

MIT 3829G: Writing for Magazines

Winter 2022

Instructor: Chris Clark, christopherclarkwriter@gmail.com, @cclarkwriter

Course Description and Objectives

This course will give students the opportunity to write feature-style stories on a wide variety of topics. We will touch on the basics of straightforward news writing but quickly move to writing more interesting pieces, including profiles, reviews and longer features.

We will talk about where story ideas come from and how to pitch them to publications, whether print or electronic. We will talk about what's in the news and how current events could be turned into feature stories. We will discuss and practise the art of interviewing. We will look at examples of features and discuss what works and what does not.

Times and Places

The course is intended to be delivered in-person. However, we will begin online, and continue that way for January, at least. When online, it will be a mixture of synchronous and asynchronous. I will post materials each week; you can go through them on your own schedule. However, we will also have live Zoom classes some weeks. They will expand on the material I post and are designed to enhance the course and your learning experience. They are not meant to cause anxiety or complicate what will be a challenging semester of learning during the pandemic. I will record those classes and post them as unlisted material on YouTube.

Our class time is Thursday, from 1:30-4:20. When in-person, we will meet in FNB 1270. When online, we will meet, via Zoom, at 1:30 for somewhere between 60 and 90 minutes.

Zoom sessions will always be voluntary; I am not taking attendance. But I encourage you to take part. I think the course experience will be enhanced if you participate. During the semester, I will be available for "office hours" via Zoom. If Zoom isn't for you – for technical or other reasons – I will also be available by phone. We will sort out the specifics of this as we go along, but the key message is this: I will be available to answer questions, explain concepts and discuss assignments at times convenient for you.

I answer emails as quickly as I can, always within 24 hours. If you haven't heard from me within 24 hours, assume I didn't receive your message and send again. I monitor my gmail account more frequently than my uwo account. Do not hesitate to ask questions, particularly given the remote learning nature of the course.

This course does not have exams, so we will not need or use the Remote Proctoring apparatus.

Suggested Text

The Bigger Picture, Elements of Feature Writing, Emond Montgomery Publications. Given the remote format of the course, I have made the textbook optional. If that ends any contemplation of whether to get it, I understand. However, for those interested, it is available from various on-line retailers, including: <https://emond.ca/Store/Books/The-Bigger-Picture-Elements-of-Feature-Writing?r=%2fStore%3fsearchtext%3dthe%2bbigger%2bpicture%26searchmode%3danyword>

Because it is optional this semester, I will explain concepts from the textbook, so you can work without it. If you can find a copy and want to read about some topics in more depth, I will include chapter references in the weekly schedule, below. It is a useful resource for this course and writing in general.

Evaluation

Given the subject matter of this course, it will be important to produce quality writing, with attention paid to spelling, grammar, punctuation and sentence structure. FIMS undergraduate instructors mark according to the Guidelines to the MIT Grade Range, using the full range of marks available.

Assignments

All assignments should be **submitted as a PDF, using the OWL class Drop Box**. I will return marked PDF copies to the Drop Box, with written comments I encourage you to read.

A separate sheet posted on our class OWL site, under Resources, explains the assignments in greater detail. There is no final exam.

Grading

| | |
|-------------------|------------|
| Story pitches | 15% |
| Profile | 15% |
| Movie/book review | 20% |
| Mystery feature | 20% |
| Final feature | <u>30%</u> |
| | 100% |

Late Penalty

Assignments are due before midnight on the day indicated. Students will lose 2% for every day an assignment is late. If there are serious medical or other circumstances that interfere with a deadline, we can work out a fair arrangement, but you must submit proper documentation to your home faculty.

Work is due 48 hours after a Self-Reported Absence.

Students will receive graded work worth no less than 15% at least 3 days prior to the deadline for withdrawal without academic penalty. This year, the date by which students are to have received at least 15% of their grade in a first semester course is March 14, 2022. Students can find details about this academic policy here:

http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf. Please note, students are responsible for ensuring that they are aware of the grades they have received in their courses.

Remote learning sessions for this course will be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course. The recordings may be disclosed to other individuals under special circumstances. Please contact the instructor if you have any concerns related to session recordings.

