

# MIT 3829G: Writing for Magazines

Winter 2023

**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. We will conduct a murder mystery in class, about which you will write a feature story.

## Times and Places

Classes will be held *in person*:

Wednesdays, 1:30-4:20, HSB 35

*In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor.*

## PPE

*Students will be expected to wear triple layer non-medical masks at all times in the classroom as per university policy and public health directives. Students who are unable to wear a mask for medical reasons should seek accommodation through [Accessible Education](#).*

*Students are expected not to eat or drink while in class to ensure masks stay in place. Students will be able to eat and drink outside of the classroom during scheduled breaks.*

## Office Hours

Via Zoom, by appointment. (Don't be shy about asking!)

## Optional Text/Resources

The Bigger Picture, Elements of Feature Writing, Emond Montgomery Publications.

No longer in print. You can buy or rent a digital copy here: <https://emond.ca/Store/Books/The-Bigger-Picture-Elements-of-Feature-Writing?r=%2fStore%3fsearchtext%3dthe%2bbigger%2bpicture%26searchmode%3danyword>

As you can see below, I suggest reading several chapters during the semester; however, it's not mandatory and I will post supplementary material on OWL. But if you share a digital copy with a friend, it will be beneficial.

I will post material weekly on OWL. If students need assistance, they can seek support on the [OWL Help page](#). Alternatively, they can contact the [Western Technology Services Helpdesk](#), also available by phone at 519-661-3800 or ext. 83800.

[Google Chrome](#) or [Mozilla Firefox](#) are the preferred browsers to optimally use OWL; update your browsers frequently. Students interested in evaluating their internet speed, please click [here](#).

## 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. Additional important factors will include the depth of research, suitability of sources and conclusions drawn from those sources. FIMS undergraduate instructors mark according to the Guidelines to the MIT Grade Range, using the full range of marks available.

## Assignments

**Assignments should be submitted *in PDF*, using the class website dropbox.** If you are unsure about how to do this, I will go over it in class. Or ask me.

You are going to write in this class. **A separate document in 'Resources' explains the assignments in greater detail.** In sum, students will write four assignments during the term and a longer in-depth feature at the end of the term. There is no final exam.

## Grading

Story pitches	10%
Profile	15%
Review	20%
Murder mystery feature	20%
Final feature	<u>35%</u>
	100%

## Late Penalty

Assignments are due **by 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.

## Tentative Schedule

- Week 1 – Jan. 11 Introduction. What is feature writing? Elements of magazines.
- Week 2 – Jan. 18 Examples of features.
- Week 3 – Jan. 25 Story ideas. Where they come from. Read chpts 1, 2 in text.  
Query letters, pitching ideas.
- Week 4 – Feb. 1 **Story pitches due. Presented in class.**
- Week 5 – Feb. 8 **Story pitches due. Presented in class.**
- Week 6 – Feb. 15 Interviewing. Read chpt 5.  
**Conduct in-class interviews, unless you make other arrangements.**
- READING WEEK**
- Week 7 – March 1 Constructing stories. Read chpt 4.  
**Profile assignment due.**
- Week 8 – March 8 Other forms of magazine writing – reviews, columns, service pieces.
- Week 9 – March 15 Organizing your story. Read chpts 7, 8 in text.  
**Review assignment due.**
- Week 10 – March 22 **In-class event: Murder Mystery - attendance required.**
- Week 11 – March 29 Feature consultation, times scheduled in class.  
**Murder Mystery assignment due.**
- Week 12 – April 5 Wrap-up, trivia quiz (for prizes, not marks).  
**Final Features due April 10.**

## **NOTES FROM THE FIMS DEAN'S OFFICE Winter 2023**

### **Rights and Responsibilities**

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### **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](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Plagiarism**

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### **Accommodation Policies**

#### **Academic Accommodation**

Students with disabilities work with Accessible Education (AE) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing.

#### **Medical Consideration**

Students who have medical grounds for academic consideration for any missed tests, exams, participation components and/or assignments worth

#### **10% or more of their final grade**

must apply to the Academic Counselling

office of their home Faculty (for FIMS students this is Undergraduate Student Services).

Students are required to provide documentation in the form of a Student Medical Certificate. It will be the Dean's Office that will determine if consideration is warranted.

For work worth less than 10% of the final grade, the instructor will consider requests for academic consideration on medical grounds made in a timely manner in writing or during office hours. Such requests need not be accompanied by documentation. The instructor may decide to require documentation be submitted to the appropriate Academic Counselling office.

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 must be submitted to the Academic Counselling office of a student's home Faculty.**

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If a member of your immediate family is seriously ill, obtain a medical certificate from the family member's physician and submit the documentation to your Academic Counsellor.

If you have been involved in a severe accident, fire, or some other exceptional crisis, obtain a copy of the police report or be prepared to provide the necessary documentation upon request.

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#### **Gender-Based and Sexual Violence**

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#### **Support Services**

Students who are in emotional/mental distress should refer to Health and Wellness for a complete list of supports.

#### **SUPPORT SERVICES – LINKS**

FIMS UGSS: *academic advising; career services*

Psychological Services: *Information about accessing mental health supports*

Medical Services: *Student health related services*

Office of the Registrar: *Financial Information, Timetable, Exam Schedules, Academic Calendar Information*

Academic Support and Engagement:

*Central Academic Supports, including Writing Centre, Learning Development, Transition and Leadership Supports, and Careers and Experience*

Accessible Education: *Assessment and recommendations for students with disabilities*

**Accessibility Information:** *Information to help support barrier free access, including floor plans, accessible washroom locations, service disruptions etc.*

**Indigenous Student Services:** *Includes information about financial support, indigenous self-identification, orientation, and tutor support*

**Western International:**

*Information and support for international students and students seeking to go on exchange*

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FIMS Undergraduate programs now have the following class average policy: *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%. *Second year required courses* (MIT 2000, 2025, 2100, 2200, 2500) are expected to have a course average between 70 and 75%. The *third year required* (MIT 3100) is expected to have a course average between 72 and 77%.

***Elective courses and 4<sup>th</sup> year seminars have no recommended course averages.***

## **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.

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