 1)
- 2)
- 3)

The most valuable thing I learned today:

**SCREEN 6+
LIBRARY RESOURCES**

	Not Helpful		Neutral		Helpful
How helpful were the following items in today's program?	1	2	3	4	5
The educational program					
The program presenter					
The author					
Materials provided					
Room conditions and refreshments					

Thank you.



ON LINE REPLICATION KIT FORMAT

LIBRARY RESOURCES

This is a guide for the librarian who is taking responsibility for initiating the program and acting on behalf of the library as a resource.

TABLE OF CONTENTS

Library Resources contains these components, in order of use:

	Page
1. The Librarian's Role in the Program	6.1
2. The Materials from the Library's Collection	6.2
3. Library Space	6.3
4. Library Equipment	6.4
5. Supplies Outside of the Collection	6.5

Get Published! Write Now!
The Librarian's Roles in the Program

Information Specialist

- The librarians understand how to find information on topics using the library's and community resources. By presenting experts in a library setting librarians will demonstrate knowledge and partnership with community resources. The librarians demonstrate and explain they are ready to assist people in finding information.
- 15 minutes

Instructor in Information Literacy/Inquiry Skills

- Librarians demonstrate use of online catalog. They explain the varying searches that will produce needed information and avoid useless data. The librarians demonstrate finding helpful web sites and evaluating the information presented in web sites. Librarians recommend print directories, explain how to find and use these resources in the library. For both online and print resources, the librarians take time to explain information found in the online catalog, print and web site entries.
- 90 minutes

Partner to Subject Expert

- A partnership was established by contacting a writer's community in central Indiana. This contact led to a partnership with a local writer/publisher. The contact with the writer's community lead to a better understanding of what that group offers and better referrals to them. It also gave the writer's community a better understand of the library's resources. The program also reminded published and aspiring writers that the library is a potential market.
- 2 hours

Program Advocate and Administrator

- The librarian was an advocate internally and externally. Internally, the librarian explained why this information literacy program was a good use of library time and resources. Externally, the librarian provided program information to the local media, created posters and placed notices in library publications. The librarian developed and administered the program.
- 10 hours

Get Published! Write Now!
Materials from the Library's Collection

Writer's Market
3 copies

Literary Market Place: LMP
3 copies

Jeff Herman's guide to Book Publishers, Editors & Literary Agents
1 – 2 copies

The Everything Get Published Book by Schneider
1 copy

How to Get Happily Published by Appelbaum
1 copy

How to Self-Publish & Market your own Book by Smith
1 copy

Library online catalog
13 users @ 30 minutes access each through internet

Online bookstore – Amazon
13 users @ 15 minutes access each.

Online publisher's web site – Arcadia (for demo)
13 users @ 15 minutes to various publishers' web sites



Get Published! Write Now!
Library Space

Computer Lab

12 computer stations (with chairs) with internet access, facing screen and white board

1 instructor's computer, internet access and connected to projector to demonstrate searches on screen

1 projector connected to instructor's computer to project search onto screen

1 screen

1 white board easily seen from computer stations

6 extra chairs for overflow
placed at side of room

1 table (6' x 3')

placed in back for refreshments

2 tables & 6 chairs

placed at the side of the room for print resources. Participants could use print resources here or at computer station

1 table & 2 chairs

placed near entrance, used for checking in registrants

1 table & 2 chairs

placed in front for presenters



Get Published! Write Now!
Library Equipment

12 computer stations (with chairs) with internet access

1 instructor's computer, internet access and connected to projector to demonstrate searches on screen

1 projector connected to instructor's computer to project search onto screen

1 screen

1 photocopier

This does not have to be in computer lab, but it should be easily accessible



Get Published! Write Now!
Supplies outside the Collection

Consumable

20 folders

Folders will contain handouts and extra paper for note taking. Participants will keep the folders. Have extra in case of overflow audience.

20 pens

Pens with library logo, participants will keep pens

20 blank nametags

1 ream of paper

for handouts, participants copies and computer printouts. Use different colors of paper for different handouts.