Tentative Schedule

| | |
|---------------------|--|
| Week 1 – Jan. 13 | Introduction. Zoom meet-and-greet. What is feature writing? Elements of magazines. |
| Week 2 – Jan. 20 | Examples of features. |
| Week 3 – Jan. 27 | Story ideas. Where they come from. (Chpts 1, 2 in text) Query letters, pitching ideas. |
| Week 4 – Feb. 3 | Story pitches due. Presented in class or via Zoom, depending on state of in-person teaching. |
| Week 5 – Feb. 10 | Story pitch discussions, continued. |
| Week 6 – Feb. 17 | Interviewing. (Chpt 5 in text) Conduct interview with classmate or someone else and write profile. |
| READING WEEK | |
| Week 7 – March 3 | Constructing stories. (Chpt 4 in text) Profile assignment due. |
| Week 8 – March 10 | Other forms of magazine writing – reviews, columns, service pieces. |
| Week 9 – March 17 | Organizing your story. (Chpts 7, 8 in text). Make this class part of your St. Patrick’s Day plans ☺ Review assignment due. |
| Week 10 – March 24 | Murder Mystery, in preparation for next assignment. Attendance required. (Subject to change if classes have not returned to in-person by this time.) |
| Week 11 – March 31 | Feature consultation, times scheduled for in-person or Zoom discussion about final assignment. Murder Mystery assignment due. |
| Week 12 – April 7 | Ethics. (Chpt 10 in text). Course wrap up. Zoom trivia contest (with prizes!) Features due April 8. |

NOTES FROM THE FIMS DEAN'S OFFICE

Winter 2022

Rights and Responsibilities

The conditions governing a student's ability to pursue their undergraduate education at Western are ratified by Senate and can be found on the Academic Policies section of the University Secretariat:

http://www.uwo.ca/univsec/academic_policies/rights_responsibilities.html

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism

Students must write their essays and assignments, including take-home exams, in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software Turnitin under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system.

Accommodation Policies

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#)

Academic Consideration for Student Absence

Students will have two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment

for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- during exam periods,
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are NOT met, students will need to provide a Student Medical Certificate or equivalent documentation, if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact the FIMS Undergraduate Student Services Office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's home Faculty.**

For Western University policy on Consideration for Student Absence, see [Policy on Academic Consideration For Student Absences - Undergraduate Students in First Entry Programs](#) and for the Student Medical Certificate (SMC), see: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

In the event of a Covid-19 resurgence, it is possible that different procedures may need to be put in place on short notice.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Academic Calendar](#).

Grading at FIMS

- Normally, first year courses required for entry into an MIT or MPI module (MIT 1020E and MIT 1025F/G) are expected to have a course average between 68-72%.
- Normally, second year required courses (MIT 2000, 2100, 2200, 2500) are expected to have a course average between 70 and 75%.
- Normally, third year required courses (MIT 3000, 3100) are expected to have a course average between 72 and 77%.

Elective courses and 4th year seminars have no recommended course averages.

Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western for a complete list of options about how to obtain help.

<http://www.uwo.ca/uwo.com/mentalhealth/>

SUPPORT SERVICES – LINKS

Office of the Registrar:

www.registrar.uwo.ca

Mental Health

Support:

<https://www.uwo.ca/health/psych/index.html>

Accessible Education:

http://academicsupport.uwo.ca/accessible_education/index.html

Accessibility

Information:

www.accessibility.uwo.ca/

Writing Support

Centre:

<http://writing.uwo.ca/>

Learning Skills

Services:

<https://www.uwo.ca/sdc/learning/>

Academic Learning and Support for Online Learning:

<https://www.uwo.ca/se/digital/types/academic-and-learning-support.html>

Indigenous Services:

<https://indigenous.uwo.ca/>

Western International:

<https://international.uwo.ca/>

Career Centre:

<http://careerexperience.uwo.ca/>

Appendix A: Suggested Grade Ranges in MIT, MPI and MTP

Guidelines to the MIT Grade Range

These guidelines are benchmarks, and are not to be followed as rigid regulations. They will be adjusted as appropriate to take into account the level of the course and any specific instructions given by a professor. As well, competency in English language usage (including spelling and grammar) may be taken into account in the assignment of grades by individual instructors. Note that the 70-79 grade range is broken into two divisions, as this is the grade range into which a large number of students fall.

90-100 (Outstanding, A+)

The report shows sparkling originality and exhibits a high degree of critical analysis of the topic. Sophisticated synthesis and analysis of the theoretical and conceptual dimensions of the topic are demonstrated. Mastery of complex material and ideas is immediately evident. The topic is treated with sensitivity and subtlety of thought. The quality of the writing and background research is exemplary.

80-89 (Excellent, A)

The report shows originality and exhibits a high degree of critical analysis of the topic; it gets to the heart of the matter with comments and/or questions. It is clearly focused and logically organized. The quality of writing makes the report immediately understandable. Mastery of complex material and ideas is demonstrated. The report is of appropriate length, while preserving the priorities and emphasis of the material, so that the result is meaningful, not simplistic.

