



OGLETHORPE

UNIVERSITY

CS290 | Magazine Writing (Travel edition) | Summer 2018
8:30 – 10:30 AM M-Th

Instructor: Dr. Kate Keib
Class: Classroom #2

E-mail: kkeib@oglethorpe.edu
Phone: TBA

Course Description

The goal of this class is for students to gain an understanding of how magazine writers do their work and for students to increase their own writing skills. In order to do this, we are first and foremost going to do a lot of reading and critical discussion of what we have read. Your participation and engagement in the course will be critical in determining your success. Just as importantly, you will do a lot of writing, starting on the first day of class. You will also learn how to contact magazines and pitch articles. We will go through the writing process, step by step.

If you so desire, you can use this class as a lab through which you can attempt to have work published. This is an opportunity for you to generate portfolio material. We will work together toward this goal, if it's a goal of yours.

Course Objectives

Students will:

- Recognize the different elements of magazine writing
- Learn to read critically to identify what makes a magazine article successful
- Learn specific magazine writing skills including interviewing, organizing, research and editing
- Identify and understand unique characteristics of the magazine industry & profession

Required Texts:

Best American Travel Writing, Lauren Collins, Ed., 2017; available on amazon paperback & digital

Associated Press stylebook – digital access preferred

Articles and book chapters will be provided via Moodle

Optional: Peterson, F., & Kesselman-Turkel, J. (2006). The Magazine Writer's Handbook. Madison, Wis: University of Wisconsin Press.

Classroom Policies

•**Attendance:** College courses require attendance for mastery of the material. Attendance is also necessary to complete in-class assignments. If you do miss a class, you may not make up assignments without a doctor's note. It is your responsibility to catch up on the material missed. Students will be responsible for signing in at each session, on a provided sign in register. Any absence results in the immediate loss of 10 points from the participation (attendance) grade. Additional absences will impact the overall participation grade.

•**Late Work:** Late work will be graded down 20% per day late. There are no exceptions besides in the case of a documented illness or family emergency. If you have extenuating personal or medical circumstances, contact me as soon as possible via e-mail. You will be required to submit valid documentation within two days.

•**Technology:** All computers, tablets and phones will be put away during class. If we need to work online, we will do so together on computers. If you are expecting a call that can't wait until class is over, let me know ahead of time and you may step out to handle the call if it comes in. Adherence to this policy is mandatory.

•**Communication:** We will use Moodle as our class online hub. This will be the central place for assignment uploads, class news and updates, where you can see grades, attendance, etc.

Course Assignments

Writing: Writing will be the main assessment tool in this class. I will look for improvement in writing from the beginning of the course, when we do simple writing, to the end of the course, when we do more involved pieces.

Participation: Attendance and participation are vital to your success in this course; furthermore, participation increases the likelihood that you will do well on the course assignments, so it is in your best interest to participate. Students are expected (and required) to participate in class discussions/activities every class; and to upload comments to the class blog before we discuss each article. The goal is to dialogue about course topics and actively engage with ideas.

Grades will be based on:

- Participation: 50 points
 blog posts (20) in class participation (20) attendance (10)
- Three major writing assignments:
 - Front of book piece 50
 - Profile Piece 100
 - Cover Story 100
- Smaller writing assignments:
 - Interview assignment 20
 - Outline for front of book 20
 - Fact checking assignment for cover story 20
 - Draft of cover story 20
 - Draft of profile 20
- 400 points total
- Specific instructions will be provided when the assignments are given.

Grading

Points Earned	Letter Grade	%
463-500	A	93-100
448-462	A-	90-92
433-447	B+	87-89
413-432	B	83-86
396-412	B-	80-82
383-397	C+	77-79
363-382	C	73-76
348-362	C-	70-72
333-347	D+	67-69
296-332	D	60-66

OU Policies

Withdrawals and Incomplete Grades

Standard university policies on withdrawals/incompletes as outlined in the most current edition of the Bulletin apply to this course.

Disability Services

If you are a student with a disability or a disability-related issue and feel that you may need a reasonable accommodation to fulfill the essential functions of the course as listed in the syllabus, you are encouraged to contact Disability Services in the Academic Success Center by phone (404-364-8869) or via email (disabilityservices@oglethorpe.edu).

Academic Honesty

Persons who come to Oglethorpe University for work and study join a community that is committed to high standards of academic honesty. The honor code contains the responsibilities we accept by becoming members of the community and the procedures we will follow should our commitment to honesty be questioned.