Refreshments

20 bottles of water

1 pot of coffee

30 Styrofoam cups

40 bagels

Reusable

4 – 5 markers to make nametags

20 pencils



ON LINE REPLICATION KIT FORMAT

PROGRAM ADMINISTRATION

This is a guide for the librarian or primary partner who is taking responsibility for initiating the program, coordinating the efforts of all partners, and tabulating and reporting the evidence-based program measures

TABLE OF CONTENTS

Program Administration contains these components, in order of use:

	Page
1. Project Timeline and Critical Logistics	7.1
2. Partners' Roles/Profiles	7.2
3. Advocacy Tools	7.3
4. Measurement Guidelines	7.4
5. Project Resources with Budget	7.5
6. Grant Recommendations (optional)	7.6

Get Published! Write Now!
Project Timeline

Program date, 5th month, 3rd week

Activity	Owner	Time
Prepare program overview	LEL	Month 1, week 1
Meet with direct leader	LEL	Month 1, week 2
Secure funding	LEL	Month 1, week 2
Talk with local writing community	LEL	Month 1, week 3
Find & meet with partners use program overview	LEL, LEL team Partner	month 1, week 4
Reserve library computer lab	LEL	month 2, week 1
Sign partner	LEL, partner	month 2, week 2
Sign library partner	LEL, LEL team	month 2, week 2
Create publicity	LEL	month 2, week 2
Meet with LEL team & partner To approve publicity	LEL, LEL team partner	month 2, week 3
Send publicity	LEL	month 2, week 4
Prepare presentation	LEL, LEL team	month 3, week 1
Prepare handouts	LEL, LEL team	month 3, week 1
Prepare evaluations	LEL, LEL team	month 3, week 1
Review & discuss presentation, handouts, evaluations	LEL, LEL team	month 3, week 2
Order supplies	LEL	month 3, week 4
Copy handouts, evaluations Prepare packets	LEL LEL, LEL team	month 4, week 2 month 4, week 2

SCREEN 7+
PROGRAM ADMINISTRATION

Practice with LEL team	LEL, LEL team	month 4, week 4
Confirm partners contribution	LEL, partner	month 4, week 4
Confirm lab reservation & setup	LEL	month 5, week 1
Program registration deadline	LEL	month 5, week 2
Gather library materials	LEL	month 5, week 3
Gather supplies	LEL	month 5, week 3
Purchase refreshments	LEL	month 5, week 3
Set-up room	LEL	month 5, week 3
Present program	LEL, LEL team, partner	month 5, week 3
Thank you notes to partners	LEL	month 5, week 4



Get Published! Write Now!
Partner Role and Profile

Your partner should have a mix of reaching for the stars and having his feet planted firmly on the ground. The partner should believe in the ability of program participants to achieve their dream of having a work published. This speaker should be encouraging, approachable and willing to share knowledge and experience.

While being encouraging, the partner should convey the realities of getting into print. The partner can know what a struggle may be ahead for the aspiring authors and be able to offer guidance to success.

A partner who is a published author or publisher is preferred. A partner who has published using varying avenues will be able to educate the participants on this. A writer who has had success and failure will be able to connect with the audience.

Connection to the local writing community is an asset for the partner. They can guide participants to become part of that community. A partner who has taught classes or coached will be more at ease in speaking to a group. The partner should be interested and want to know as much as possible about the program before presenting. This person should be organized and work with you to present the best program.



Get Published! Write Now!
Advocacy Tools

Articles and advertisements in local papers and library newsletters

Sample:

- Calling wannabe authors

Aspiring authors can learn some tricks of the trade at Get Published! Write! Now!, a session at 10 a.m. Saturday at the Interim Central Branch Library, 202 N. Alabama St.

This class will give tips on how to research the publishing market, target potential publishers and make contact. The goal: You'll leave ready to get your work published. Nancy Niblack Baxter, local author and president of Guild Press, will be the guest speaker.



Letters to local writing groups, classes

Dear _____,

Are your students interested and ready to submit work to a publisher? They can learn how to research the market, target a publisher and make contact at the **Get Published! Write Now!** workshop. Nancy Niblack Baxter, author and publisher will be the guest speaker. Participants will leave with a plan to get their work published.

This class will be held at Interim Central Library, 202 N. Alabama St. Indianapolis, In. Saturday, June 2, 2007 at 10:00 am. Call 269-5310 to register.