75-79 (Very Good, B+)

The report shows above average analysis, critical thinking and independent thought. Claims are supported by ample evidence and the components of the topic are well-researched and presented. The topic is addressed in reasonable depth and/or breadth and covers material appropriate to the course. The analysis is organized around focal points and the argument is easily followed. The report demonstrates an above average ability to write in an intelligible style and to condense material meaningfully and with a concern for priorities of that material.

70-74 (Good, B)

The report shows an attempt at analysis and critical thinking. Claims are supported by reasonable evidence. The topic is addressed in some depth and/or breadth, with references to the appropriate literature and course material. The analysis is organized around focal points. The report is generally well written and well argued.

60-69 (Competent, C)

The report demonstrates adequate comprehension of the topic. The report is on topic and is a reasonable summary of material covered in the course, but goes no further. Facts are stated accurately; the quality of writing is sufficiently intelligible with enough elaboration and enough connections made between ideas to permit a reader to understand the point of the report.

50-59 (Marginal, D)

The report shows less than adequate comprehension of the topic and of the material covered by the course. The report is a less than adequate summary of sources and/or is considerably off-topic. Facts are stated inaccurately or ambiguously; the writing style is difficult to follow; there is insufficient elaboration to permit reader's comprehension of relations among ideas; little judgment is shown in selecting detail for inclusion in the report.

Below 50 (Unacceptable, F)

The report demonstrates a failure to comprehend the topic. The material is disorganized and unintelligible. The report clearly does not meet the minimal requirements of the assignment.

Appendix B: Guidelines of Academic Appeals for FIMS Students

Grounds for Appeal:

The Faculty of Information and Media Studies does not view the appeals process as an opportunity for students to solicit a second opinion on a grade assigned to a particular piece of work. Appeals must pertain to the final grade in a course, and will only be entertained if sufficient grounds for appeal can be met, including: medical or compassionate circumstances, a defect in the evaluation process, bias, inaccuracy or unfairness.

Stages in the Appeals Process:

The first stage of the process is a discussion of the disputed grade with the appropriate Teaching Assistant (if applicable), and subsequently, the course Instructor. For grades assigned to individual assignments, essays, lab reports, projects and tests completed throughout the term, the student first must appeal to the Teaching Assistant or Instructor of the course, within three weeks of the date on which the Instructor or Teaching Assistant returned the assignments to the class. The Appeals Committee will not hear any further appeals about the final grade in any course unless this first step has been taken.

If completion of the first stage has not resolved the matter, the student may appeal the final grade in the course to the FIMS Appeals Committee. Appeals of final grades must be **within the time frame indicated in the Undergraduate Calendar.** It is the student's responsibility to ensure that the appeal is submitted within the deadline. The student shall submit a formal letter to the FIMS Appeals Committee outlining the grounds for the appeal, the remedy sought and relevant materials including the information about when and with whom (Teaching Assistant and/or Instructor) the student met, as described in Stage 1. If the appeal involves a request for work to be regraded, the original marked work and a clean copy (if possible) must be included. If the appeal is commenced once the deadline has passed, it will not be considered either by the Appeals Committee or by the Associate Dean.

The FIMS Appeals Committee has the discretion to determine whether the grounds for appeal have been met.

If the Committee deems that the reasons for the appeal are not legitimate, the Associate Dean will be informed. The appeal will be terminated and the student will be informed.

If the Committee decides that the grounds for appeal have been met, the following steps will be taken:

1. the course Instructor will be shown the appeal letter and offered an opportunity to make a written response;
2. if work is to be regraded, a reader will be appointed who is competent in the area in question and was not involved in the assignment of the original mark. The reader will consider the work in question and will arrive at an independent evaluation. If there is a large discrepancy between the original mark and the regraded mark, a second reader may be appointed by the Committee. **If the appointed reader(s) arrive at a grade within five marks of the original, the original grade will stand.**

The FIMS Appeals Committee will review the evidence and will make a recommendation on the case to the Associate Dean Undergraduate.

The Associate Dean Undergraduate will consider the recommendation from the Appeals Committee, and will make a decision. The student and the instructor will be notified promptly and in writing by the Associate Dean of the decision and of the change in grade, if any. Within the Faculty of Information and Media Studies, the Associate Dean's decision on the matter is final.

Further appeals are possible under certain circumstances to the Senate Review Board Academic (for Undergraduate students) or to the Faculty of Graduate Studies (for Graduate students) but the student should carefully consult the guidelines regarding such Appeals.