The students, faculty and staff of Oglethorpe University expect each other to act with integrity in the academic endeavor they share. Members of the faculty expect that students complete work honestly and act toward them in ways consistent with that expectation. Students are expected to behave honorably in their academic work and are expected to insist on honest behavior from their peers.

Oglethorpe welcomes all who accept our principles of honest behavior. We believe that this code will enrich our years at the University and allow us to practice living in earnest the honorable, self-governed lives required of society's respected leaders.

Our honor code is an academic one. The code proscribes cheating in general terms and also in any of its several specialized sub-forms (including but not limited to plagiarism, lying, stealing and interacting fraudulently or disingenuously with the honor council). The Code defines cheating as "the umbrella under which all academic malfeasance falls. Cheating is any willful activity involving the use of deceit or fraud in order to attempt to secure an unfair academic advantage for oneself or others or to attempt to cause an unfair academic disadvantage to others. Cheating deprives persons of the opportunity for a fair and reasonable assessment of their own work and/or a fair comparative assessment between and among the work produced by members of a group. More broadly, cheating undermines our community's confidence in the honorable state to which we aspire."

The honor code applies to all behavior related to the academic enterprise. Thus, it extends beyond the boundaries of particular courses and classrooms per se, and yet it does not extend out of the academic realm into the purely social one.

Examples of cheating include but are not limited to:

- 1.1 The unauthorized possession or use of notes, texts, electronic devices (including, for example, computers and mobile phones), online materials or other such unauthorized materials/devices in fulfillment of course requirements.
- 1.2 Copying another person's work or participation in such an effort.
- 1.3 An attempt or participation in an attempt to fulfill the requirements of a course with work other than one's original work for that course.
- 1.4 Forging or deliberately misrepresenting data or results.
- 1.5 Obtaining or offering either for profit or free of charge materials one might submit (or has submitted) for academic credit. This includes uploading course materials to online sites devoted, in whole or in part, to aiding and abetting cheating under the guise of providing "study aids." There is no prohibition concerning uploading exemplars of one's work to one's personal website or to departmental, divisional, University or professional society websites for purposes of publicity, praise, examination or review by potential employers, graduate school admissions committees, etc.
- 1.6 Violating the specific directions concerning the operation of the honor code in relation to a particular assignment.

- 1.7 Making unauthorized copies of graded work for future distribution.
- 1.8 Claiming credit for a group project to which one did not contribute.
- 1.9 Plagiarism, which includes representing someone else’s words, ideas, data or original research as one’s own and in general failing to footnote or otherwise acknowledge the source of such work. One has the responsibility of avoiding plagiarism by taking adequate notes on reference materials (including material taken off the internet or other electronic sources) used in the preparation of reports, papers and other coursework.
- 1.10 Lying, such as: Lying about the reason for an absence to avoid a punitive attendance penalty or to receive an extension on an exam or on a paper’s due date; fraudulently obtaining Petrel Points by leaving an event soon after registering one’s attendance and without offering to surrender the associated Petrel Point, or by claiming fictitious attendance for oneself or another; forging or willfully being untruthful on documents related to the academic enterprise, such as on an application for an independent study or on a registration form.
- 1.11 Stealing, such as: Stealing another’s work so that he/she may not submit it or so that work can be illicitly shared; stealing reserve or other materials from the library; stealing devices and materials (such as computers, calculators, textbooks, notebooks and software) used in whole or in part to support the academic enterprise.
- 1.12 Fraudulent interaction on the part of students with the honor council, such as: Willfully refusing to testify after having been duly summoned; failing to appear to testify (barring a bona fide last-minute emergency) after having been duly summoned; testifying untruthfully.

Students pledge that they have completed assignments honestly by attaching the following statement to each piece of work submitted in partial fulfillment of the requirements for a course taken for academic credit:

“I pledge that I have acted honorably.” (Followed by the student’s signature)

The honor code is in force for every student who is enrolled (either full- or part-time) in any of the academic programs of Oglethorpe University at any given time. All cases of suspected academic dishonesty will be handled in accordance with the provisions established in this code. The honor council has sole jurisdiction in matters of suspected academic dishonesty. Alternative ways of dealing with cases of suspected academic fraud are prohibited. In cases of alleged academic dishonesty on the part of students, the honor council is the final arbiter.

