Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Liberal Arts
   Department: Department of Communication and Journalism

2. Course Prefix and Number: JRNL 3220

3. Effective Term: FALL 2013

4. Course Title: Magazine and Feature Writing
   Abbreviated Title (30 characters or less): Magazine and Feature Writing

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course
   - Current Course Number:
   - Proposed Course Number:
   - Type of Revision:
   - Title change

6. Course Credit:
   Contact/Group Hours: 3
   Scheduled Type: Lecture
   Weekly or Per Term?: Term 3
   Credit Hours: 3
   Anticipated Enrollment: 40

   Maximum Hours (Repeatability): 3
   Total Credit Hours: 3

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.
   P., JRNL 1100 & JRNL 2210. Declared major in AGCO, COMM, JRNL, PRCM, or RTVF.

9. Restrictions: List specific restriction in space above.
   - [ ] College
   - [x] Major
   - [ ] Standing
   - [ ] Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    An introduction to writing feature stories for newspapers, magazines and digital publications.

11. May Count Either: N/A or N/A

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)
    Program Type: N/A
    Program Title: N/A
    Requirement or Elective?

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
   - [ ] Applicable
   - [x] Not Applicable
14. Justification:

This is a required course for journalism majors. We would like to change the name from "Feature Writing" to "Magazine and Feature Writing" to more accurately reflect the focus and content of the course.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

No additional resources are required.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

BY THE END OF THE SEMESTER, YOU WILL BE ABLE TO:

• To explore the qualities of storytelling and how they differ from news.
• To build a vocabulary of storytelling.
• To introduce a writing process that carries a story from concept to publication.
• To introduce tools for finding and framing interesting features.
• To sharpen skills at focusing stories along a single, clearly articulated theme.
• To evaluate the importance of backgrounding in establishing the context, focus and sources of soundly reported stories.
• To analyze the connection between strong information and strong writing.
• To introduce and practice skills of interviewing for story as well as fact.
• To explore different models and devices for structuring stories.
• To learn to constructively critique and be critiqued.
• To examine markets for journalism and learn how stories are sold.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

WEEK 1
• Introduction/Review Syllabus & Building observational and listening skills
• Assignment Due: Analysis of a Magazine

WEEK 2
News Reports versus Stories
(Note: this is what you need to read and assignments that need to be completed before coming to class)
• Reading: "You have a Thousand Angels Around You," Paige Williams, Atlanta Magazine
• Reading: "Frank Sinatra has a Cold," Gay Talese, Esquire
• Reading: Chapter 1, Sumner & Miller
• Assignment: Critique Memo of Williams and Talese articles

WEEK 3
Finding Sources and Stories
• Reading: “Creature Comforts,” Rebecca Sloot, New York Times
• Reading: Chapters 2 & 3, Sumner & Miller
• Assignment: Critique Memo of Sloot article

WEEK 4
Finding Sources and Stories
• Reading: "Todd Marinovich: The Man Who Never Was," Mike Sager, Esquire
• Reading: Chapter 4, Sumner & Miller
Assignment: Critique Memo of Sager article

WEEK 5
Interviews: Goal-Driven Conversations
• Reading: "Still Life," Skip Hollandsworth, Texas Monthly
• Reading: Chapter 5, Sumner & Miller
WEEK 6
Interviews: Goal-Driven Conversations
• Reading: "In the Bible-Belt, Acceptance is Hard-Won," Anne Hull, Washington Post
• Reading: Chapter 5, Sumner & Miller

WEEK 7
Topic: Writing Features and Magazine Articles
• Reading: "The Last Outlaw," Chris Heath, GQ
• Reading: "Driven to Distraction," Matt Richtel, New York Times
• Reading: Chapter 8 & 9, Sumner & Miller

WEEK 8
Topic: Writing Features and Magazine Articles & MID-TERM EXAM
Reading: Chapter 10, 11 & 12, Sumner & Miller

WEEK 9
Topic: Selling Feature and Magazine Articles
• Reading: Chapters 6 & 7, Sumner and Miller

WEEK 10
In-Class Workshop – Research & Write Query Letters

WEEK 11
Topic: Writing Profiles
• Reading: As Time Runs Out, Gary Smith, Sports Illustrated
• Reading: Chapter 14, Sumner and Miller
• Assignment – Query Letter Due by 3 p.m.

WEEK 12
Topic: Writing Dramatic Stories
Reading: "From a Gulf Oyster, a Domino Effect" Dan Barry, New York Times
Reading: Chapter 15, Sumner and Miller
Personality Profile due by 3 p.m.

WEEK 13
Topic: Trends, Issues and Controversies

WEEK 14
Individual meetings with professor about final story

WEEK 15
Individual meetings with professor about final story & Feature on Trend, Issue or Controversy Due

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

PUBLIC AFFAIRS FEATURE ARTICLE
Identify and background a news or research development that can serve as the basis for developing a unique feature angle or approach. This feature should not profile, or tell the story of, either of an institution or an individual. Profiles will be assigned later in the semester. Instead students should look for features that either look behind a news development, or features that look at the impact of a news development on those most directly affected
by it or those who would be expected to translate it into policy. Students should keep in mind that they are conceiving and finding a thematic thread for a feature, not reporting a policy story filled with expert voices only. For example, if the Department of Defense releases data showing that suicides have increased in the military, a student might propose a feature like one published on Page 1 of The New York Times in July 2010. It told the story of those working on a suicide hotline to keep anguished members of the military alive. The stories that grow out of this assignment should be substantial in their research and be worthy of between 1,300 and 1,500 words.