Sincerely,

Michelle Unrue





GET PUBLISHED! WRITE NOW!

- **What?** A workshop for people who are ready to see their work in print. Learn how to research the publishing market, target potential publishers and leave the workshop with a plan to get your work published.
- **When?** Saturday, June 2, 2007, 10:00 a.m.
- **Where?** Computer Lab, Interim Central Library, 202 N. Alabama
- **How?** Register by calling 269-5310 or register in the 2nd Floor Computer Lab, Interim Central

Guest speaker - Nancy Niblack Baxter author of *Charmed Circle* and *Gallant Fourteenth*



Get Published! Write Now!
Measurement Guidelines

Pre-program Survey

This survey allows you to gauge where participants are in their quest to be published. It also lets you know how comfortable and knowledgeable participants are with using computers and the internet. This survey will allow you to know who may need extra assistance and what participants expect to learn in the workshop.





Get Published! Write Now!

Name:

Are you comfortable using a computer and the internet?

Briefly describe your written work: (is it fiction, non-fiction, magazine article, etc)

Have you published work previously?

Have you submitted work to a publisher in the past?

List three things you want to learn in this workshop.

Program Rubrics

This is a checklist of items and actions that should be covered in the program. Ideally the answer to all questions on the checklist is yes. As you prepare for the program, consult this rubric in order to prepare a comprehensive program that allows participants to accomplish their goal of submitting work to a publisher.

Program Rubrics

Section	Yes	No	Topic
C/G			Did the program overview give participants a clear idea of what they would learn in the program?
C/G			Did the program overview give participants a clear idea of why learning this information is important?
C/G			Did the program overview give participants a clear picture of how they would learn this information
D			Did the introduction of the author (expert) give learners an understanding of her subject authority and knowledge?
D			Did the expert provide authoritative information on the publishing industry?
D			Did the expert provide specific ideas on how to get published?
D/E			Did the expert encourage questions and provide informative answers?
E			Did the participants demonstrate they had been attentive by asking questions based on the expert's presentation?
H/J			Did the librarian (presenter) explain importance of market research?
H			Did the presenter explain what information to look for as market research?
H			Did the presenter demonstrate a library catalog search in a way participants can understand and duplicate?
H			Did the presenter explain information found in a library catalog entry and how the information can be used for research?
H			Did the presenter demonstrate using an online bookstore (internet) in a way participants can understand and duplicate?

**SCREEN 7+
PROGRAM ADMINISTRATION**

H		Did the presenter explain how to evaluate online bookstore information for use as a market research tool?
I		Did participants demonstrate ability to find information using library catalog and online bookstore?
I		Were participants able to evaluate this information and use it for their own market research?
J		Did presenter introduce print resources and explain where they are found in the library?
J		Did the presenter explain how to use print resources in a way the participants could understand and duplicate?
J		Did the presenter explain the information found in print resources and how to evaluate and use that information?
J		Did the presenter demonstrate finding and using a publisher's web site?
J		Did the presenter explain how to evaluate information found on the publisher's web site?
J		Did the presenter use a variety of publisher's web sites, demonstrating the varying amount of information that may be found?
K		Did the participants demonstrate the ability to use print resources to target a publisher?
K		Did participants use print resources to find relevant publishing information, and then list this information on the worksheet?
K		Did the participants use the internet to find a publisher's web page?
K		Did the participants navigate and find relevant information on the publisher's web page, then list this information on the worksheet?
N		Did the presenter explain importance and assistance local writing groups may offer?
M		Did the presenter encourage participants to share their experiences and knowledge of getting published?
L/M		Did the participants share and network with other in the class?
N		Did the participants understand there is a local writing community to provide assistance?
O		Did the participants understand the library is an important information resource?
O		Did the results of the post program survey show participants learned from the workshop and are able to find potential publishers?

Evaluation

This evaluation measures participant's knowledge before and after the program. It allows you to determine if the instruction and exercises met the goal of better use of library resources and critical thinking about information sources. This also determines what participants found most valuable in the workshop and whether individual presenters were effective.





