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 4470
   3. Effective Term: SPR 13

4. Course Title: Advanced Magazine and Feature Writing
   Abbreviated Title (30 characters or less): Adv. Magazine/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
   Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study)
   Weekly or Per Term?
   Credit Hours
   Anticipated Enrollment
   Maximum Hours (Repeatability): 6
   3 Lecture Term 3 40
   Total Credit Hours: 3

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

8. Prerequisites/Corequisites:
   P., JRNL 1100, JRNL 2210, JRNL 2310 and JRNL 3220

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

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Emphasis on creating long-form, non-fiction articles for print and digital publications through graceful and innovative writing techniques and skillful reporting.

11. May Count Either:
    (Indicate if this particular course cannot be counted for credit in addition to another)
    Program Type
    (e.g.: minor, major, etc.)
    Program Title
    (e.g.: MS in Chemistry, Performance Option, Minor in Art)
    Requirement or Elective?
    (required or optional?)
    N/A

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

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 "Advanced Feature Writing" to "Advanced 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:
- Recognize strong magazine and feature story ideas
- Organize full-length features
- Engage readers with artful language, narrative and tone
- Craft query letters
- Navigate the magazine story's production path, from story pitch to publication
- Sharpen skills at focusing stories along a single, clearly articulated theme.

(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 One
Finding & shaping ideas for a targeted audience
Handout: "The Athens of Athens"
Observation homework due

Week Two
Writing about Place and pitch for major story, including topic and market research.
Observation as research & Writing about place

Week Three
Brainstorming ideas and Developing your Voice
Assignment #1 due: "Sense of Place"
Be prepared to informally discuss your topic and focus for your long feature.

Week Four
Researching target magazines
Market analysis
Intro to narrative storytelling: characters, plot and scenes.
Dialogue homework due

Week Five
Market analysis presentations
Written market analysis and oral presentation due.
Bring to class a copy of your target magazine.

Week Six
Writing about issues and Conducting the feature interview
Evidence: observation, description, quotes, facts, sensory details, anecdotes
Assignment #2: Profile article

Week Seven
Writing about people and Writing a query letter
Story organization: Leads, endings & everything in between
Come with questions, concerns, draft leads, whatever you'd like to discuss or troubleshoot about your feature article.
Week Eight
Work on interviews and background research for News Feature article and
draft of major feature article
Assignment #3: News Feature article Due

Week Nine
Draft of major feature article due (including outline, lead, first section)

Week Ten
Business of writing
Copyright & ethical concerns
Query letter due

Week 11: One-on-one conferences with professor to discuss final story and its
development.

Week 12: Final editing (in class and by appointment)

Week 13: Final editing (in class and by appointment)

Week 14: Final story due, both print and multimedia content (completed or
fully realized assignments for photographer, designer and/or artist)

Week 15: Last class day. Final story and all graded work due.

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

18. Assignments / Projects:

- Assignment #1: Sense of Place article - A 500 to 600-word feature about
  a place. Select a place that has been important to you in the past or choose
  a new place that you make your own by communicating what you believe is
  its essence. Objectives of this assignment: to practice writing a short piece
  that communicates a clear message, to use observation as a reporting tool;
  and to stretch your writing voice beyond a reportorial news voice.
- Assignment #2: Profile article - 1,000-1,500 words. Profiles are studies in
  character and deed. They depict individuals in their daily lives, in
  extraordinary circumstances, sometimes switching between both. This
  assignment consists of an in-depth profile of someone interesting, whose
  profile will explain something about the ways we live now, whom you do not
  already know but whom you can interview and spend some significant time
  with during the early part of the term.
- Assignment #3: Develop a clearly focused idea based on a news story
  issue. The topic must be approved by your professor. It should have at
  least 3 different sources. This story is to be 1500-2000 words.
- Major Feature article – You will develop an idea (with brainstorming help
  from your classmates), research and write/rewrite a feature aimed at a
  specific target magazine. Objectives: to improve interviewing skills, learn to
  gather and synthesize information from multiple sources, write clearly and
  tightly, write for targeted audience, and use feedback to revise your writing.
  The first draft will be critiqued during class workshops; the final draft will be
  due during the class final exam period.
- Query letter – Write a one-page letter to the appropriate editor at your
  target magazine. The objective: to practice pitching a story idea to an editor.

(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
10 percent each, Article Assignments 1, 2 & 3
10 percent: Rough draft of major feature article
10 percent: Query letter
40 percent major feature article and multimedia components, including conferences with professor

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 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

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(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, subpoenas for 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 absences. 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 (V/TT).