Stories must contain:
- original, current reporting,
- quotes from a minimum of three interviews (in addition to the profile subject, a mix of friends, family, associates, competitors, critics, experts and others, depending on the subject matter and type of profile).
- biographical and historical information, as needed.
- supporting facts and statistics, as needed.

Stories must not contain:
- profiles of roommates, friends or relatives (unless approved in advance and disclosed in story).
- quotes from any of the above.
- quotes taken from other stories (unless approved in advance and fully attributed).
- information attributed to other news media that you could have reported yourself.

PERSONALITY PROFILE—Report and write a minimum 1,000-word biographical story about an interesting person you don’t already know. The subject does not need to be rich, famous or powerful; some of the most compelling profiles focus on ordinary, overlooked people. Unless I agree in advance to an exception, profiles of close friends or relatives are not allowed. Your finished story must contain original, current reporting and quotes from a minimum of three interviews. It must be suitable for publication with all sources fully identified. Your story must be accompanied by a source list.

Stories must contain:
- original, current reporting.
- quotes from a minimum of three interviews (in addition to the profile subject, a mix of friends, family, associates, competitors, critics, experts and others, depending on the subject matter and type of profile).
- biographical and historical information, as needed.
- supporting facts and statistics, as needed.

Stories must not contain:
- profiles of roommates, friends or relatives (unless approved in advance and disclosed in story).
- quotes from any of the above.
- quotes taken from other stories (unless approved in advance and fully attributed).
- information attributed to other news media that you could have reported yourself.

TRENDS, ISSUES OR CONTOVERSY FEATURE ARTICLE
Identify and background a trend, issue or controversy that can serve as the basis for developing a unique feature story. Trend, issue and controversy stories inform the public about matters that affect their health, finances, safety or general welfare. Your reporting must cover the viewpoints and experiences from many sources. These types of stories can become quickly outdated, so you must have a fresh angle or approach to your topic. The stories that grow out of this assignment should be substantial in their research and be worthy of between 1,300 and 1,500 words. Students must interview at least four sources and provide their contact information. It must be suitable for publication with all sources fully identified. Your story must be accompanied by a source list.
Stories must contain:
- original, current reporting.
- quotes from a minimum of three interviews (in addition to the profile subject, a mix of friends, family, associates, competitors, critics, experts and others, depending on the subject matter and type of profile).
- biographical and historical information, as needed.
- supporting facts and statistics, as needed.
Stories must not contain:
- profiles of roommates, friends or relatives (unless approved in advance and disclosed in story).
- quotes from any of the above.
- quotes taken from other stories (unless approved in advance and fully attributed).
- information attributed to other news media that you could have reported yourself.

Homework Assignments: Homework assignments will be given throughout the course to emphasize interviewing, sourcing and writing skills.
Midterm Exam: It will include multiple choice and essay questions from material related to text, class handouts and lectures.

(List all quizzes, projects, reports, activities and other components of the course grade - including a brief description of each assignment that clarifies its contribution to the course’s learning objectives)

19. Rubric and Grading Scale:

Grading scale:
A: 90-100
B: 80-89
C: 70-79
D: 60-69
F: Below 59

Your final grade will comprise:
Public affairs feature article (based on a news event or research development): 20 percent
Personality Profile: 25 percent
Feature on Trend, Issue or Controversy: 25 percent
Mid-term: 20 percent
Homework & Query Letter: 10 percent

STORY GRADES
A Great Story: An 'A' story?
The story idea is original, thoughtful, focused and the story is told in the most effective way possible. The story is newsworthy (if applicable), well written and free of errors. It relies on interviews with at least three credible sources, and uses statistics or other research materials to support the story’s premise. The writer understands both the story subject and the broader context into which it fits. The lead is clear, concise and interesting. Transitions are smooth, quotations are effective and the chosen details show rather than tell. The story is publishable.

A Good Story: A 'B' story?
The story idea is original, thoughtful, focused and the writer has gathered all the puzzle pieces (including interviews with at least three credible sources, and uses statistics or other research materials to support the story’s premise). But the puzzle is not assembled well. It has a few minor errors and could be better organized. It’s publishable, but needs to be rewritten and reorganized.

A Fair Story: A 'C' story?
The story idea is original and thoughtful, but the resulting story is unfocused and does not fulfill its potential. The storytelling approach lacks creativity, the story structure is weak and the interview subjects and sources of information could have been better chosen. It needs additional reporting
and a major rewrite to be publishable.

A Weak Story: A 'D' story?
The story idea is weak, and the writer was unable to develop it through additional reporting. The lead is muddled and suggests that the writer has not focused the idea. As a result, the story is predictable, superficial and incomplete. Obvious questions are left unanswered, necessary sources are missing. Significant work remains before the story is publishable.

A Very Poor Story: An 'F' story?
A weak story idea compounded by the writer's inability or unwillingness to develop it further. The story is confusing, incomplete and unfocused. It contains major inaccuracies, misspellings and/or errors of interpretation. It is not publishable.

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: N/A

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (VITT).
Approvals

Department Chair / Head

Date

College / School Curriculum Committee

Date

College / School Dean

Date

Dean of the Graduate School  (for Graduate Courses)

Date

Asacc, Provost for Undergraduate Studies  (for Undergraduate Courses)

Date

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