GET PUBLISHED! WRITE NOW! PROGRAM EVALUATION

	BEFORE			AFTER		
I would rank my knowledge:	Above average	Average	Below average	Above average	Average	Below average
Using library to find reliable information						
Ability to target a potential publisher						
Sources available to research targeted publisher						
Finding publisher's submission requirements						

Three useful things I learned today:

- 1)
- 2)
- 3)

The most valuable thing I learned today:

**SCREEN 7+
PROGRAM ADMINISTRATION**

Not
Helpful Neutral Helpful

How helpful were the following items in today's program?	1	2	3	4	5
The educational program					
The program presenter					
The author					
Materials provided					
Room conditions and refreshments					

Thank you.



General observation

This workshop presents many hands on exercises. Move about the lab observing participants use of online web sites and print directories. Note as the complete worksheets. Observe their ability to apply knowledge, their interaction with other participants and their questions.



Get Published! Write Now!
Project resources with Budget

Expenses

Speaker	\$200.00
Office Supplies	\$100.00
Paper & photocopies	
Folders	
Ink pens	
Name tags	
Refreshments	\$50.00
In-kind	
Library staff	\$294.00
14 hours @ \$21.00 per hour	
Computer Lab use	\$400.00
2 hours @ \$200.00 per hour	
Print directories	\$400.00



ON LINE REPLICATION KIT FORMAT

PROMOTION TO AUDIENCES

This is a guide for the librarian and the project partner who jointly take responsibility for attracting a capacity audience for the program. It is important that all participants are a good match for the program's information literacy and content objectives.

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Get Published! Write Now!

Sample Advertisements

This program is designed for a limited audience. Beware of attracting more of an audience than can be accommodated.

Newspaper ad or release.

- Calling wannabe authors

Aspiring authors can learn some tricks of the trade at Get Published! Write! Now!, a session at 10 a.m. Saturday at the Interim Central Branch Library, 202 N. Alabama St.

This class will give tips on how to research the publishing market, target potential publishers and make contact. The goal: You'll leave ready to get your work published. Nancy Niblack Baxter, local author and president of Guild Press, will be the guest speaker.

Sample flyer

This can reproduced on a color copier and sized 8 ½" x 11" or the larger 11" x 14". Mount this ad on a bright background sheet to add flair. This ad can be re-created on Microsoft Word and can be e-mailed.



GET PUBLISHED! WRITE NOW!

- **What?** A workshop for people who are ready to see their work in print. Learn how to research the publishing market, target potential publishers and leave the workshop with a plan to get your work published.
- **When?** Saturday, June 2, 2007, 10:00 a.m.
- **Where?** Computer Lab, Interim Central Library, 202 N. Alabama
- **How?** Register by calling 269-5310 or register in the 2nd Floor Computer Lab, Interim Central

Guest speaker - Nancy Niblack Baxter author of *Charmed Circle* and *Gallant Fourteenth*



Get Published! Write Now! Grabbers in Content/Layout

This program is intended for motivated, literate audiences who have already demonstrated interest by writing a work they want to have published. The content that will attract writer's interest is

- Chance to hear and speak with author/publisher
- Learn market research for writers
- Find and research potential publisher
- Readiness to contact publisher by end of program
- Participants leave with a list of potential publishers, with concrete information on who to contact and how to submit work



Get Published! Write Now! Information Literacy Indicators

Participants learn

- To use library catalog, reference books and web sites to find information
- To evaluate the information
- The library provides expert assistance
- To navigate and use library for this project and future projects



Get Published! Write Now! Distribution Plans

This program will appeal to current library users. Advertise in library publications and displays signs in the library. Send information, signs and program description, to local writing groups and continuing education writing classes. Advertise in local newspapers, both daily and neighborhood papers.

Consider carefully the advertising strategy, it is easy to have more people interested than the workshop can accommodate.





Get Published! Write Now! Marketing Timetable

Time before program	Activity
3 ½ months	Create publicity
3 months	Publicity approved
3 months	Create mailing list of local writing groups and classes
3 months	Send publicity to library public relations department
1 ½ months	Send ads or information to newspapers
5 weeks	Mail information-flyers to mailing list of classes and writing groups
1 month	Display poster and flyers in branch.