The full Honor Code is Section 11 of the current University Bulletin.

Tentative Course Outline

Readings will be revised prior to course commencing

Week	Topic	Reading/Assignment
Week One	<ul style="list-style-type: none"> • Course Intro, how to blog with class • The “state” of the magazine writing industry • Discuss article #1 • The writing process – ideas or topics – how to brainstorm ideas • The writing process – how to get organized • AP style • Brainstorm Writing topic for front of book assignment • Sources • Interviewing skills – <i>interviews on site; we will</i> 	<p>Reading: Article #1: from magazine book “The Revolution in Magazine Processes; How not to fall behind in an era when everything you think you know might be wrong.” By Tony Silber, Bill Mickey How-To article sample paper by Time magazine “Popping the Questions” by John Brady from <i>Handbook of Magazine Writing</i> Gray-Grant, D. (2006). Asking the right questions-and then some: A no-fail guide to conducting better interviews, no matter what the topic. COMMUNICATION WORLD-SAN FRANCISCO-, 23(6), 34.</p> <p>Assignments: Interview assignment Blog post about article #1</p>

	<i>conduct on site interviews at location TBA</i>	
Week Two	<ul style="list-style-type: none"> • Discuss Article #2 • Writing process – how to organize your work • Intros, Body & Conclusion • How to write a profile piece • How to pitch stories • <i>Offsite class TBA</i> 	<p>Reading: Article #2: from magazine book Articles or chapter on profile pieces will be provided from Selected chapters from; Peterson, F., & Kesselman-Turkel, J. (2006). <i>The Magazine Writer's Handbook</i>. Madison, Wis: University of Wisconsin Press. Pitch Session: The Story Meeting Has Evolved Publishers have figured out that audiences want different things from print and digital products, but the newsroom has lagged behind. BY Michael Rondon How to Write a Profile Feature Article; New York Times Profile piece on Roman citizen will be assigned</p> <p>Assignments: Draft of front of book (How to article related to travel in Rome) due Monday at 5 pm Assignment #1 Front of Book Due (Wednesday at 5 pm) Students pitch profile piece to class Blog Post #2</p>
Week Three	<ul style="list-style-type: none"> • Discuss Article #3 • The role of social media in magazine reporting & careers • How to write a cover story • Research how to – <i>visit Rome library</i> 	<p>Reading: Article #3 from magazine book Raphael, T. J. (2014). Riding the next wave of social media: from Facebook and Instagram to Snapchat, three brands--Glamour, National Geographic, and Seventeen--are building multifaceted strategies to captivate audiences and keep them coming back for more. <i>Folio</i>, 43(4), 34-37. 7 CRITICAL FACEBOOK AND TWITTER TIPS Platform-specific ideas for better engagement. BY CAROLYN KYLSTRA Selected chapters from; Peterson, F., & Kesselman-Turkel, J. (2006). <i>The Magazine Writer's Handbook</i>. Madison, Wis: University of Wisconsin Press.</p> <p>Assignments: Drafts of Profile due Blog post #3</p>
Week Four	<ul style="list-style-type: none"> • Discuss article #4 • Multimedia for magazine writers • Fact Checking • Data visualization • <i>Off site visit TBA</i> 	<p>Reading: Article #4 from magazine book 4 Ways Publishers Are Using Data Today By Mike Kisseberth, CRO, Purch Lessons from the Leaders; What it takes to make a viral video a success; Whelton Selected chapters from; Peterson, F., & Kesselman-Turkel, J. (2006). <i>The Magazine Writer's Handbook</i>. Madison, Wis: University of Wisconsin Press. Selected chapters from; Peterson, F., & Kesselman-Turkel, J. (2006). <i>The Magazine Writer's Handbook</i>. Madison, Wis: University of Wisconsin Press.</p>

		<p>Assignments: Profile due Monday at 5 pm Fact Checking assignment Draft of Cover story Due Blog post #4</p>
Week Five	<ul style="list-style-type: none"> • Discuss article #5 • The art of editing • Editorial guidelines • <i>Offsite visit TBA</i> 	<p>Reading: Article #5 from magazine book Selected chapters from; Peterson, F., & Kesselman-Turkel, J. (2006). <i>The Magazine Writer's Handbook</i>. Madison, Wis: University of Wisconsin Press.</p> <p>Assignments: Cover story Due Blog post #5</p>